



Public Board Meeting

Wednesday, April 14, 2021

6:30-9:00 p.m.

Online via Zoom

[Public Board Meeting Zoom Link](#)

Invited Participants: All Directors, Central Office Executive Team

Invited Attendees: All interested FFCA stakeholders

- To attend the public board meeting, use this link: [Public Board Meeting Zoom Link](#).
- You may need to install the Zoom app on your device before the meeting.
- You will need to enter your name and valid email address upon joining the meeting.
- You will be in a virtual waiting room until the host grants entry.
- You will be able to view the meeting and ask questions by voice only or online chat when the Board Chairperson provides the opportunity.

AGENDA

6:30 p.m. CALL TO ORDER

1. Review of Meeting Agenda..... Chair Wilson
2. Board Organization..... Chair Wilson
 - 2.1. Resignation of Director..... Chair Wilson
 - 2.2. Appointment of Board Secretary – Motion..... Chair Wilson
 - 2.2.1. Role of the Board Secretary – Motion Chair Wilson
 - 2.3. Director By-election – Motion Chair Wilson
3. Approval of Consent Agenda – Motion Chair Wilson
 - Public Board Meeting Minutes February 10, 2021 (attached);
 - Special Meeting Minutes March 6, 2021 (attached);
 - Correspondence received (attached).
4. Staff/Campus Reports Chair Wilson
 - 3.1 Collaborating through Change: The SMS/NMS Story John Deines,
Jim Poirier,
Josh Symonds,
Jesse Classen
5. Superintendent's Report..... ACEO Leinweber
6. Information Items
 - 6.1. Standing Item: Administrative Procedures Update (attached)..... Chair Wilson
 - 6.1.1. AP-D-101.1 Financial Management
 - 6.1.1.1. AP-D-101.1.1 Signing Authorities and Spending Limits
 - 6.1.1.2. AP-D-101.1.2 Expense Reimbursement
 - 6.1.1.2.1. AP-D-101.1.2.1 Schedule A Meal Reimbursement Rates
 - 6.1.1.2.2. AP-D-101.1.2.2 Schedule B Distances Between Campuses
 - 6.1.1.3. AP-D-101.1.3 Company Credit Cards
 - 6.1.1.4. AP-D-101.1.4 Company Cell Phones
 - 6.1.1.5. AP-D-101.1.5 Campus-Based Budgeting
 - 6.1.2. AP-D-501.1 Non-Disclosure Agreement
 - 6.1.2.1. AP-D-501.1.1 Non-Disclosure Agreement Template
 - 6.1.3. AP-H-105.1 English as a Second Language

6.1.4.	AP-I-701.1 Outdoor Activity in Adverse Weather and Air Quality Conditions	
6.1.5.	AP-I-802.5 Time-outs, Seclusion and Restraint	
6.1.6.	AP-I-805.1 Service Dogs	
6.1.7.	AP-I-805.2 Animals in Schools	
6.2.	Standing Item: Strategic/Education Plan Update	ACEO Leinweber
6.3.	Standing Item: High School Update	ACEO Leinweber
6.4.	Standing Item: COVID Response	ACEO Leinweber
7.	Discussion Items.....	Chair Wilson
7.1.	Q2 Report (attached) – Motion	CFO Morgan
7.2.	Capital Plan (attached) – Motion	CFO Morgan
7.3.	Resignations effective March 2, 2021 – Motion.....	Chair Wilson
7.4.	Resignations effective June 30, 2021 – Motion.....	Chair Wilson
8.	Committees/Liaison Reports.....	Chair Wilson
8.1.	Executive Committee.....	Chair Wilson
8.2.	Communications and Community Relations (CCR)	Chair Wilson
8.3.	Policy and Performance Review (PPR).....	Director Makwana
8.3.1.	Policy 7 Board Operations (attached) – Motion	Director Makwana
8.3.2.	Policy 15 Managed Growth (attached) – Motion	Director Makwana
8.3.3.	Policy 19 Welcoming, Caring, etc. (attached) – Motion	Director Makwana
8.3.4.	Policy 8 Charter Board Coms and Reps (attached) – Motion.....	Director Makwana
8.3.5.	Rescind original policies (attached) – Motion	Director Makwana
8.4.	Audit Committee	Director Diaz
8.5.	TAAPCS Board Rep Report	Vice-Chair Hill, Director Jin
8.6.	ASC Rep Report.....	Chair Wilson
8.6.1.	ASC Advocacy Committee Rep Report	
9.	Director Highlights	Chair Wilson
10.	Open to Gallery.....	Chair Wilson
11.	Chairperson’s Remarks	Chair Wilson

ADJOURNMENT: by 9:00 p.m.

NEXT MEETING: May 5, 2021

FUTURE AGENDA ITEMS: May – Elementary School Presentation

APRIL 14, 2021 MEETING MOTIONS

CONSENT AGENDA

1 21/04/14-1CA

MOVED by Director _____ and seconded by Director _____

- That the Consent Agenda for April 14, 2021; the minutes of February 10, 2021, Public Board Meeting; and the minutes of March 6, 2021, Special Meeting all be approved as presented.
- That any correspondence since the last Public Board Meeting is received and filed.

REGULAR AGENDA

- 2.2 **21/04/14-1RA** Appointment of Board Secretary
MOVED by _____ and seconded by _____ that the Board appoint Director _____ as the Secretary.
- 2.2.1 **21/04/14-2RA** Role of the Secretary
Background: The FFCA Bylaws state: "The Board can vote to delegate the Secretary's duties to a Staff member."

MOVED by _____ and seconded by _____ that the duties of Secretary be delegated to the Executive Assistant to the Superintendent (FFCA), but specific duties may be recalled or re-delegated at the Secretary's discretion upon notification to the Superintendent.
- 2.3 **21/04/14-3RA** Director By-election
Background: The FFCA Bylaws state: "a by-election may, at the discretion of the Board, be held to fill a vacant position."

MOVED by _____ and seconded by _____ that the Board call a by-election to elect a new Director for the remainder of the term through to December 2023.
- 7.1 **21/04/14-4RA** Q2 Report
MOVED by Director _____ and seconded by Director _____ that the board receive for information the FFCA 2020-2021 Second Quarter Financial Report as presented.
- 7.2 **21/04/14-5RA** – Capital Plan
MOVED by Director _____ and seconded by Director _____ that the revised 2022-25 Capital Plan be approved as presented.
- 7.3 **21/04/14-6RA** – Resignations
MOVED by Director _____ and seconded by Director _____ that the Board accept the resignation of Employees 10576, 10296, and 10825 effective March 2, 2021.
- 7.4 **21/04/14-7RA** – Resignations
MOVED by Director _____ and seconded by Director _____ that the Board accept the resignation of Employees 10075 and 10676 effective June 30, 2021.
- 7.5 **21/04/14-8RA** – Rescind policies
MOVED by Director _____ and seconded by Director _____ that the Board rescind the following policies:
- B-104 - Duties of the Secretary
 - D-501 - Campus Fundraising
 - E-101 - Use of Private Vehicles for Co-curricular and Extra-curricular Activities
 - F-201 - Emergency School Closures
 - F-301 - School Facility Rental
 - I-201 - Student Behaviour
 - I-601 - Transportation of Students to Campus
 - I-804 - Student Clubs and Organizations
- 8.3.1 **21/04/14-9RA** Policy 7 Board Operations
MOVED by Director _____ and seconded by Director _____ that Policy 7 Board Operations be approved for Second Reading as presented.
- 8.3.2 **21/04/14-10RA** Policy 15 Managed Growth
MOVED by Director _____ and seconded by Director _____ that Policy 15 Managed Growth be approved for Second Reading as presented.

8.3.3 **21/04/14-11RA** Policy 19 Welcoming, Caring, Respectful, Safe and Inclusive Learning and Working Environments

MOVED by Director _____ and seconded by Director _____ that Policy 19 Welcoming, Caring, Respectful, Safe and Inclusive Learning and Working Environments be approved for Second Reading as presented.

8.3.4 **21/04/14-12RA** Policy 8 Charter Board Committees and Representatives

MOVED by Director _____ and seconded by Director _____ that Policy 8 Charter Board Committees and Representatives be approved for First Reading as presented.



Public Board Meeting

Wednesday February 10, 2021

6:30-9:00 p.m.

Online via Zoom

Attendees

Board and Administration: Chair Jeff Wilson, Vice-Chair Jenny Hill, Director Sumara Diaz, Director Naren Makwana, Director Jehn Scantlebury, Director Randall Spahl, Director Sam Jin, Director Cathy McCauley, Director Amanda Fisher, Superintendent Roger Nippard, Deputy Superintendent Kurtis Leinweber, Secretary Treasurer Reta Morgan, Coordinator of Instruction Justin Kool, Coordinator of School Services Preston Lowther, Director of Technology Jeff Cullen, Executive Assistant Meredith Poole

Gallery: Amy Truong-Vuattoux, Anil Nayak, Arlene Orchard, Bharati Singh, Cindy McGlashan-Beaucage, Josh Symonds, Judy Zhu, Pamela Hunnisett, Pelin Unal, Rae King, Shahid Qureshi, Sheri Rolfe, Taira Anten, Tanya Borthwick, Tanya Lewis, Wade Stovel, Andrew Chu, Doug Lamb, Cristian Rios, Liming Gao, Haejin, Coughlin, Marlu, PG, Ted, Mickie

MINUTES

6:30 p.m. CALL TO ORDER

1. Review of Meeting Agenda – No changes.
2. **21/02/10-1CA** Approval of Consent Agenda
MOVED by Vice-Chair Hill and seconded by Director Diaz that the Consent Agenda for Feb. 10, 2021 be approved as presented, including the public minutes of December 9, 2020 and January 16, 2021, and correspondence received. CARRIED.
3. Staff/Campus Reports – No reports.
4. Superintendent's Report
 - A survey to gauge interest in online/classroom learning for Term 3 has been distributed to parents; deadline for response is Feb. 16; FFCA tries to accommodate all requests subject to availability/staffing.
 - Due to uncertainty with COVID/variants and vaccinations, FFCA plans to offer an online option for the next school year as well, and is exploring the possibility of continuation post-COVID.
 - Two new hires at Central Office: Phoebe Greentree in the recently-vacated Executive Assistant position; Trevor Smith hired as new member of the Tech Team pending resolution of the current medical leave
 - New Deputy Minister at Alberta Education is Andre Tremblay; FFCA has already connected on the issue of SLS funding
5. Information Items
 - 5.1. Standing Item: Administrative Procedures Update -
 - AP-H-201.1 Use of ICT, AP-H-103.1 Human Sexuality and AP-I-101.2 Kindergarten Admission and Orientation have been updated and replaced on our website.
 - 5.2. Standing Item: Strategic/Education Plan Update
 - Update on recent meeting on FFCA Global Competencies Research Project: current stage focused on putting together the research findings and disseminating the results.

5.3. Standing Item: High School Update

- Moving into design development focused on individual spaces, and a phasing plan for demolition and construction, hoping to do as much as possible during the summer months
- Still on schedule for a May/June tender to be awarded in the fall

5.4. Standing Item: COVID Response

- Winter break appears to have slowed the spread but 5 cases have been confirmed since, one of which impacted 6-7 classes at the high school resulting in 5 teachers moving to online for 14 days
- There have so far 53 requests for a Term 3 change, 18 to online and 35 to the classroom

6. Discussion Items

6.1. **21/02/10-1RA** Budget Guiding Principles

MOVED by Director Diaz and seconded by Director Scantlebury that the 2021-22 Budget Guiding Principles be approved as presented. CARRIED.

6.2. **21/02/10-2RA** Resource Fees

MOVED by Director Scantlebury and seconded by Director McCauley that the 2021-2022 FFCA Resource Fees be held at 2020-2021 levels and approved as presented below.

Kindergarten	\$115.00
Grades 1-6	\$145.00
Grades 7-12	\$195.00
Family Maximum	\$450.00

Families who qualify for the Resource Fee Subsidy will be expected to pay \$50/student.
CARRIED.

6.3 **21/02/10-3RA** Transportation Fees

MOVED by Vice-Chair Hill and seconded by Director Scantlebury that the 2021-2022 FFCA Transportation Fees be held at 2020-2021 levels and approved as presented below.

Kindergarten	\$425.00
Grades 1 to 12 (2-way)	\$855.00
Grades 1 to 12 (1-way)	\$770.00
Shuttle (1-way)	\$200.00
Family Maximum	\$2285.00

Families who qualify for the Transportation Fee Subsidy will be expected to pay \$325/student.
CARRIED.

6.4 **21/02/10-4RA** 2022-2025 Capital Plan

MOVED by Director McCauley and seconded by Director Diaz that the 2022-2025 Capital Plan be approved as presented. CARRIED.

6.5 **21/02/10-5RA** 2021-22 Calendars

MOVED by Director Makwana and seconded by Vice-Chair Hill that the 2021-22 Calendars be approved as presented. CARRIED.

6.6 **21/02/10-6RA** 2022-23 Calendars

MOVED by Director Makwana and seconded by Director Scantlebury that the 2022-23 Calendars be approved in principle as presented. CARRIED.

7. Committees/Liaison Reports

7.1. Executive Committee – No meeting since last public meeting.

7.1.1 Terms of Reference – No changes necessary.

7.2. Communications and Community Relations (CCR)

- Met 3 weeks ago and will be scheduling another shortly
- Advocacy *ad hoc* committee will send representation to Albertans for Educational Diversity (ABED) to help educate the general public on all education choices available in Alberta
- Propose an *ad hoc* fundraising committee in aid of our 25th anniversary celebrations:
21/02/10-7RA CCR Fundraising *ad hoc* Committee
MOVED by Director Scantlebury and seconded by Director McCauley that an *ad hoc* Fundraising Committee be struck for a period of one year as per the Terms of Reference.
CARRIED.

7.2.1 Terms of Reference – No changes necessary.

7.3. Policy and Performance Review (PPR)

7.3.1 Terms of Reference – No changes necessary.

7.3.2 **21/02/10-8RA** Policy 7 Board Operations

MOVED by Director McCauley and seconded by Vice-Chair Hill that the Board approve Policy 7 Board Operations for First Reading as presented. CARRIED.

7.3.3 **21/02/10-9RA** Policy 15 Managed Growth

MOVED by Director McCauley and seconded by Director Makwana that the Board approve Policy 15 Managed Growth for First Reading as presented. CARRIED.

7.3.4 **21/02/10-10RA** Policy 19 Welcoming, Caring, Respectful, Safe and Inclusive Learning and Working Environments

MOVED by Director McCauley and seconded by Director Scantlebury that the Board approve Policy 19 Welcoming, Caring, Respectful, Safe and Inclusive Learning and Working Environments for First Reading as presented. CARRIED.

7.3.5 Bylaw Status Update

- The Revised FFCA Bylaws were filed by Corporate Registry on January 26 and have been submitted for microfilming, after which proof of filing will be provided.

7.4. Audit Committee

7.4.1 Terms of Reference – No changes necessary.

- Next meeting planned for early March
- Former Board candidate Shahid Qureshi has volunteered to fill the empty seat on the committee.

7.5. TAAPCS Board Rep Report

- Two recent meetings with Minister (SLS Funding, Superintendent Compensation, Charter School Handbook) and Deputy Minister (SLS Funding)
- TAAPCS supports the ABED (Education Diversity) Committee

7.5.1 TAAPCS Fee

- Fees remain unchanged from last year
- Fees have been waived for newly-approved charter New Humble as they are based on previous year's enrolment, and in recognition of start-up expenses

7.6. ASC Rep Report

- New rep Director Scantlebury received a warm welcome at her first ASC meeting

- Major topic was 25th Anniversary fundraising

7.6.1. ASC Advocacy Committee Rep

- New rep Director Spahl is pleased to report that this committee is well-organized with numerous sub-committees and good people
- Essential to convey to the public that Alberta's charter schools cannot be compared to those in U.S.

8. Director Highlights: Director Diaz: seeing a fresh view of FFCA from the perspective of the CCR and Audit committees; Director Makwana: the addition of our two new Directors who are already proving how valuable they will be; Vice-Chair Hill: display of leadership and character of high school students in a meeting prior to Christmas break; Director Scantlebury: new FFCA hoodie; Director Spahl: possibilities of ABED (Education Diversity) committee; Director Jin: the work of administration over the course of the COVID pandemic; Director Fisher: election to the Board and the assistance of Directors Scantlebury and Makwana; Director McCauley: the help from new Board colleagues in the role of Director, long association in different capacities with retiring FFCA Executive Assistant; Chair Wilson: consideration of SLS funding by the Deputy Minister and Minister of Education.
9. Open to Gallery – No comments.
10. Chairperson's Remarks: Chair Wilson expressed his appreciation for being given the opportunity to serve as Board Chair for a third term.

ADJOURNMENT: 7:41 p.m.

NEXT MEETING: April 14, 2021

FUTURE AGENDA ITEMS: April – Middle School Presentation; May – Elementary School Presentation



Special Board Meeting

Saturday, March 6, 2021

8:30-8:45 a.m.

Online via Zoom

Attendees: Chair Jeff Wilson, Vice-Chair Jenny Hill, Director Sumara Diaz, Director Naren Makwana, Director Cathy McCauley, Director Amanda Fisher, Director Jehn Scantlebury, Director Sam Jin, CEO Roger Nippard, COO Kurtis Leinweber,

MINUTES

8:30 a.m. CALL TO ORDER

1. **21/03/06-10A** Motion to Waive Notice of Public Meeting

MOVED by Director Hill and seconded by Director McCauley that the Board approve waiver of notice of the March 6, 2021 Special Meeting as permitted in Article 5.1 (c) of the FFCA Bylaws (2019). **CARRIED.**

2. **21/03/06-20A** Motion to Approve Superintendent of Schools Leave of Absence Request

MOVED by Director McCauley and seconded by Director Fisher that the Board, as per Section 14 of the Alberta Superintendent of Schools Regulation 98/2019, approve a Leave of Absence for CEO/Superintendent Roger Nippard inclusive of the time period April 1, 2021 to August 31, 2021. **CARRIED.**

3. **21/03/06-30A** Motion to Approve Acting Superintendent of Schools

MOVED by Director Makwana and seconded by Director McCauley that the Board appoint COO/Deputy Superintendent Kurtis Leinweber as Acting Superintendent of Schools inclusive of the time period April 1, 2021 to August 31, 2021, subject to Ministerial approval as per Section 222 of the Education Act 2012 Chapter E-O.3. **CARRIED.**

ADJOURNMENT: by 8:38 a.m.

NEXT PUBLIC MEETING: April 14, 2021



ALBERTA
EDUCATION

Office of the Minister

AR115348

MAR 29 2021

Mr. Jeff Wilson
Board Chair
Foundations for the Future Charter School Society
110 0 7000 Railway Street SE
Calgary Alberta T2H 3A8

Dear Mr. Wilson:

Your request for approval of the appointment of Kurtis Leinweber as Acting Superintendent of Schools for Foundations for the Future Charter School Society was forwarded to my office by the Registrar. Attached to the request was a completed *Notice of Intent to Appoint an Acting Superintendent of Schools*, Form 4a. Thank you for providing this information.

I hereby approve the appointment of Mr. Leinweber as Acting Superintendent for Foundations for the Future Charter School Society effective April 1, 2021 to August 31, 2021, pursuant to Sections 222 and 223 of the *Education Act*.

In light of my approval of Mr. Leinweber's appointment and pursuant to Section 66 of the *Education Act*, I require you to provide me with a copy of any amendments that may be made to the employment contract during this appointment term.

Thank you to the members of the board for their commitment to education. Please extend my congratulations to Mr. Leinweber on his appointment.

Sincerely,

Adriana LaGrange
Minister

**Foundations for the Future Charter Academy
for the six months ending February 28, 2021**

	Annual Budget	September to February	% of REVISED budget	Notes
Income				
AB Grant Revenue	32,406,904	17,663,771	54.51%	CMR* and high school split funding included
Transportation Fees	2,004,220	966,862	48.24%	Fees collected adjusted to match busing day
Resource Fees	537,964	572,149	106.35%	Fees paid in advance
Other School Jurisdiction	400,000	212,277	53.07%	
Campus Funds	1,359,635	673,327	49.52%	
Other Revenue	174,000	167,550	96.29%	19 K students funded by parents (\$65,600); Central rent; GIC interest
Total Income	36,882,723	20,255,936	54.92%	
Expense				
Salaries & Benefits	28,048,226	13,926,790	49.65%	
Inclusion	144,500	107,313	74.27%	Annual fees paid in September - Providence Speech Services
Professional Development	72,335	17,344	23.98%	
Technology	474,000	244,699	51.62%	
Transportation	3,472,387	1,848,278	53.23%	Sept to Feb was 103 of 175 bus days = 58.86%
Facilities	1,834,483	2,477,050	135.03%	CMR projects included (~\$1M)
Board	105,000	42,367	40.35%	
Admin Building	256,000	113,108	44.18%	
General & Admin	278,553	119,093	42.75%	
SHS Set up Costs		485,909		
Campus Funds	1,359,635	323,277	23.78%	Lower costs due to cancellation of off campus field trips
Campus Expenditures	832,651	467,415	56.14%	Some annual fees paid in Q1
Total Expense	36,877,770	20,172,643	54.70%	
Surplus(Deficit)	4,953	83,293		

	<u>Instruction</u>	<u>PO&M</u>	<u>Sys Admin</u>	<u>Transportation</u>	<u>Total</u>
Reserve as at Aug. 31, 2020	368,022	1,113,213	(55,084)	(110,569)	1,315,582
2020-21 Budget	4,953				4,953
Expected reserve balance	372,975	1,113,213	(55,084)	(110,569)	1,320,535

Prepared by: Reta Morgan - March 5, 2021

* CMR = Capital Maintenance Renewal

CAPITAL PLAN - 2022 to 2025

Original Board Approved: February 10, 2021

REVISED - Board Agenda April 14, 2021

Estimated Costs

	Elementary					Middle		K - 8	High School		Totals
	Southeast Alice M Curtis	Northeast Clement	St. Lawrence	St. Lawrence	Southwest Southwood	South Davison	Andrew Greenview	North New Location	South New Location	North Montgomery	
North HS Replacement - Approved										43,000,000	43,000,000
2021-22											
New Location & Building									43,000,000		
New Location & Building								38,500,000			
Totals								<u>38,500,000</u>	<u>43,000,000</u>		<u>81,500,000</u>
2022-23											
Modernization	5,768,800					8,078,320	7,825,250				
Portable Replacement				750,000							
Modular Addition				350,000				900,000			
Totals	<u>5,768,800</u>			<u>1,100,000</u>		<u>8,078,320</u>	<u>8,725,250</u>				<u>23,672,370</u>
2023-24											
New Location & Building				19,182,080							
Modernization		4,699,500			7,025,800						
Totals		<u>4,699,500</u>		<u>19,182,080</u>	<u>7,025,800</u>						<u>30,907,380</u>

Notes to the Capital Plan:

FFCA leases buildings that are on average 60+ years old and have had no modernizations.

New Construction - New 1,000 student high school facility in South Calgary, lease at Dr Norman Bethune expires in 2024. New 500 student K - 8 facility in North Calgary to begin to address the high demand for the FFCA program. Northwest Elementary (St. Lawrence) needs to be replaced with a larger more functional facility.

Modernizations - All estimated at 50% of building replacement which is calculated at m2 times \$3,352 - North Middle School (Greenview) Audit done in September 2011; Southeast Elementary (Alice M Curtis) Audit done in September 2012; South Middle School (Andrew Davison) Audit done in December 2010; Northeast Elementary (St. Clement) Audit done in September 2018; and Southwest Elementary (Southwood) Audit done in November 2010

Portable Replacement - New modular request submitted March 31, 2021 to replace five old portables with new modular units at Northwest Elementary (St. Lawrence)

Modular Addition - Modular request submitted March 31, 2021 for one additional modular required at Northwest Elementary (St. Lawrence) to allow for three cohorts in every grade, K through 4. Also included the cost of parking lot revisions as a result of the reconfiguration of the modular location on the site and the potential cost of a washroom unit should it be required by the City. Six new modulars required at North Middle School for the additional students in grades 5 to 8 from the north where parents annually renew their waitlist application for the educational choice of FFCA's program.



AP-D-101.1 Financial Management

Administrative Procedures

Revised March 12, 2021

BACKGROUND

Foundations for the Future Charter Academy (FFCA) receives revenue from the Government of Alberta and parents. Appropriate procedures must be in place to ensure that all revenue is accounted for and used to support student learning. The CEO/Superintendent is accountable for the financial management of FFCA and may delegate this authority as necessary.

Financial Management includes budget development and the regular, frequent monitoring of expenditures against those budgets to ensure accountability for fiscal resources. Employees who are assigned authority over a budget are responsible for following appropriate processes to monitor the budgets and are thereby given the authority to purchase materials, equipment, supplies, and services to best meet students' learning needs.

PROCEDURES

Monitor assigned budget(s) regularly and frequently, at least monthly. The following steps should occur:

- Check accuracy of coding, notify CFO\Secretary-Treasurer of any unauthorized expenditure
- Compare year-to-date actual expenditure amounts against approved budget. Report any significant variances to the CFO\Secretary-Treasurer (ie. 50% of a budget is typically spent at the mid-point of the year.
- The overall budget must be balanced at year-end. Deficits are permitted in budgets provided the overall school/department budget is not in a deficit position.
- Ensure all expenditures paid to an individual for any employment services are remitted to payroll. Only payroll is authorized to issue payments for human resources (employment).

Further, employees with authority to make expenditures must follow all relevant administrative procedures. Employees will submit monthly, or once a minimum of \$50.00 has been reached, an expense claim with receipts for reimbursement to their supervisor.

All amounts coded against a budget line must be authorized by the person with authority for that budget.

Additional related financial management administrative procedures are separate documents as follows:

AP-D-101.1.1 Signing Authorities and Spending Limits

AP-D-101.1.2 Expense Reimbursement

AP-D-101.1.2.1 Schedule A Meal Reimbursement Rates

AP-D-101.1.2.2 Schedule B Distances Between Campuses

AP-D-101.1.3 Company Credit Cards

AP-D-101.1.4 Company Cell Phones

AP-D-101.1.5 Campus-based Budgeting

AP-D-101.1.6 Disclosure of Expenses



AP-D-101.1.1 Signing Authorities and Spending Limits Administrative Procedures

Revised March 11, 2021

BACKGROUND

The CEO\Superintendent may delegate the authority to purchase goods and services to designated staff positions.

PROCEDURES

The CEO\Superintendent has delegated the responsibility to the CFO\Secretary-Treasurer to ensure that financial controls for purchases are in place and followed. Invoices or receipts must support all purchases. The purchase of goods and services between \$10,000 and \$75,000 requires a minimum of two competitive quotes. The purchase of goods and services exceeding \$75,000 will be made in compliance with the TILMA (Trade, Investment and Labour Mobility Agreement). For construction expenditures, competitive quotes must be obtained for goods and services less than \$200,000 and for those exceeding \$200,000 TILMA rules must be applied.

Approval Authorities

Signing authorities are delegated to particular staff positions as follows:

- Principal Educators (or designate) have the authority to approve all campus-based expenditures.
- The Director of Facilities has the authority to approve all Plant, Operation & Maintenance (PO&M) expenditures.
- The Director of Technology has the authority to approve all technology-related expenditures.
- CFO\Secretary-Treasurer has the authority to approve all Central Office expenditures.
- CEO\Superintendent has the authority to approve any FFCA related expenditures.
- The next higher level of authority must authorize any expenditure where the term of the purchase extends beyond the end of the current school year.

Signing Authorities for bank account transactions (Cheques, EFT transfers, etc.)

The following positions are granted signing authority by Board Motion (February 10, 2021) for payments made from the FFCA main bank account:

- Board Chair
- Board Vice-Chair
- CEO\Superintendent (administrator)
- COO\Deputy Superintendent (administrator)
- CFO\Secretary-Treasurer (administrator)

Payments \$2,000 and under require the approval of one of the above. All payments \$2,000 and greater require two signatures, and at least one of the signatures must be an administrator listed above. The second signature may be any person for whom the Board has approved bank signing authority.

Each campus will maintain a chequing account petty cash fund (\$2,500) that will be replenished after verifying expenditures (receipts). Two signatures (Principal Educator, Associate Principal and Administrative Assistant) are required on all campus-based cheques.



AP-D-101.1.1 Signing Authorities and Spending Limits Administrative Procedures

Revised March 11, 2021

Purchasing

There are four methods of purchasing goods and services at FFCA:

- Purchase orders
- Vendors issuing an invoice
- FFCA Issued Credit Card – See AP-D-101.1.3
- Employee reimbursement

NOTE: For one-time vendors, using an FFCA-issued credit card is the preferred method of payment. Where a long-term relationship exists with a vendor, vendors should be encouraged to send a credit application to the Accounting Assistant to establish credit. Prospective vendors will be advised that payments will be made via electronic fund transfer (EFT).



AP-D-101.1.2 Expense Reimbursement

Administrative Procedures

Revised March 11, 2021

BACKGROUND

FFCA expects that all individuals will make reasonable efforts to minimize expenses incurred while conducting FFCA business. The Secretary-Treasurer shall be responsible for the processing of the financial reimbursement claims. Review and approval of expense reimbursement claims are delegated as follows:

- Board Chair: Board Directors and CEO/Superintendent
- CEO/Superintendent: Principal Educators, COO/Deputy Superintendent and CFO/Secretary Treasurer,
- CFO/Secretary-Treasurer: Board Chair and Central Office staff
- Campus Principal Educators: campus-based employees
- Director of Facilities, Director of Technology, Coordinator of Instruction, Coordinator of School Development: Staff within budget responsibility

PROCEDURES

Claims should be submitted monthly when the reimbursement is greater than \$50, and all claims in a school year must be submitted by August 31 of that year.

- FFCA will reimburse for fair and reasonable travel expenses incurred while on FFCA business.
- Reimbursement for meals will be at the rates detailed in **Schedule A** (no receipt necessary). FFCA **will not** reimburse for meals off-campus within the City of Calgary nor for alcoholic beverages.
- Original receipts for expenses other than meals will be attached to claims; claims without original receipts may be denied by the supervisor.
- FFCA will not reimburse contributions made to political entities, including registered parties, constituency associations and candidates.
- Automobile transportation will be reimbursed based on the kilometres driven for FFCA business and will be claimed at the distances outlined in **Schedule B** for inter-campus travel. Actual distance for other destinations will also be reimbursed
- Kilometres driven between the employee's residence and the work location at the start and end of each workday located within the City of Calgary will not be reimbursed.
- Kilometres driven to participate in professional development activities within the City of Calgary will not be reimbursed.
- Where out of province travel is by personal vehicle, the per kilometre reimbursement will not exceed air travel costs to the same destination.
- If travel to any destination is by automobile, it is expected, whenever possible, that delegates will travel together.
- The per kilometre rate is set annually on January 1 using Canada Revenue Agency allowable rates for Alberta. The rates may be set higher for facility maintenance staff required to purchase commercial insurance on their personal vehicle used to carry tools and supplies between FFCA sites.

<https://www.canada.ca/en/revenue-agency/services/tax/businesses/topics/payroll/benefits-allowances/automobile/automobile-motor-vehicle-allowances/reasonable-kilometre-allowance.html>



AP-D-101.1.2.1 Schedule A: Meal Reimbursement Rates Administrative Procedures

Revised March 11, 2021

SCHEDULE A

Meals*

Breakfast - \$10.00

Lunch - \$15.00

Dinner - \$25.00

*For meals in the US, the above rates will be factored at the US exchange rate on the date of entry into the US



**AP-D-101.1.2.2 Schedule B:
Distances Between Campuses
Administrative Procedures**

Revised March 11, 2021

SCHEDULE B

One-way distance in kilometres

	CO	NHS	NMS	NEE	NWE	SHS	SMS	SEE	SWE
CO	----	17	19	15	20.5	3.1	1	3	5
NHS	17	----	10	11	8	15	17	19	16
NMS	19	10	----	6	2	21	19	19	22
NEE	15	11	6	----	8	16	16	16	22
NWE	20.5	8	2	8	----	19	21	22	25
SHS	3.1	15	21	16	19	----	1.2	2.2	3.3
SMS	1	17	19	16	21	1.2	----	1.5	4
SEE	3	19	19	16	22	2.2	1.5	----	4
SWE	5	16	22	22	25	3.3	4	4	----



AP-D-101.1.3 FFCA Credit Cards

Administrative Procedures

Revised March 11, 2021

BACKGROUND

The use of a credit card as a payment instrument is an acceptable method of making purchases. The authority to purchase is delegated to staff positions; individuals who hold these positions will be provided with a credit card and the authority to purchase.

PROCEDURES

The following positions at FFCA may have credit cards for purchases:

- CEO\Superintendent
- Executive Assistant
- COO\Deputy Superintendent
- CFO\Secretary-Treasurer
- Accounting Assistant
- Coordinator of Instruction
- Coordinator of School Development
- HR Assistant
- Director of Technology
- Director of Facilities
- Maintenance Assistants
- Principal Educators
- Associate Principals
- Administrative Assistants
- Library Technicians
- Other (as approved by the Superintendent)

In addition to regular purchases, the following are also acceptable purchases on an FFCA credit card:

- One-time invoice where credit cannot be established
- Payment for a foreign currency invoice

The following are unacceptable purchases on an FFCA credit card:

- Alcoholic beverages
- Personal expenses
- Cash advances
- Contributions to political entities, including registered parties, constituency associations and candidates

Cardholder responsibilities:

- Use only for authorized purchases within the authority limit of the individual approving the purchase.
- Acknowledge that intentional misuse of the card may result in disciplinary action, including dismissal.
- Take reasonable action to ensure the card is appropriately safeguarded.
- Retain documentation of purchases and receipt of goods. Receipts are required to support all claims, including meals. Receipts should be uploaded to BMO, to the cardholder's unique email address for receipt images, as soon as possible following the transaction's completion.



AP-D-101.1.3 FFCA Credit Cards

Administrative Procedures

Revised March 11, 2021

- Meal claims greater than the amounts shown in Schedule A may be subject to review.
- Ensure that monthly statements are reconciled and submitted with the documentation for verification as soon as possible.
- Report any discrepancies or errors to the merchant.
- Take extreme care to only provide the credit card number to trustworthy, reliable merchants.
- Return the credit card to FFCA upon conclusion of employment or when requested.
- Online purchases:
 - Deal with well-known/well-established vendors.
 - Use only secure sites and browsers. To determine if a merchant site is secure, look for an unbroken lock or key symbol, an URL that begins with `http://`, or the words Secure Sockets Layer (SSL).
 - Never send your credit card number out electronically.
 - Read delivery and return policies and privacy statements.
 - Keep a record of the transaction by saving and/or printing the online confirmation of your order. Ensure that the website (URL) is identified.



AP-D-101.1.4 Cell Phones

Administrative Procedures

Revised March 11, 2021

BACKGROUND

To meet the jurisdiction's communication requirements, FFCA recognizes that the use of cell phones is necessary for the organization's ongoing operations. As such, it is reasonable for FFCA to cover some or all the cost of the device and the data\voice plan.

PROCEDURES

The following positions/departments are eligible for FFCA supported cell phones:

- CEO\Superintendent
- COO\Deputy Superintendent
- CFO\Secretary-Treasurer
- Coordinator of Instruction
- Coordinator of School Services
- Facilities Services – Director and Maintenance Assistants
- Facility Assistant – North High School (voice only, no data)
- Technology Services (Director and Tech Services Team)
- Principals
- Associate Principals
- Transportation Director
- Other – as approved by the CEO/Superintendent

The cost is charged to the appropriate campus or department.

There are three choices available to these staff members in conjunction with their immediate supervisor:

1. FFCA Cell Phone Plan –The phone number and physical cell phone are considered the property of FFCA. This means that if the staff member were to leave the employment of FFCA, the phone remains with FFCA. Phones are expected to remain in use for a period of two to three years from purchase. The plan will be at the generic level for voice and data service. Any additional plan add-ons will be at the discretion of the employee's supervisor responsible for their area budget. This includes the addition of other country roaming packages for FFCA-related business. Personal cell usage beyond \$5 per month will be charged back to the employee through payroll deduction. Once a staff member has opted into the plan, they cannot choose to opt-out.
2. Staff may receive a monthly allowance. The phone number remains the property of the staff member. Under this scenario, if the physical cell phone has been purchased with FFCA funds and the employee leaves the employment of FFCA, they would be charged for the remaining value of the phone. After three years, a phone's remaining value will be determined to be NIL. This monthly allowance under CRA (Canada Revenue Agency) rules is a taxable benefit (i.e. it will appear on the annual T4 as income that the employee will pay tax on). The allowance will be set at the FFCA cell plan rate.
3. Staff may choose not to join the FFCA cell phone plan nor receive an allowance.



AP-D-101.1.5 Campus Surplus or Deficit Administrative Procedures

Revised March 11, 2021

BACKGROUND

Campuses are allocated annual budgets as part of FFCA's annual budget cycle and are expected to operate within their allocated budget each fiscal year. Campuses may carry forward a budgetary surplus or deficit resulting from the current year's operations within this Administrative Procedure's parameters to support long-range planning.

PROCEDURES

Budgeting & Expenditures

The Principal Educator is responsible for ensuring that all budgeting and expenditures are managed in accordance with FFCA's financial management Administrative Procedures.

This includes, but is not limited to:

1. establishing a campus-based annual budget in advance of the fiscal year;
 - a. ensuring that budget allocations reflect the strategic and educational priorities of FFCA as approved by the Board and central administration;
 - b. ensuring that staff discretionary allocations (expenses not requiring administrative pre-authorization) do not exceed \$200 per teacher;
 - c. ensuring that staff reward and/or recognition allocations (and subsequent expenditures) do not exceed \$45 per teacher;
 - d. ensuring that student reward and/or recognition allocations (and subsequent expenditures) do not exceed \$2 per student.
2. ensuring that all budgeted revenue and expense categories within the campus-based budget align to those required by the Secretary Treasurer / CFO to support system-wide accounting coherence;
3. ensuring that all revenues and expenditures are accurately coded to their applicable budget categories/expense codes;

Annual Surpluses & Deficits

1. During the year-end audit process, the Secretary Treasurer / CFO will determine the budgetary surplus/deficit for each campus in two categories:
 - a. Overall, &
 - b. Professional Development.
2. The maximum surplus that any campus may carryforward in one year is 10% of their current year's operating budget.
3. The deficit carryforward is the actual deficit for the operational year as of year-end.

Accumulated Surpluses & Deficits

1. Accumulated campus surpluses are not permitted to exceed 10% of the current year's operating budget unless:
 - a. The Secretary-Treasurer/CFO has provided prior approval for a campus to accumulate savings for a significant and specific planned future investment at the campus (e.g. capital expense such as bleachers, laboratory equipment, etc.)
 - b. Surpluses in excess of 10% of the current year's operating budget without prior approval will be re-allocated to other FFCA priorities at the discretion of the Superintendent or designate.



AP-D-101.1.5 Campus Surplus or Deficit

Administrative Procedures

Revised March 11, 2021

2. Campuses are prohibited from carrying forward an accumulated net deficit.
 - a. Should a campus' net carryforward be in a deficit position at the conclusion of a fiscal year, the campus' Principal Educator will immediately provide the Superintendent or designate & Secretary Treasurer with a plan to operate the following year at a surplus sufficient to eliminate the net accumulated deficit within 12 months.



AP-D-101.1.6 Disclosure of Expenses

Administrative Procedures

Revised March 11, 2021

BACKGROUND

Foundations for the Future Charter Academy (FFCA) is committed to providing transparency and accountability that will promote integrity and enhance public confidence in the oversight of expenses incurred by senior administrators.

Expenses are defined as the following costs and allowances incurred by an individual, in the course of Board or school business, for which FFCA provides reimbursement.

- Travel, including transportation, accommodation, meals and incidentals
- Working sessions (i.e., food or beverage provided during a meeting held to facilitate school business)
- Hospitality (i.e., food or beverage served as a courtesy to guests of the school)

PROCEDURES

1. Requirements to disclose expense reports apply to the following individuals and those incurring expenses on these individuals' behalf:
 - Senior Management (i.e., Superintendent, Deputy Superintendent, Secretary-Treasurer)
2. Expense reporting requirements:
 - Expense reports shall be posted on the FFCA website quarterly.
 - Posted expense reports shall include, at a minimum, the following information:
 - Name and position of the individual who incurred the expense
 - Date of transaction
 - Amount of each expense
 - Expense category (i.e., travel, including transportation, accommodation, meals and incidentals; working sessions; hospitality)
 - Description and rationale for each expense
 - The claimant shall provide a detailed receipt for each reimbursable expense. If a detailed receipt is not available, the claimant must provide a written statement attesting to the following:
 - The expense was incurred in the course of, and is related to, school business
 - The expense was not claimed previously
 - The circumstance as to why the receipt is missing
 - Expenses incurred by one individual on behalf of another must be attributed to the individual for whom the expenses were incurred.
 - Costs for alcoholic beverages cannot be claimed and will not be reimbursed.
 - Information that would normally be withheld under the Freedom of Information and Protection of Privacy Act, such as personal information, will be redacted from supporting documentation and not publicly disclosed.



AP-D-501.1 Non-Disclosure Agreements (NDAs) Administrative Procedures

date

BACKGROUND &/OR RATIONALE

Situations may arise in which Foundations for the Future Charter Academy (FFCA) wishes to disclose confidential information about our organization, or about an FFCA concept/proposal/plan, but wants to ensure that any such information is not misappropriated or used without FFCA approval, particularly where there is the potential for such disclosure to have negative consequences for FFCA.

DEFINITIONS

A Non-Disclosure Agreement (NDA) is a contract through which the parties agree not to disclose information covered by the agreement. An NDA creates a confidential relationship between the parties, typically to protect any type of confidential and proprietary information or trade secrets. As such, an NDA protects non-public business information.

PROCEDURE

At minimum, an effective NDA will incorporate the following five elements:

1. Identification of the parties: NDAs may be mutual (two-sided) or non-mutual (one-sided). In the latter case, the party requiring the NDA may be referred to as the Disclosing Party, and the second party as the Recipient. If in certain circumstances the recipient may be required to divulge the confidential information to a third party, the terms may need to be extended to cover this eventuality.
2. Term of the agreement: The NDA must specify the period of time during which it is in effect. This will generally be determined by the nature of the confidential information, but a two to five year limit is common. However, it is recommended that the NDA stipulate that, even at the conclusion of the term, the Disclosing Party does not relinquish any other rights held under copyright, patent or any other intellectual property laws.
3. Definition of what is deemed to be confidential: Care must be taken in defining what confidential information is covered by the NDA – either too broad or too narrow, and the NDA may be open to interpretation. Does it apply only to written documents, or to oral information as well?
4. Exclusions from confidential treatment: Certain information may also be deemed to be excluded from the NDA, (e.g. commonly held knowledge, information shared with the recipient prior to the negotiation of the NDA, information divulged to the recipient by a third party with no obligation under the NDA.) This may become relevant in the event of a legal challenge.

5. Scope of the confidentiality obligation by the receiving party: The NDA is a two-part obligation on the Recipient of the information: to keep the confidential information secret from other parties (unless specifically exempted as in 1.1 above), and to not use the confidential information itself. Conditions for information storage and retention of the confidential information upon the culmination of the agreement should be specified.

References: AP-D-501.1 Non-Disclosure Agreements (NDA) Template - Appendix 1

DRAFT



**AP-D-501.1.1 Non-Disclosure Agreement
Template
Administrative Procedures**

date

1. This Agreement identifies the terms and conditions governing the use of any “Confidential Information” by _____ and its agents, hereafter referred to as the “Recipient”, in its business, research or other relationship with the Foundations for the Future Charter School Society, hereafter referred to as the “School”.
2. This Agreement takes effect at 4:00 p.m. on _____ and terminates at 4:00 p.m. on _____.
3. For the purposes of this agreement, the term “Confidential Information” covers any orally-imparted or documented information pertaining to:

4. For the purposes of this agreement, the term “Confidential Information” does not include information that is generally known to the public, knowledge held by the Recipient prior to the initiation of this agreement, rightfully-obtained information from a third party, information that is independently developed without reference to the information required to be kept confidential, and/or information that is required to be furnished by law.
5. The Recipient undertakes to treat confidentially all information identified in #3 above, and not to disclose it to any third party or to use it for any purpose, either during the term of this agreement or after termination of this Agreement for any reason, except with the written permission of the School. In the provision of service, the Recipient agrees to ensure that all confidential information will be stored in a secure environment and shared using secure and password protected means as approved by the School. The Recipient further agrees that the Confidential Information will be returned or destroyed if/as requested by the School.

Commented [MP1]: Interested party?

SCHOOL

RECIPIENT

Authorized Signatory

Authorized Signatory

Witness

Witness

Date



AP-H-105.1 English as a Second Language Administrative Procedures

Revised June 7, 2013

BACKGROUND & RATIONALE

FFCA will provide English as a Second Language (ESL) support to students who have insufficient proficiency in English to achieve grade level expectations.

FFCA recognizes that ESL support facilitates the development of academic language that supports students' ability to demonstrate the competencies in an English language environment.

PROCEDURES

1. Each FFCA campus will identify students who require ESL support by September 30th of each school year.
2. The first opportunity to note any possible ESL needs occurs during the admission interview. Any ESL concerns that are evident during the interview process should be noted and communicated to administration. The following information and documents need to be collected during the interview:
 - First language the student learned
 - Language spoken in the home
 - First language of the parents
 - Years of schooling in another language
 - Report card from previous school
 - Previous years of ESL support, if any
3. Observations by the classroom teacher during the first few weeks of school will provide further information as to whether the student requires English as a Second Language Proficiency Testing by the ESL Educational Assistant. Areas of concern may include:
 - Basic vocabulary
 - Classroom/academic vocabulary
 - Grammar skills
 - Writing skills
 - Reading comprehension
 - Understanding directions, both oral and written
 - Understanding Canadian culture
 - Speaking skills
4. The ESL Educational Assistant will check documentation of those students referred in order to ascertain the language background of the student.

5. In September, the ESL Educational Assistant will test all referred students who are new to a campus or new to ESL support using the IDEA Proficiency Test (IPT) for students in elementary or middle school or the Woodcock-Munoz Language Survey: Revised Edition for students in high school. Students recommended for ESL support from the previous year will be assessed using the Alberta ESL Proficiency Benchmarks for elementary and middle school students and using the Woodcock-Munoz Language Survey: Revised Edition for students in high school.
6. Using classroom observation, a “first-draft” writing sample, and the summarized results from the IDEA Proficiency Test/Woodcock-Munoz Language Survey: Revised Edition, or Alberta ESL Proficiency Benchmark assessment, a classroom teacher and/or administrator, in consultation with the ESL Educational Assistant, will determine which students will require ESL support throughout the year and provide a list of those students to administration.
7. The classroom teacher or campus administrator will send a letter home to the parents of students who will require ESL support informing them of this determination and introducing the ESL Educational Assistant who will be working with their child.
8. Prior to the last school day in September and February, administration will report to Alberta Education the names of students requiring ESL support. Foreign-born ESL students will be coded 301 and Canadian-born ESL students will be coded 303.
9. The classroom teacher and ESL Educational Assistant will collaborate to determine targeted areas of support for each student, the method of providing the support (in-class assistance and/or pull-out), and a schedule for working with each student. A copy of this schedule will be provided to administration.
10. The ESL Educational Assistant will maintain regular communication with the classroom teacher to determine the assistance required and reflect on the progress of the student.
11. During the year, the ESL Educational Assistant will maintain working records for each student receiving support, including any/all of the following:
 - IDEA Proficiency Test
 - Woodcock-Munoz Language Survey Revised Edition
 - Alberta ESL Proficiency Benchmark Assessment
 - Writing samples
 - Samples of student work
 - Informal reading inventory
 - Anecdotal notes
 - Ongoing assessment records
 - Summary of learning strategies
12. An ESL progress report will be filled in by the ESL Educational Assistant in consultation with the classroom teacher/administrator, and will be signed by the ESL Educational Assistant and classroom teacher/ administrator. This progress report is required at the end of the year. A mid-year comment sheet will be sent home in January outlining student strengths, goals, strategies, and suggested home support.

13. The final ESL progress report must indicate if further support is recommended for the following year, and must be signed by the administrator.
14. The following documents must be put in the students cumulative file:
 - IDEA Proficiency Test or Woodcock-Munoz testing summary sheet including the date of the test and name of the test administrator
 - Alberta ESL Benchmark Assessment
 - Copy of the ESL progress report
15. When students move from one campus to another, the office of the receiving campus must be notified that the student has been receiving ESL support. Estimated numbers of ESL students moving to the receiving campus will be provided by May 31.
16. Principals or designates are responsible for:
 - a. the planning and implementation of ESL learning support at their school;
 - b. facilitating student and staff access to resources and support for effective implementation of ESL support;
 - c. facilitating collaboration among all staff and service providers working with ESL students, training and supervising ESL support staff, and ensuring that ESL data is maintained as required.



New AP Outdoor Activity in Adverse Weather and Air Quality Conditions Administrative Procedures

2020-01-28 DRAFT

BACKGROUND & RATIONALE

ADMINISTRATIVE PROCEDURES

- 1) FFCA Weather and Outdoor Student Activity Guidelines
 - a) As its primary resource, FFCA uses the Environment Canada website at https://weather.gc.ca/city/pages/ab-52_metric_e.html for current and forecasted weather information. Additional local measures may be utilized to assess the current weather in the campus locations as needed.
 - b) Campus Principal Educators will determine whether outdoor activity modification or restriction is required in accordance with the following guidelines:

Air Temperature Equivalent with Wind Chill	FFCA Guidelines	
	K-8	9-12
Above -10°C	<ol style="list-style-type: none"> 1. Outdoor instructional activities, including physical education classes, will proceed as planned with students appropriately dressed. 2. Outdoor recess will proceed as planned. 	<ol style="list-style-type: none"> 1. Outdoor instructional activities, including physical education classes, will proceed as planned with students appropriately dressed. 2. Outdoor recess will proceed as planned.
Between -10°C & -20°C	<ol style="list-style-type: none"> 1. Outdoor instructional activities, including physical education classes, will proceed as planned, but duration may be restricted to minimize exposure as needed. 2. Outdoor recess will proceed as planned. 	<ol style="list-style-type: none"> 1. Outdoor instructional activities, including physical education classes, will proceed as planned with students appropriately dressed. 2. Outdoor recess will proceed as planned.
Between -20°C & -30°C	<ol style="list-style-type: none"> 1. Planned outdoor instructional activities, including physical education classes, will be limited to 10 minutes of outdoor exposure with students appropriately attired. 2. Outdoor recess will proceed but be limited to 10 minutes of outdoor exposure with students appropriately attired. 	<ol style="list-style-type: none"> 1. Planned outdoor instructional activities, including physical education classes, will be limited to 10 minutes of outdoor exposure with students appropriately attired. 2. Outdoor recess will proceed but be limited to 10 minutes of outdoor exposure with students appropriately attired.
Below -30°C	<ol style="list-style-type: none"> 1. Planned outdoor instructional activities, including physical education classes, will be cancelled. 2. Outdoor recess will be cancelled. 	<ol style="list-style-type: none"> 1. Planned outdoor instructional activities, including physical education classes, will be cancelled. 2. Outdoor recess will be cancelled.

2) FFCA Air Quality and Outdoor Student Activity Guidelines

- a) As its primary resource, FFCA uses the Alberta Government Air Quality website for guidance. The current and forecasted air quality for Calgary can be located online at <http://airquality.alberta.ca/map>.
- b) Campus Principal Educators will determine whether outdoor activity modification or restriction is required in accordance with the following guidelines:

Air Quality Health Index / Risk	Health Messages		FFCA Guidelines	
	At Risk Population	General Population	K-8	9-12
<p>4 – 6</p> <p>Moderate Risk</p>	<p>Consider reducing or rescheduling strenuous activities outdoors if you are experiencing symptoms.</p>	<p>No need to modify your usual outdoor activities unless you experience symptoms such as coughing and throat irritation.</p>	<ol style="list-style-type: none"> Outdoor activities will proceed as planned. Students who experience health symptoms (e.g. coughing, throat irritation) will be monitored and provided indoor options as required. Students will be coached to self-monitor their health and report any symptoms (e.g. coughing, throat irritation) to staff. 	<ol style="list-style-type: none"> Outdoor activities will proceed as planned. Students who experience health symptoms (e.g. coughing, throat irritation) will be monitored and provided indoor options as required. Students will be coached to self-monitor their health and report any symptoms (e.g. coughing, throat irritation) to staff.
<p>7 – 10</p> <p>High Risk</p>	<p>Reduce or reschedule strenuous activities outdoors. Children and the elderly should also take it easy.</p>	<p>Consider reducing or rescheduling strenuous activities outdoors if you experience symptoms such as coughing and throat irritation.</p>	<ol style="list-style-type: none"> Outdoor physical education classes will be cancelled. Outdoor field trips MAY be postponed or cancelled depending on intensity of activity and access to indoor facilities at the discretion of the Principal Educator in consultation with supervising staff. Outdoor recess will proceed as planned but students who have identified risk factors (e.g. lung disease, heart disease, diabetes) or who experience health symptoms (e.g. coughing, throat irritation) will be coached to minimize their exertion and will be monitored and provided indoor options as required. Students will be coached to self-monitor their health and report any symptoms (e.g. coughing, throat irritation) to staff. 	<ol style="list-style-type: none"> Outdoor physical education classes and field trips MAY be postponed or cancelled depending on intensity of activity and access to indoor facilities at the discretion of the Principal Educator in consultation with supervising staff. When outdoor activities proceed, students who have identified risk factors (e.g. lung disease, heart disease, diabetes) or who experience health symptoms (e.g. coughing, throat irritation) will be monitored and provided indoor options as required. Students will be coached to self-monitor their health and report any symptoms (e.g. coughing, throat irritation) to staff.

<p>Above 10</p> <p>Very High Risk</p>	<p>Avoid strenuous activities outdoors. Children and the elderly should also avoid outdoor physical exertion.</p>	<p>Reduce or reschedule strenuous activities outdoors, especially if you experience symptoms such as coughing and throat irritation.</p>	<ol style="list-style-type: none"> 1. Outdoor physical education classes and recess will be moved indoors. 2. Outdoor field trips MAY be postponed or cancelled depending on intensity of activity and access to indoor facilities at the discretion of the Principal Educator in consultation with supervising staff (e.g. a zoo field trip may still be permitted as exertion is minimal and there are indoor facilities if needed). 3. Students will be coached to self-monitor their health and report any symptoms (e.g. coughing, throat irritation) to staff. 	<ol style="list-style-type: none"> 1. Outdoor physical education classes and field trips MAY be postponed or cancelled depending on intensity of activity and access to indoor facilities at the discretion of the Principal Educator in consultation with supervising staff. 2. Intensity of outdoor activities that proceed will be reduced and students who have identified risk factors (e.g. lung disease, heart disease, diabetes) or who experience health symptoms (e.g. coughing, throat irritation) will be monitored and provided indoor options. 3. Students will be coached to self-monitor their health and report any symptoms (e.g. coughing, throat irritation) to staff.
---	--	---	---	---

*Each level of health risk is associated with a pair of health messages for at risk and general populations. It suggests steps we can take to reduce our pollution exposure.

**For more information on those who are at risk, see: [Air Quality and Health](#)

***Learn more about the AQHI with apps, fact sheets, videos and more at [AQHI Resources](#)

3) FFCA Air Quality and Outdoor Staff Activity Guidelines

- a) FFCA has a duty to provide a safe working environment for its staff. Consistent with (or exceeding) the Alberta guidelines for the general population, the above FFCA guidelines provide teachers whose duties may require being outdoors to have a voice in determining what activities will proceed in circumstances where the AQHI is above 6 (K-8) or above 10 (9-12). In situations where supervising teachers have identified risk factors (e.g. lung disease, heart disease, diabetes) or experience health symptoms (e.g. coughing, throat irritation), accommodations may be necessary to limit their outdoor exposure.



AP ---

Time-outs, Seclusion and Physical Restraint

September 25, 2020

BACKGROUND & RATIONALE

At Foundations for the Future Charter Academy (FFCA), our well-designed and communicated expectations and classroom management plans are a cornerstone of our professional practice. With this proactive practice, we maintain a safe and caring learning environment. However, FFCA recognizes that strategies such as timeouts, seclusion and physical restraint may be necessary at times as a behavioural strategy or to ensure the safety and well-being of our students and staff. Responsive to Ministerial Order #42/2019, the following procedures will outline the circumstances by which these strategies may be utilized in a school environment, while recognizing and maintaining at all times the dignity and well-being of all students and staff.

Please Note: All staff should minimize risk to themselves and others. This includes but is not limited to removing themselves or students from risky situations and engaging emergency services when the situation requires it.

1. General Procedures

- 1.1. Behavioural management techniques such as timeouts, seclusion or physical restraint should only be used when positive and proactive management strategies that are utilized regularly in our campuses have not resulted in the desired changes to challenging behaviours.
 - 1.1.1. Optimally, these strategies will be implemented as a part of a behaviour plan that has been discussed with the parents/guardians of the student. However, there may be times when staff will have to implement these strategies as a response to actions or behaviours that are dangerous or harmful to the student or others. In these cases, communication will be made with parents at the first possible opportunity.
 - 1.1.2. All staff will be aware of, and familiar with, the Alberta Education guidelines and standards related to these strategies that can be found in the documents cited at the end of this administrative procedure.
- 1.2. Time-outs
 - 1.2.1. Time-out is a behavioural intervention that involves reducing or limiting the amount of reinforcement that is available to an individual for a brief period of time in order to decrease or stop a predefined challenging behaviour.
 - 1.2.2. Time-out is not a go-to intervention for all challenging behaviour. Inappropriately used, time-out can be harmful and ineffective at reducing the problem that one is attempting to address.
 - 1.2.3. Time-out may not be appropriate or effective for all children/students; it is only one of many behavioural management strategies to manage the frequency, severity and intensity of problem behaviours. Each child/student is unique and may require alternative strategies to assist them in managing challenging behaviour.
 - 1.2.4. Two types of time-outs:
 - 1.2.4.1. Non-exclusion time-outs
 - 1.2.4.1.1. This is a time-out within the classroom setting. This entails the removal of access to positive reinforcement within the learning environment. This is considered a less restrictive form of time-out.
 - 1.2.4.2. Exclusion time-out

1.2.4.2.1. This time-out removes the student from the classroom environment. The student is relocated to a supervised space where their behaviours will not be positively reinforced. This is not a seclusion room.

1.2.4.2.2. Exclusion time-outs are a more restrictive procedure and should only be used after other supports have been utilized.

1.2.4.2.3. Time-out is to be used in a reasonable manner and be appropriate for the child's/student's age and/or other characteristics. When utilized, time-out interventions are to use the least restrictive but most effective forms first, before more restrictive forms.

1.3. Seclusion and Physical Restraint

1.3.1. Seclusion is the involuntary confinement or isolation of a person, alone in a room or area from which the person cannot freely exit or is physically prevented from leaving.

1.3.2. Physical restraint is defined as any method of using physical contact for restricting or immobilizing another person's freedom of movement, physical activity, or normal access to their body. It is a personal restriction that serves as a means of controlling an individual's movement, reconstituting behavioural control, and establishing and maintaining safety for the individual or other individuals.

1.3.3. Seclusion and physical restraint may be utilized in response to unanticipated events where a child's/student's behaviour poses a danger of imminent harm to self or others or when, with parental/guardian consent, these procedures are being considered as pre-planned safety, emergency or crisis measures.

1.3.4. Seclusion and physical restraint are only to be used as safety or crisis management procedures, not as behaviour management procedures.

1.3.5. Preferably, staff with related training will be available to respond ensure that the situation is managed safely and efficiently.

1.3.6. Any use of seclusion or physical restraint strategies should be debriefed after to assess the well-being of all involved, including the staff. The strategy should also be assessed for effectiveness of response. All events of this nature should be documented and communicated to the parents/guardians.

1.4. Professional Development

1.4.1. Administration at each school will participate in professional development related to the aforementioned strategies and be familiar with the associated Alberta Education guidelines.

1.4.2. All staff will be aware of, and familiar with, the guidelines associated with these strategies and will engage in professional learning relevant to their individual situations and circumstances.

1.5. Evaluation of Practices

1.5.1. Current practices should be evaluated by staff and administration as needed, compared against the guidelines and standards in the resources listed in 1.6

1.6. Resources

1.6.1. Guidelines for Time-out in Alberta Schools (November, 2019)

1.6.2. Standards for Seclusion and Physical Restraint in Alberta Schools (November, 2019)

1.6.3. Policy 19 – Welcoming, Caring, Respectful, Safe and Inclusive Learning and Working Environments (June, 2018)

1.6.3.1. Student Code of Conduct

Commented [PM1]: Sometimes (rarely) students are sent out into the hallway where they cannot be seen by their teacher. As this is unsupervised, is this a practice we need to address?

Commented [PL2R1]: Hi Pauline,

A couple ways to approach this. We could try to outline our current practice, but that would be a massive task. Perhaps we can run these practices through the attached ABEd guidelines and see how they stand up to those expectations. I am going to draft in another subsection and see if it would meet the needs of evaluating our practice.



AP-I-801.1 Service Dogs

September 29, 2020

Background and Rationale

Foundations for the Future Charter Academy is committed to providing inclusive environments to our students and employees who require accommodations that fit within our charter and legal mandates including the use of service dogs. The following procedures outline the process by which a person may apply to use a service dog in our facilities in accordance with Alberta's *Service Dog Act*.

Procedure

- 1) A request for a service dog to accompany a student must be made in writing to the principal or, in the case of an employee, to the employee's direct supervisor.
- 2) This request must include all of the following:
 - a. specific accommodation being requested;
 - b. documentation in support of the accommodation;
 - c. a copy of the Alberta government issued identification card that identifies the disabled person and that person's service dog.
- 3) Upon receipt of the request, the principal of the school will:
 - a. review the documentation;
 - b. discuss the request with the individual and/or parent;
 - c. consult with the Deputy Superintendent, or their designate;
 - d. consider the rights of other students and employees (e.g., severe allergies to dogs, cynophobia, etc.);
 - e. make and document a decision providing conditional approval or rejection of the application;
- 4) If the application to use a service dog is rejected, a rationale for the decision will be communicated in writing to all relevant parties.
- 5) If the application is conditionally approved:
 - a. the decision will be communicated in writing to all relevant parties;
 - b. a plan will be developed by campus administration in collaboration with the student, employee and/or other relevant parties which outlines:
 - i. the responsibilities for the personal care and physical needs of the service dog
 - ii. expectations and roles of school employees and students.
 - iii. school considerations such as classroom seating, timetables, etc.;
 - iv. a plan to introduce the service dog into the school setting;
 - c. the handler must acknowledge and accept full responsibility for the following:
 - i. maintaining control of the dog at all times.
 1. Service dogs should not growl, bark aggressively, snap, bite, or lunge.
 2. If the service dog displays behaviours that are aggressive, damage property or are disruptive to other students or employees, the service dog team can be asked to leave.
 - ii. paying for any damages caused by their service dog.
 - iii. cleaning up if their service dog toilets in a public place.

- iv. respecting the rights of all other members of the school community, including those who have allergies, a fear of dogs, or don't want to be near dogs for religious or other reasons.
- 6) Once approved, the service dog plan will be placed in the (student's) cumulative file or (employee's) personnel file, and communicated with all students, teachers, parents, and school employees who will be in contact with the service dog throughout the day. The school council will also be informed of the presence of the service dog and the associated plan.
- 7) After the request has been approved and the plan finalized and communicated to all affected stakeholders, the service dog may enter the school.
- 8) Service dogs may not be able to access all areas of a school, as some areas may be deemed restricted, primarily for safety or hygienic reasons. This may include, but is not limited to, food preparation areas or laboratory spaces.



AP-I-801.2 Animals in Schools January 18, 2020

Background and Rationale

Foundations for the Future Charter Academy is committed to providing safe and inclusive environments focused on teaching and learning to our students and employees. This document will outline the procedure for the inclusion of animals for educational purposes, as well as provide direction on responsibilities of the care of animals in schools.

Procedure

- 1) All requests for the inclusion of animals in a school or classroom setting must:
 - a. be for a significant experience that enhances student learning and/or motivation.
 - b. take into consideration the health and safety of students, staff and animals.
- 2) With the approval of the principal educator, teachers may bring animals into schools for instructional purposes for a one day visit or extended periods of time.
- 3) Instructional purposes for the presence of animals in schools may include:
 - a. as subjects for observation and data gathering on body characteristics, habits, movement, feeding behaviour, instinctive reactions;
 - b. talking and writing stories about animals to support language development;
 - c. supporting the development and learning of a sense of responsibility, kindness and concern for other living beings; and
 - d. supporting the development and learning of a healthy respect for the animals in our local environment.
- 4) Prior to introducing an animal into a classroom, the teacher must ensure that the following conditions have been met:
 - a. students and school personnel who may be exposed must not be afraid of or allergic to that type of animal;
 - b. animals must be in good health, free of disease with no tendencies to bite or scratch;
 - c. the owner of the cat/dog must show proof of current vaccinations and licensing;
 - d. the teacher bringing the animal into the school must know the past history of the animal;
 - e. the animal must not present aggressive behaviour towards the students or to school personnel; and
 - f. parents must be informed.
- 5) An animal brought into the school for a visit must be leashed and under the control of a responsible adult. Where a leash cannot be used, the animal must be under the control of a responsible adult.
- 6) Animals are not permitted to roam freely in the school building or on the school grounds.
- 7) If conditions change (animal, student, or environment) withdrawal of the animal can be made at the discretion of the principal.
- 8) If, in the opinion of the principal, animal hygiene becomes a factor, approval to keep the animal in the school will be withdrawn and the animal must be taken from the school no later than the end of the school day.

- 9) Animals permitted in schools
 - a. Only relatively small animals which are easily confined or caged, maintained and handled may be kept in the classroom, such as tropical fish and small mammals.
 - b. Larger animals such as dogs and cats may not be kept in the school building beyond regular school hours.
- 10) Accredited service dogs are permitted to accompany a student during regular school hours and activities providing they have met the requirements outlined in FFCA's administrative procedures governing service dogs.
- 11) Animals not permitted in schools
 - a. The following are not permitted in schools either as visitors or as classroom animals:
 - i. unescorted animals;
 - ii. poisonous animals;
 - iii. indigenous wild animals; and
 - iv. rats.
- 12) The teacher must ensure:
 - a. the ethical and humane treatment of animals is maintained and modeled; and
 - b. any animal that is kept in the classroom receives adequate care and is not abused or neglected in any way.
- 13) The teacher is responsible for:
 - a. determining the care and feeding requirements for animals kept in the classroom;
 - b. ensuring appropriate standards of hygiene and sanitation will be met;
 - c. ensuring that animal care procedures are posted and reviewed with the students; and
 - d. providing or coordinating for a suitable enclosure for the animal, feeding, cleaning and other duties connected to the accommodation of the animal.
- 14) The teacher must ensure that any student who assists the teacher with the care of the animals in the classroom:
 - a. is properly trained by the teacher; and
 - b. is under on-site supervision by the teacher with the teacher present but not necessarily constantly viewing the activity.
- 15) The teacher must ensure that there is a plan in place to provide care to animals:
 - a. After school hours, including weekends and holidays; and
 - b. in a permanent home when classroom study is completed. Animal injury and death
- 16) The teacher must be prepared to deal with the death of or injury to the animals kept in the classroom or animals brought to the class as visitors.
- 17) In the event of the death of an animal kept in the classroom, the animal must be disposed of safely and in a manner that is sensitive to student emotions and in accordance with current legislation.
- 18) Dogs are not permitted on school grounds in accordance with the City of Calgary Bylaw with the exception of accredited Service Dogs accompanying an individual on school property.



Policy 7 – CHARTER BOARD OPERATIONS

The Charter Board's ability to discharge its obligations in an efficient and effective manner is dependent upon the development and implementation of a sound organizational design. In order to discharge its responsibilities to the members of the Society, the Charter Board shall hold meetings as often as necessary. A quorum, which is a simple majority of the number of currently serving Directors, must be present for every duly constituted meeting. The Charter Board has adopted policies so the business of the Charter Board can be conducted in an orderly and efficient manner.

The Charter Board shall meet regularly, according to the schedule of meeting dates established annually ~~at Organizational Meetings.~~ The Charter Board Chair shall call or cancel meetings, as required.

The Charter Board's fundamental obligation is to preserve and enhance its Charter and the public trust in education, generally, and in the affairs of its operations in particular. Consistent with its objective to encourage FFCA stakeholders to contribute to the educational process, Charter Board meetings will be open to the public. Towards this end, the Charter Board believes its affairs must be conducted in public to the greatest extent possible and in ~~locations a manner~~ that encourage stakeholder participation.

There are times when public interest is best served by private discussion of specific issues in closed working sessions.

Having members of the Society make presentations at Charter Board meetings can enhance member interest.

Public forums dealing with specific educational topics can enhance communications and the effectiveness of the Charter Board.

1. Organizational Meeting

- 1.1 An Organizational Meeting of the Charter Board shall be held annually. The first official meeting of the Charter Board following election of Directors shall be an Organizational Meeting.
- 1.2 The Superintendent or designate will give notice of the Organizational Meeting to each Director as if it were a Special Meeting. The Superintendent or designate shall call the meeting to order and act as Chair of the meeting until a Chair is elected. ~~for the purpose of the election of the Charter Board Chair by nomination and ranked secret ballot.~~
- 1.3 Each newly-elected Director will take the Oath of Office immediately following the call to order of the Organizational Meeting after the election of Directors.
- 1.4 The Board will elect one (1) Director to act as Chair by ranked secret ballot unless the Charter Board has unanimously agreed to elect by an alternate process. Upon election as Chair, the Charter Board Chair shall ~~take the Oath of Office~~ and preside

over the remainder of the Organizational Meeting. The ~~Charter~~ Board Chair shall normally be elected for a period of one (1) year.

1.5 The Board shall, in addition:

- 1.5.1 Elect one (1) Director to act as Vice-Chair by ranked secret ballot;
- 1.5.2 Elect one (1) Director to act as Secretary by ranked secret ballot;
- 1.5.3 May vote to delegate the duties of the Secretary through the Superintendent to a ~~Staff~~ staff member;
- 1.5.4 Elect one (1) Director to act as Treasurer by ranked secret ballot;
- 1.5.5 May vote to delegate the duties of the Treasurer through the Superintendent to a ~~Staff~~ staff member;
- 1.5.6 Designate Charter Board members for Committees as defined in Policy 8.
- 1.5.7 Appoint Charter Board representation on the various Boards or committees of organizations or agencies where the Charter Board has regular representation, as appropriate, including The Association of Alberta Public Charter Schools (TAAPCS);
- 1.5.8 Establish an annual Charter Board calendar;
- 1.5.9 Review Foundations for the Future (FFCA) banking arrangements;
- 1.5.10 Review FFCA audit arrangements;
- 1.5.11 Review the Directors' Handbook;
- 1.5.12 Address other organizational items as required.

2. Regular Meetings

Regular Charter Board meetings will be held in accordance with the approved annual Charter Board calendar in a location, manner and at a time set by the Executive Committee. Notices of regularly scheduled public Charter Board meetings will be posted on the FFCA website ~~and in each campus~~ and notification to Society members via email a minimum of forty-eight (48) hours prior to the meeting.

- 2.1 ~~All meetings will ordinarily be held on a monthly basis, excepting July and August. The Board will hold public Charter Board meetings a minimum of six (6) times per school year.~~
- 2.2 Notwithstanding the schedule established at the Organizational Meeting, the Charter Board may, ~~by resolution,~~ alter the schedule in such manner as it deems appropriate.
- 2.3 All Directors shall notify the Charter Board Chair if they are unable to attend a Charter Board meeting.
- 2.4 All Directors who are absent from three (3) consecutive ~~regular~~ meetings shall:
 - 2.4.1 Obtain authorization in advance by resolution of the Charter Board to do so; or
 - 2.4.2 Provide to the Charter Board Chair evidence of illness in the form of a medical certificate respecting the period of absence; or
 - 2.4.3 Obtain a leave of absence (for an extended period).
 Failure to attend may result in disqualification.
- 2.5 If both the Charter Board Chair or Vice-Chair, through illness or other cause, are unable to perform the duties of the office or are absent, the Charter Board shall appoint from among its members an acting Charter Board Chair, who on being so appointed has all the powers and shall perform all the duties of the Charter Board Chair during the Charter Board Chair's and Vice-Chair's inability to act or absence.
- 2.6 Regular meetings of the Charter Board will not be held without the Superintendent and/or designate(s) in attendance, unless the Superintendent's contract is being discussed.

3. Special/Emergency Meetings

Occasionally, unanticipated or emergent issues require immediate Charter Board attention and/or action.

- 3.1 Unscheduled meetings of the Charter Board may be called by the Charter Board Chair or a majority of Directors.
- 3.2 Notice of a special meeting can be by phone, text or email.
- 3.3 Providing a quorum is present at a special meeting, the Charter Board may waive notice of a public meeting and pass resolutions that can be acted upon.
- 3.4 Any business transactions or resolutions passed, and the minutes of the meeting, must be disclosed at the next regularly called public Charter Board meeting.
- 3.5 Special meetings of the Charter Board shall be open to the public, recognizing that specific agenda matters may be held in closed session.
- 3.6 Special meetings of the Charter Board will not be held without the Superintendent and/or designate(s) in attendance, unless the Superintendent's contract is being discussed.

4. Participation in Regular or Special Meetings by Electronic Means

In accordance with the relevant section(s) of the ~~School Act~~ *Education Act*, the Charter Board may hold a meeting using electronic means or other communication facilities. The means used must enable each Director participating in the meeting and any members of the public attending the meeting to hear all the other Directors. Directors participating in such meetings by electronic means or other communication facilities are deemed to be present at the meeting.

- 4.1 At least one (1) of the following persons named in each of 4.2.1 and 4.2.2 must be present at the Charter Board office during the meeting:
 - 4.1.1 A member of the Charter Board;
 - 4.1.2 The Superintendent or designate.
- 4.2 Reasonable steps must be taken to notify the public of ~~locations from~~ from the manner in which members of the public may participate.
- 4.3 ~~A Director may participate from a location to which the public does not have access.~~
- 4.4 A Director must ensure the means and location used to participate in the meeting will allow moving into closed session and will meet all requirements of a closed session.
- 4.5 ~~A Director wishing to participate in a regular or special meeting by electronic means must give 24 hours' notice of same.~~
- 4.6 ~~Participation from outside the boundaries of Calgary for more than one (1) meeting consecutively is at the discretion of the Charter Board by resolution.~~

5. Closed Sessions

The Bylaws of the FFCA Charter School Society defines the term "Closed Session" to mean a meeting of the Board at which sensitive/confidential issues (e.g. related to personnel, legal, property) may be considered. The terms "private", "executive session", and "in-camera" are synonymous with "Closed Session".

The preservation and enhancement of the public's trust in the educational system is an important priority of the Charter Board. The Charter Board believes that public trust is preserved by conducting open Charter Board meetings. Notwithstanding this belief, occasionally matters of unusual sensitivity require the Charter Board to hold closed sessions.

- 5.1 The Charter Board may, by resolution, schedule a closed meeting at a time or place agreeable to the Charter Board or recess a meeting in progress for the purpose of meeting in closed session. Such resolutions shall be recorded in the minutes of the

Charter Board and shall specify those individuals eligible to attend in addition to Directors and the Superintendent.

- 5.2 The Board may convene in closed session only to discuss matters of a sensitive nature, including:
- 5.2.1 Personnel
 - 5.2.1.1 Individual students;
 - 5.2.1.2 Individual employees;
 - 5.2.2 Matters relating to negotiations;
 - 5.2.3 Acquisition/disposal of real property;
 - 5.2.4 Litigation brought by or against the Charter Board;
 - 5.2.5 Other topics that a majority of the Directors present feel should be held in private, in the public interest.
- 5.3 Such sessions shall be closed to the public and press. The Charter Board shall only discuss the matter(s) that gave rise to the closed meeting. Charter Board members and other persons attending the session shall maintain confidentiality and shall not disclose the details of the discussion at such sessions.
- 5.4 The Charter Board shall, during the closed session, adopt only such resolution as is required to reconvene the Charter Board in an open, public meeting.
- 5.5 The resolution (motion) to go into closed session and the resolution to revert to a regular meeting must both be recorded in the minutes of the regular meeting.
- 5.6 Once the Charter Board reverts to a regular meeting, any decision reached during the closed session must be ratified by resolution. The wording of such resolution must not inappropriately reveal confidential or personal information.

6. Agenda for Regular Meetings

The Superintendent is responsible for preparing an agenda for Charter Board meetings in consultation with the Charter Board Chair and the Vice-Chair.

- 6.1 The order of business will be established by the Executive Committee and may include:
- 6.1.1 Call to order;
 - 6.1.2 Closed session (if necessary);
 - 6.1.3 Approval of agenda;
 - 6.1.4 Approval of consent agenda;
 - 6.1.5 Approval of minutes and electronic votes of the Charter Board;
 - 6.1.6 Business arising;
 - 6.1.7 Appointments/delegations;
 - 6.1.8 Action items;
 - 6.1.9 Discussion items;
 - 6.1.10 Policies;
 - 6.1.11 Administrative Procedures under review;
 - 6.1.12 Reports and information items;
 - 6.1.13 Open to gallery;
 - 6.1.14 Charter Board Chair's remarks;
 - 6.1.15 Adjournment.
- Items scheduled for a specific time shall be clearly identified on the agenda.
- 6.2 The agenda will be supported by copies of letters, reports, contracts and other materials as are pertinent to the business that will come before the Charter Board and will be of value to the Charter Board in the performance of its duties. Each action item will include a clear recommendation.
- 6.3 Items may be placed on the agenda in one (1) of the following ways:

- 6.3.1 By submitting a request to the Charter Board Chair or Superintendent at least eight (8) calendar days prior to the Charter Board meeting;
- 6.3.2 By notice of motion at the previous meeting of the Charter Board;
- 6.3.3 As a request from a committee of the Charter Board.
- 6.4 The agenda package, containing the agenda and supporting information, will be provided to each Director at least forty-eight (48) hours prior to the Charter Board meeting. Subsequently, information may be provided at the meeting; and further, the Superintendent shall advise the Charter Board Chair regarding the emergent nature of such information.
- 6.5 The Charter Board will follow the order of business set by the agenda unless the order is altered or new items are added by agreement of the Charter Board.
- 6.6 During the course of the Charter Board meeting, the majority of Directors present may amend the agenda and place items before the Charter Board for discussion. The Charter Board may take action on such items.
- 6.7 Agendas for all regularly scheduled public Charter Board meetings will be made available a minimum of forty-eight (48) hours prior to the meeting.
- 6.8 Agenda packages may be made available to the public.

7. Minutes for Regular or Emergency Meetings

The Charter Board shall maintain and preserve by means of minutes a record of its proceedings and resolutions.

- 7.1 The minutes shall record:
 - 7.1.1 Date, time and place of meeting;
 - 7.1.2 Type of meeting;
 - 7.1.3 Name of presiding officer;
 - 7.1.4 Names of Directors ~~and~~, staff ~~and gallery~~ in attendance;
 - 7.1.5 Approval of preceding minutes;
 - 7.1.6 All resolutions, including the Charter Board's disposition of the same, placed before the Charter Board, are to be entered in full;
 - 7.1.6.1 The numbering of motions is to be by date (year/month/day) and then by when the motion arose in the meeting (1, 2, 3 ...);
 - 7.1.7 Names of persons making the motions;
 - 7.1.8 A brief summary with sufficient background material to ensure that the Board's intent is clear;
 - 7.1.9 Points of order and appeals;
 - 7.1.10 Appointments;
 - 7.1.11 Public announcements;
 - 7.1.12 Receipt of written reports of committees, including a copy of the written reports in the format detailed in Appendix 1;
 - 7.1.13 The vote on all motions;
 - 7.1.14 Whenever a counted or recorded vote is requested in accordance with this policy, the requested information will be published.
 - 7.1.15 Policies as read.
 - 7.1.16 Departure and re-entry times of Directors (when absent for a vote on a motion); and
 - 7.1.17 The time of adjournment.
- 7.2 The minutes shall:
 - 7.2.1 Be prepared as directed by the Society's Secretary, unless the duties of the Secretary have been delegated to a ~~Staff-staff~~ member, in which case, as directed by the Superintendent who may consult with the Society's Secretary;

- 7.2.2 Be reviewed by the ~~Superintendent Board Chair~~ prior to submission to the Charter Board;
- 7.2.3 Be considered an unofficial record of proceedings until such time as adopted by a resolution of the Charter Board; and
- 7.2.4 Upon adoption by the Charter Board, be deemed to be the official and sole record of the Charter Board's business.
- 7.3 The Superintendent or designate shall ensure, upon acceptance by the Charter Board, ~~that appropriate initials are affixed to each page of the minutes and that~~ appropriate signatures are affixed to the last page of the minutes.
- 7.4 The Superintendent or designate will establish and maintain a file of all Charter Board minutes.
- 7.5 As part of its ongoing effort to keep staff and Society members fully informed concerning its affairs and actions, the Charter Board expects the Superintendent to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all Charter Board meetings.
- 7.6 ~~Unofficial minutes will be made publicly available within two (2) weeks of each meeting. Approved minutes will be made available within 2 weeks of approval.~~
- 7.7 The approved minutes of a regular or emergency meeting shall be posted to the FFCA website as soon as possible following approval. The Superintendent or designate is responsible to distribute and post the approved minutes.
8. Motions
- 8.1 Notice of Motion
The notice of motion serves the purpose of officially putting an item on the agenda of the next or future regular meeting and gives notice to all Directors of the item to be discussed. A notice of motion is not debatable and may not be voted on.
- 8.2 Discussion on Motions
The custom of addressing comments to the Charter Board Chair is to be followed by all persons in attendance.
A Charter Board motion or a recommendation from the Superintendent must generally be placed before the Charter Board prior to any discussion taking place on an issue. Once a motion is before the Charter Board and until it is passed or defeated, all speakers shall confine their remarks to the motion or to the information pertinent to the motion. Motions may be submitted by any Director, including the Charter Board Chair.
- 8.3 Speaking to the Motion
The mover of a motion speaks first, and every Director shall have an opportunity to speak to the motion.
The Charter Board Chair will normally speak just prior to the last speaker who will be the mover of the motion.
The mover of the motion is permitted to close debate on the motion.
As a general guide, a Director is not to speak longer than five (5) minutes on any motion. The Charter Board Chair has the responsibility to limit the discussion by a Director when such a discussion is repetitive or digresses from the topic at hand, or where discussion takes place prior to the acceptance of a motion.
No one shall interrupt a speaker, unless it is to ask for important clarification of the speaker's remarks, and any such interruption shall not be permitted without permission of the Charter Board Chair.
When a Director arrives at the meeting after a motion has been made and prior to taking a vote, the Director may request further discussion prior to the vote. The Charter Board Chair shall rule on further discussion.

8.4 Reading of the Motion

A Director may require the motion under discussion to be read at any time during the debate, except when a Director is speaking.

8.5 Counted Vote

Whenever a counted vote is requested by any one (1) Director immediately after a vote is taken, the minutes shall record the number of Directors who voted for and against the matter.

8.6 Recorded Vote

Whenever a recorded vote is requested by at least two (2) Directors before the vote is taken, the minutes shall record the names of the Directors who voted for or against the matter. Immediately after a vote is taken and on the request of a Director, the minutes shall record the name of that Director and whether that Director voted for or against the matter.

8.7 Required Votes

The Charter Board Chair and all Directors present, unless excused by resolution of the Charter Board or by the provisions of the ~~School Act~~Education Act or FFCA bylaws, shall vote on each question. Directors' votes have equal weight. Each question shall be decided by a majority of the votes of those Directors present. A simple majority of a quorum of the Charter Board will decide in favour of the question. In the case of an equality of votes, the question is defeated. A vote on a question shall be taken by open vote, expressed by show of hands, except the vote to elect the Charter Board Chair or Vice-Chair, which is by ranked secret ballot.

8.8 Debate

In all debate, any matter of procedure in dispute shall be settled, if possible, by reference to Parliamentary Procedure at a Glance (O. Garfield Jones). If this reference is inadequate, procedure may be determined by motion supported by the majority of Directors in attendance.

8.9 Motion to Refer

If a motion needs to be discussed much more informally or at greater length than is possible in a regular meeting, the Charter Board may refer the motion for further consideration to an existing or a new committee under the guidance of Policy 8. Any such motion should specify the committee to refer the motion to and instructions on when the Charter Board expects to receive a written report of recommendations for and/or amendments to the motion in the format detailed in Appendix 1.

9. Delegations at Charter Board Meetings

The Charter Board is accountable to the membership of FFCA and utilizes the input of its membership to effectively fulfill its mandate. FFCA promotes the involvement of its membership in the decision-making process by encouraging members to make presentations to the Charter Board.

9.1 Requests to make presentations to the Charter Board will be by written submission to the Charter Board Chair and/or the Superintendent.

9.2 The Executive Committee will decide the appropriateness of the delegation's request to be placed on the Charter Board agenda.

9.2.1 When determining appropriateness of the presentation request, particular consideration will be given to the extent to which the presenter has followed Charter Board policy, the potential to prejudice the Charter Board's ability to hear an appeal, and whether or not it is repetitious.

9.3 The Executive Committee will determine if the presentation to the Charter Board is to be held in public or in closed session.

- 9.3.1 Matters pertaining to personnel and legal and property issues will be considered in closed session.
- 9.4 The written presentation will be forwarded by the delegation to the Superintendent at least ten (10) working days prior to the meeting for distribution to the Charter Board.
- 9.4.1 Presentations will be in writing and will be supported by oral comments at the meeting. The spokesperson for the delegation will be identified in the written presentation.
- 9.5 Relevant background information and other perspectives related to the delegation's presentation, if any, will be prepared by the Superintendent for distribution to the Charter Board.
- 9.6 The spokesperson will be notified at least one (1) week in advance regarding the placement of his/her item on the agenda and of the time allotted for the presentation.
- 9.7 The spokesperson will be notified if the Charter Board intends to address the delegation's issue at a subsequent meeting.
- 9.8 In emergent situations where the above procedure cannot be followed, the Executive Committee will justify the emergency, then provide an outline of the subject and background information prior to the delegation appearing before the Charter Board.

10. Audio/Video Recording Devices

The Charter Board expects that anyone wanting to use recording devices at a public Charter Board meeting shall obtain prior approval of the Charter Board Chair.

11. Director Honoraria and Expenses

Directors on the FFCA Charter Board provide many hours of service in fulfilling their legislated responsibilities to govern the FFCA Charter School Society (the Society). Directorship carries with it a liability and accountability to both the Minister of Education and the Society members. FFCA will recognize the contributions made by Directors through the provision of honoraria, as allowed by Section 60(2)(e) of the School Education Act. These honoraria are wholly gratuitous in nature and neither the board as a group, nor any individual of the board, will have the ability to enforce payment of these honoraria by legal suit. As such, honoraria of this nature do not qualify as remuneration ~~for~~ which Charter Board members ~~shall not~~ are unable to receive under Charter Schools Regulation ~~42(614)~~.

- 11.1 For time spent attending to Charter Board-directed business, Directors will be eligible to receive honoraria based on the following:

Honorarium Schedule (effective November 19, 2014)	
Per Diem Honorarium	\$40 for a meeting (of up to 2 hours) \$75 for a meeting (of up to 4 hours)
	\$150 for a full-day meeting (of more than 4 hours) \$225 for an extended day (of more than 8 hours)
Chair's Honorarium	\$4,500 per year plus meeting per diem
Vice-Chair's Honorarium	\$2,250 per year plus meeting per diem

- 11.2 Directors will be eligible to receive honoraria for attendance at the following Board-directed activities:

- 11.2.1 Regular and special meetings of the Charter Board;
- 11.2.2 Committee meetings of the Charter Board;
- 11.2.3 Authorized workshops, conventions, and retreats;
- 11.2.4 School Council meetings;

- 11.2.5 Other Charter Board-directed meetings and activities.
- 11.3 Directors have the option to waive honoraria.
- 11.4 Directors will not receive honoraria for activities of a service orientation.
- 11.5 Directors will group meeting hours into 2-hour, ½ day, full-day or extended day units.
- 11.6 Payment of honoraria will be made monthly following submission and approval of the appropriate forms.
- 11.7 For the purpose of the *Income Tax Act*, honoraria paid to Directors will be included in the computation of Directors' taxable income.
- 11.8 Mileage based on the Canadian Revenue Agency (CRA) rate, set in September, and other expenses may be reimbursed on submission of appropriate forms and receipts (if applicable).

12. Director Conflict of Interest

The Director is directly responsible to the Society membership and to the Charter Board. Upon election to office and annually thereafter, the Director must complete a disclosure of personal interest statement and accept a position of public trust as required by Section ~~84~~ 86(1 & 2) of the ~~School~~-Education Act as follows:

~~86 (1) Each trustee of a board shall file with the board's secretary a statement showing~~
~~(a) the names and employment information of the trustee and the trustee's spouse or adult interdependent partner,~~
~~(b) the names of the corporations, partnerships, firms, governments or persons in which the trustee has a pecuniary interest, and~~
~~(c) the names of the corporations, partnerships, firms, governments or persons in which the trustee's spouse or adult interdependent partner or children under 18 years of age have a pecuniary interest.~~
~~86 (2) The board's secretary shall~~
~~(a) compile a list of all the names reported on the statements filed with the secretary, and~~
~~(b) provide a copy of the list to (i) all the trustees of the board, and (ii) the officials and employees of the board that the board directs shall receive a copy.~~

~~81 (1) Each trustee of a board shall file with the board's secretary a statement showing~~
~~(a) the names and employment of the trustee and the trustee's spouse or adult interdependent partner and children,~~
~~(b) the names of the corporations, partnerships, firms, governments or persons in which the trustee has a pecuniary interest, and~~
~~(c) the names of the corporations, partnerships, firms, governments or persons in which the trustee's spouse or adult interdependent partner or children under 18 years of age have a pecuniary interest.~~
~~(2) The board's secretary shall~~
~~(a) compile a list of all the names reported on the statements filed with the secretary, and~~
~~(b) provide a copy of the list to~~
~~(i) all the trustees of the board, and~~
~~(ii) the officials and employees of the board that the board directs shall receive a copy.~~

The Director is expected to act in a manner which will enhance the trust accorded the Director and, through the Director, the trust accorded to the Charter Board. The Charter Board is of the firm conviction that its ability to discharge its obligations is dependent upon the trust and confidence of the Society membership in its Charter Board and in its Director members. Therefore, the Charter Board believes in the requirement to

declare conflict of interest.

- 12.1 The Director is expected to be conversant with the relevant sections of the [School Education Act](#).
- 12.2 The Director is responsible for declaring him/herself to be in possible conflict of interest.
 - 12.2.1 The Director shall make such declaration in open meeting prior to Charter Board or committee discussion of the subject matter which may place the Director in conflict of interest.
 - 12.2.2 Following the declaration of conflict of interest by a Director, all debate and action shall cease until the Director has left the room.
- 12.3 It shall be the responsibility of the Director in conflict to absent him/herself from the meeting in accordance with the requirements of the [School Education Act](#) and ensure that his/her declaration and absence is properly recorded within the minutes.
- 12.4 The recording secretary will record in the minutes:
 - 12.4.1 The Director's declaration;
 - 12.4.2 The Director's abstention from the debate and the vote; and
 - 12.4.3 That the Director left the room in which the meeting was held.

13. Charter Board Performance Review

The Charter Board performance review shall be undertaken in conjunction with the Superintendent evaluation to reinforce alignment of purpose.

Approved: [First Reading February 10, 2021](#) ~~May 16, 2017~~

Legal Reference: *Education Act* Section 27, 53, 65, 85, 86, 87 except subsections (1)(a) and (2), 88, 137
Societies Act Section 9
 Charter School Regulation
Income Tax Act (Canada)
 FFCA Bylaws 5.4, 5.5, 5.8, 8.4, 8.5

Policy 7 – Appendix 1 Committee Report Template

Error! Reference source not found.[Name of Committee]
[Name of Committee]
Error! Reference source not found.[Name of Committee]
[Name of Committee]

Formatted: Font: Not Bold

Formatted: Font: Not Bold



Choose One
Committee/Representative Report

Month/Year: Choose

Choose One

Board Secretary, The FFCA Charter School Society

Dear Director Choose One :

The Choose One submits the following report to the Board in accordance with General Requirement 7.2 of Policy 8 - CHARTER BOARD COMMITTEES and REPRESENTATIVES.

Sincerely,

Choose One, Director

Chairperson, Choose One

c. Phoebe Greentree, Executive Assistant
Deputy Secretary, The FFCA Charter School Society

c. Chairperson Choose One,
Board Chairperson, The FFCA Charter School Society

Committee Mandate

Committee Members

Chairperson: Choose One, Director

Secretary: Choose One, Director

Member: Choose One, Director

Member: N/A, Director, if applicable

Member: N/A, Director, if applicable

Society Member: , if applicable

Society Associate Member: , if applicable

Community Member: , if applicable

Other: ,

Committee Meetings

The Committee met on

Attendees:

Summary of Discussions

The Committee discussed the following agenda items:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

Summary of Resolutions/Recommendations, if any:

<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>

Submit (Chair, Sec, Deputy Sec)

Print Form

Save Form

Clear Form

2021-02-10 APPROVED FIRST READING

Policy 7 – Appendix 2 Ranked Secret Ballot Process

Formatted: Tab stops: Not at 15.24 cm

Director-s will vote for a candidate for the position of Chair and rank the candidates listed on the ballot by writing the number one (1) next to their first choice, the number two (2) next to their second choice, and so on, until they have completed the ranking of any candidates they wish to vote for. Directors are not required to rank all candidates on the ballot.

The completed ballots are then tallied by the scrutineers. Vote counts are initially counted based on each Director's first choice. If a candidate for Chair receives more than half of the votes cast, the person presiding over the election (Superintendent) shall announce the name of the successful candidate. That candidate will declare whether or not they will accept the position. If they decline, they will be considered an eliminated candidate and the ballots assigned to them will be added to the totals of the remaining candidates based on the next preference indicated on each ballot.

If in any counting round of the ballots no candidate receives more than half the votes cast, the candidate with the fewest votes is eliminated. (If two or more candidates are tied with the fewest number of votes, they are all eliminated.) Ballots assigned to the eliminated candidate(s) are recounted and added to the totals of the remaining candidates based on the next preference indicated on each ballot. This process is repeated until one candidate obtains an absolute majority of the votes. That candidate will declare whether or not they will accept the position.

The process above (reassignment of the ballots of the declining candidate, if applicable, followed by the reassignment of the ballots of the eliminated candidate(s)) continues until a candidate accepts the position.

If, after all other candidates have been eliminated, two or more candidates have an equal number of votes, the scrutineers will prepare new ballots with only the names of the remaining candidates, in alphabetical order. The voting and counting process described above is repeated until a candidate obtains more than half of the votes cast.

Once a Chair has been elected, the scrutineers will destroy all ballots and any record of the vote count. The scrutineers cannot divulge the number of votes cast for any candidate.

Once elected, the Chair, presides over the remainder of the organizational meeting and oversees this process for the election of the remaining officers.



Policy 08 – CHARTER BOARD COMMITTEES and REPRESENTATIVES

Charter Board Committees

Preamble

The Foundations for the Future Charter Academy (FFCA) Board of Directors (the “Board”) may establish Committees in accordance with the **Education Act** and the Bylaws of the FFCA Charter School Society (FFCA Bylaws Article IX).

Committees may not make decisions on behalf of the Board unless authorized by the Board to do so, and only where this is permissible under **the Education Act**. The Board possesses certain legal powers and prerogatives which cannot be delegated or surrendered to others. Committees may research and make recommendations to the Board regarding the Committee’s issues, as directed by the Board. Committees may establish sub-committees to carry out the functions of the Committee. The Board will have the power to dissolve any Committee at any time. (FFCA Bylaws Section **9.4**)

General Requirements

1. The Board may appoint Standing Committees and Ad Hoc Committees and shall prescribe their powers and duties. (Education Act 2020, Section 52(1)(b))
2. The Board Chairperson shall act as an ex-officio member and shall have all privileges except for the right to vote, of all Committees established by the Board (FFCA Bylaws Section 8.2), and is not counted towards the Committee’s quorum.
3. Each Committee, chaired by a Director, will consist of a specified number of Members. The number of Directors on each Committee will not equal or exceed the number of Directors that meet quorum, except for the Expulsion Committee. The Board may invite persons from the community, Staff, or Associate Members to sit on the Committee. (FFCA Bylaws Section **9.3**) No Committee may have more than three voting Directors as members.
4. Staff appointed to Committees shall have all privileges, except for the right to vote, and are not counted towards the Committee’s quorum.
5. All other Committee members shall have all privileges, including the right to vote, and are counted towards the Committee’s quorum.
6. **Committees are charged with completing their work, as assigned by the Board, in a timely and thorough manner. They are required to complete their work and present their findings, along with recommendations, to the Board for decisions they are not authorized to make.**

7. The Board will select, at its annual Organizational Meeting, a Chairperson for each Committee. The Chairperson's responsibilities include the following:
 - 7.1 Set meeting times and dates, review committee terms of reference, and establish agendas. (FFCA Bylaws Sections 9.5 and 9.6)
 - 7.2 Assign a secretary to prepare a report of Committee meetings. (FFCA Bylaws Section 9.7)
 - 7.3 Ensure reports are made available to the Board (FFCA Bylaws Section 9.6).
 - 7.4 Hold Committee members accountable for their work.
 - 7.5 Maintain communication with the Board Chair regarding the work of the Committee.
 - 7.6 Report the work of the Committee to the Board and Society in the Public Board meetings.
 - 7.7 Develop and present an annual Committee budget to the Executive Committee.
8. The Superintendent may appoint resource personnel to work with representatives and determine the roles, responsibilities and reporting requirements of resource personnel.
9. The reports of all Committee meetings will include a list of those in attendance, a summary of discussions and actions, and resolutions.
10. "Parliamentary Procedure at a Glance" by O. Garfield Jones will be followed as deemed necessary by the Committee.
11. The Committee's report consists of a summary of discussions and a list of resolutions that the majority of the Committee has adopted.
12. The minority may submit a report consisting of their views on any resolution adopted by the majority.
13. Honoraria may be paid to volunteers, who are neither Directors nor employees, appointed to Committees established by the Board at a rate not to exceed the per diem honorarium rates as for Directors.
14. When the Committee is dissolved, all reports will be forwarded to the Board's Secretary for keeping. (FFCA Bylaws Section 9.7)

Standing Committees

Standing Committees assist the Board with work of an ongoing or recurring nature. Standing Committee members are usually appointed annually at the Organizational Meeting. The appointed member shall serve on the Committee for one year unless they cannot perform the duties assigned or are replaced by a subsequent appointment. See the Committee's Terms of Reference for the mandate, composition, meeting schedule, responsibilities and accountability.

1. Executive Committee
 - 1.1 Purpose: To provide leadership for the Board operations and coordination, strategic planning, policy review and Board succession.
 - 1.2 Powers and Duties: As per the Executive Committee Terms of Reference, reviewed annually.
 - 1.3 Membership: As per the Executive Committee Terms of Reference, reviewed annually.
 - 1.4 Meetings: As scheduled.

2. Communications and Community Relations (CCR) Committee

- 2.1** Purpose: To plan, execute, and communicate to stakeholders those activities and endeavours performed by the Board to develop and maintain good relationships within the FFCA community and key external individuals and groups. In pursuing this purpose, the Committee will also create opportunities for all Society members to provide input on common needs and goals.
- 2.2** Powers and Duties: As per the CCR Committee Terms of Reference, reviewed annually.
- 2.3** Membership: As per the CCR Committee Terms of Reference, reviewed annually.
- 2.4** Meetings: As scheduled.

3. Policy and Performance Review (PPR) Committee

- 3.1** Purpose: To assist the Board with matters pertaining to its human resources responsibilities. Specifically, the Committee will provide leadership for the Board's, Board Chairperson's, and Superintendent's annual performance review (including consideration of remuneration). The Committee will also coordinate the Board's professional development strategies and work plan.
- 3.2** Powers and Duties: As per the PPR Committee Terms of Reference, reviewed annually.
- 3.3** Membership: As per the PPR Committee Terms of Reference, reviewed annually.
- 3.4** Meetings: As scheduled.

4. Audit Committee

- 4.1** Purpose: To assist and advise the Board with respect to the FFCA's annual financial reporting processes and aid the Board in fulfilling its governance responsibilities.
- 4.2** Powers and Duties: As per the Audit Committee Terms of Reference, reviewed annually.
- 4.3** Membership: As per the Audit Committee Terms of Reference, reviewed annually.
- 4.4** Meetings: As scheduled.

5. Expulsion Committee

- 5.1** Purpose: To review Administration recommendations for student expulsions to ensure that they are fair and consistent with the Board Policies, FFCA Bylaws, the Education Act, and other relevant legislation.
- 5.2** Powers and Duties: As per the Expulsion Committee Terms of Reference, reviewed annually.
- 5.3** Membership: As per the Expulsion Committee Terms of Reference, reviewed annually.
- 5.4** Meetings: As scheduled.

Ad Hoc Committees

Ad Hoc Committees assist the Board on a specific project for a particular period. The Terms of Reference for each *Ad Hoc* Committee will be established by Board motion at the formation time. The Terms of Reference will be posted to the FFCA website.

Charter Board Representatives

Preamble

The Charter Board may appoint Directors to represent the Charter Board on various external committees, agencies and organizations. Such representation is established at the discretion of the Charter Board to facilitate the exchange of information on matters of mutual concern and discuss possible agreements between the Charter Board and other organizations.

The Charter Board will determine the Power and Duties of each representative. The Superintendent may appoint resource personnel to work with representatives and define the roles, responsibilities and reporting requirements of resource personnel.

The following organizations will have Charter Board representation as determined at the annual Organizational Meeting.

1. The Association of Alberta Public Charter Schools (TAAPCS) Representative
 - 1.1. Purpose: To act as a forum to discuss relevant, timely and emerging issues and discuss and develop policy decisions.
 - 1.2. Powers and Duties
 - 1.2.1. Attend TAAPCS meetings.
 - 1.2.2. Represent the Board's positions and interests.
 - 1.2.3. Communicate the work of the Association to the Board.
 - 1.2.4. Build relationships.
 - 1.3. Membership: One Director.
 - 1.4. Meetings: As scheduled.
2. The Association of School Councils (ASC) Representative
 - 2.1 Purpose: To act as a forum to discuss relevant, timely and emerging issues identified from individuals, Board of Directors, Alberta Education, and other sources.
 - 2.2 Powers and Duties
 - 2.2.1 Attend Association meetings.
 - 2.2.2 Build relationships.
 - 2.2.3 Communicate to the Charter Board the work of the Association.
 - 2.3 Membership: One Director.
 - 2.4 Meeting: As Scheduled.
3. Other Standing Representative Appointments
 - 3.1 Upon request, the Board may assign a representative to any other entity at the Board's discretion.

Approved: May 18, 2016

Legal Reference: Education Act Sections 36, 60, 113; FFCA Bylaws Section 9

COMMITTEE/REPRESENTATIVE REPORT TEMPLATE



Choose One
Committee/Representative Report

Month/Year: Choose

Choose One

Chairperson, The FFCA Charter School Society

Dear Chairperson Choose One :

The Choose One submits the following report to the Board in accordance with General Requirement 7.2 of Policy 8 - CHARTER BOARD COMMITTEES and REPRESENTATIVES.

Sincerely,

Choose One, Director

Chairperson Choose One

- c. Phoebe Greentree, Executive Assistant
Deputy Secretary, The FFCA Charter School Society
- c. Choose One, Director
Secretary, The FFCA Charter School Society

Committee Mandate

Committee Members

Chairperson: Choose One _____, Director

Secretary: Choose One _____, Director

Member: Choose One _____, Director

Member: N/A _____, Director, if applicable

Member: N/A _____, Director, if applicable

Society Member: _____, if applicable

Society Associate Member: _____, if applicable

Community Member: _____, if applicable

Other: _____, _____

Committee Meetings

The Committee met on _____

Attendees: _____

Summary of Discussions

The Committee discussed the following agenda items:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

Summary of Resolutions/Recommendations, if any:

Submit to Board Chairperson

Print Form

Save Form

Clear Form



Policy 15 - MANAGED GROWTH

Preamble

Foundations for the Future Charter Academy (FFCA) has long had a greater demand for enrollment than could be accommodated and currently exceeds the enrolment projection provided in the charter. The removal of the enrolment cap for each charter school with the Choice in Education Act's proclamation in September 2020, combined with a waitlist exceeding 15,000 potential new registrants, provides an opportunity for the organization to grow significantly in years to come. As FFCA approaches this growth opportunity, we believe that any such growth should be approached in a thoughtful, managed and planned fashion guided by educational research. As such, consideration of growth requires a fundamental re-examination of our current structure and our preferred future.

Rationale

FFCA's current grade level configuration has produced exceptional outcomes for many years. Academic results and satisfaction surveys indicate a highly successful school system. This success has resulted in growing demand and an opportunity for expansion. With expansion comes an opportunity to evaluate our current structure and implement new ways to serve our community. K-8 campuses serve as a positive model for new schools introduced into our systems. Structurally, establishing K-8 campuses allows FFCA to grow in the area of most significant demand without necessitating the establishment of multiple, parallel and sequential campuses to allow for that growth. K-8 campuses also allow for the continued support of our current programming and pedagogical priorities while allowing for our core leadership and character programs' extensions and enhancements. With fewer transitions between schools, feelings of belonging and strong relationships will grow. Academically, continuity of programming and professional collaboration will allow for an even more cohesive K-8 curriculum. Research also indicates general academic benefits to the K-8 model.

Principles for Managed Growth

Growth must encompass the following:

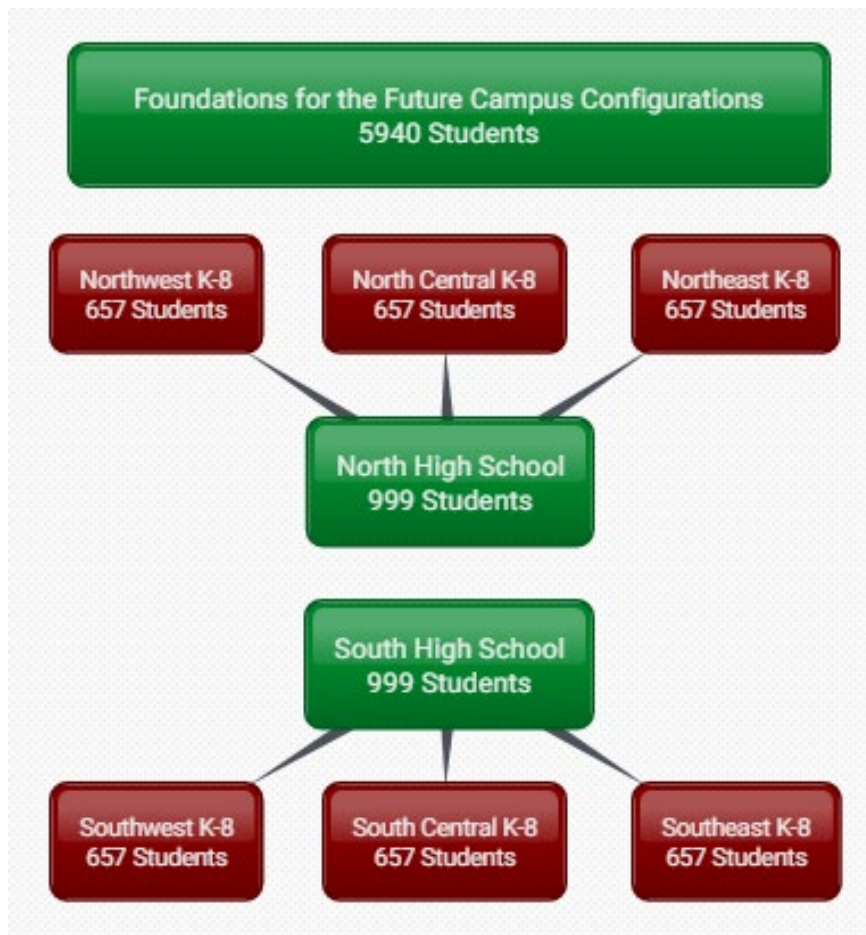
- Align with our charter and strategic plan priorities.
- Responsibly address the needs of our community concerning availability and access to programming.
- Be effective: efficient use of resources, personnel and facilities is necessary.
- Balance geographic distribution with stakeholder demands.
- Consider the impact of systemic, structural changes on existing school communities.
- Be reflected in the priorities of the annually approved capital plan.
- Allow for multiple points of entry into the school system.

Long-term Capacity Goals

- 4500-6000 student capacity
- One north and one south high school (gr. 9-12) campus (8-10 cohorts per grade, 850-1000 student each)
- Three north K-8 campuses (2-3 cohorts per grade, 600-800 students each)
- Three south K-8 campuses (2-3 cohorts per grade, 600-800 students each)

Timeline

The growth plan timeline depends largely on factors outside of FFCA's direct control, such as the availability of suitable surplus facilities, provincial capital plan priorities, etc. This policy will inform our Three-Year Capital Plan, which is submitted annually to Alberta Education. The board will monitor opportunities and advocate for its capital plan priorities to expedite where possible the timeline for new construction projects, modernization and upgrades to current campuses, modular classroom requests and access to suitable surplus properties when such opportunities present themselves.



Approved: First Reading February 10, 2021

Legal Reference:

2021-02-10 APPROVED FIRST READING

GROWTH PRIORITIES & SAMPLE CONFIGURATION

Growth Priorities

The growth priorities of FFCA will be reflected in FFCA’s Capital plan and adjusted as needed. As of the approval date of this policy, the organizational growth priorities for FFCA are as follows:

1. The addition of one south grade 9-12 campus (8-10 cohorts per grade, 850-1000 students) *
2. The addition of two north K-8 campuses (2-3 cohorts per grade, 600-800 students each)
3. The addition of one south K-8 campus (2-3 cohorts per grade, 600-800 students)

** FFCA’s access to the current temporary South High School campus at the Dr. Norman Bethune location expires after June 2024.*

Sample Configuration

	GRADE	SEE	SWE	SMS	NEW	NEW	NEE	NWE	NMS	NEW	NEW	NHS	TOTAL
Target Class size	K-4	K-4	K-4	5-8	K-8	9-12	K-4	K-4	5-8	K-8	K-8	9-12	
21	K	84	84		42		84	57		42	42		435
21	1	84	84		42		84	57		42	42		435
21	2	84	84		42		84	57		42	42		435
21	3	84	84		42		84	57		42	42		435
27	4	81	81		54		81	54		54	54		459
27	5			162	54				135	54	54		459
27	6			162	54				135	54	54		459
27	7			162	54				135	54	54		459
27	8			162	54				135	54	54		459
27	9					216						243	459
28	10					224						252	476
28	11					224						252	476
28	12					224						252	476
	Total	417	417	648	438	888	417	282	540	438	438	999	5922
	FTE	375	375	648	417	888	375	253.5	540	417	417	999	



Policy 19 – WELCOMING, CARING, RESPECTFUL, SAFE AND INCLUSIVE LEARNING AND WORKING ENVIRONMENTS

Preamble

Inclusion and a sense of belonging for all [staff and students](#) stems from creating an environment in which we focus on all the ways in which every [one student](#) has an equal right to [learn, be a welcomed, respected and cared for member of the FFCA staff or student body](#).

In keeping with the focus on character and leadership at Foundations for the Future Charter Academy (FFCA), the Charter Board (the “Board”) is committed to providing a welcoming, caring, respectful, safe and inclusive learning and working environment that respects diversity and fosters a sense of belonging. Each student and staff member within FFCA has the right to learn and work in campuses that promote [qualities](#) of opportunity, dignity, and respect.

The Board is further obligated to protect all students from harassment, discrimination and violence during FFCA's campus-related activities [whether on campus or off](#). All those involved with FFCA, including Directors, employees, students, parents, volunteers, contractors and visitors, must share in the responsibility for eliminating bullying, discrimination, harassment, and violence. The Board prohibits bullying, harassment, discriminatory, and violent behaviours and expects allegations of such behaviours to be investigated in a timely and respectful manner. [The Board expects complainants to follow the Being Heard process and will make every effort to protect individual's identities](#).

FFCA administration and staff will respond to all situations affecting the safety of students and/or staff members to ensure that every threat receives a reasoned and timely response in accordance with the FFCA Critical Response Manual.

One key outcome of our vision for FFCA is that all students will possess a strong connection to their campuses as welcoming, caring, respectful, ~~and safe~~ [and inclusive](#) places focused on their individualized success.

Specifically

1. The Board acknowledges its responsibility to ensure welcoming, caring, respectful, ~~safe and inclusive, and safe~~ [learning environments](#) for all students. It recognizes the importance of students' emotional, social, intellectual and physical wellness to their success in school and expects students to adhere to the Student Code of Conduct.
2. The Board expects all Directors, employees, students, parents, volunteers, visitors, and contractors to embrace and support this policy. This policy covers behaviour not only at all campuses, but also at any campus-related functions. This applies whether contact is face-to-face, by phone, fax, e-mail, [online](#) (Internet or Intranet), or by any other means of communication. Threatening, harassing, intimidating, assaulting or bullying, in any way, any

Formatted: Left

Formatted: Left

Formatted: Left

Formatted: Left

Formatted: Left

person within the FFCA community, including aggressive behaviours ~~such as “cyber” hate messaging and websites created in the student’s home, in cyber cafes or other settings~~ by any person within the FFCA community, is prohibited. Bullying is defined in the *School Education Act* (Section 1.1 (d.b.4)), ~~as “repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm, or harm to an individual’s reputation.”~~

3. The Board encourages reporting to a member of school staff or administration responsible ~~adult~~ all incidents of threats, harassment, intimidation, assault, violent behaviour and/or bullying, regardless of the identity of the alleged harasser or offender.
4. The Board supports the establishment of student organizations and student-led activities that promote equality and non-discrimination, including but not limited to gay-straight alliances, queer-straight alliances, diversity clubs, anti-racism clubs and anti-bullying clubs.

Approved: February 17, 2016

First Reading Revisions: February 10, 2021 Revised: June 13, 2018

Legal Reference: ~~Section 12, 16.1, 18, 20, 24, 25, 36, 45.1, 50, 60, 105, 113 School Act~~

~~Alberta Human Rights Act
Occupational Health and Safety Act
Canadian Charter of Rights and Freedoms
Criminal Code~~

Legal Reference: ~~Section 11, 27, 31, 33, 35, 36, 37, 53, 58, 196, 197, 213, and 222 Education Act~~

~~Alberta Human Rights Act
Occupational Health and Safety Act
Canadian Charter of Rights and Freedoms
Criminal Code
Preamble, Youth Criminal Justice Act (S.C 2002, c. 1)
Freedom of Information and Protection of Privacy Act
Practice Review of Teachers and Teacher Leaders Regulations
Policy 1 Appendix 1: Being Heard~~

Commented [NM1]: To be updated

Formatted: Indent: Left: 2.89 cm, Hanging: 0.02 cm, Right: 0 cm, Line spacing: Multiple 1.08 li

Formatted: Indent: Left: 0 cm, First line: 1.27 cm

Formatted: Indent: Left: 0 cm, First line: 0.75 cm, Space After: 0.15 pt, Line spacing: Multiple 1.07 li

Policy 19 – Appendix A4 Welcoming, Caring, ~~R~~espectful, ~~and Safe~~ and Inclusive

Commented [NM2]: Also add staff code of conduct as Appendix 2

Formatted: Indent: Left: -0.51 cm, First line: 0 cm

Formatted: Indent: Left: -0.51 cm, First line: 0 cm

Learning and Working Environments

Formatted: Indent: Left: -0.51 cm, First line: 0 cm

STUDENT CODE OF CONDUCT

Consistent with the emphasis on Character Education at Foundations for the Future Charter Academy (FFCA), the Charter Board (the “Board”) endorses a set of desirable personal and interpersonal character traits that incorporate universal values common to all religions and ethnic-cultural groups, including respect, integrity, empathy, compassion, independence, cooperation, responsibility and self-control.

Students are expected to learn, practice, develop and model such personal and interpersonal character traits and to contribute to the development of welcoming, caring, respectful, safe and inclusive learning environments. FFCA is obligated to protect all students and staff from bullying, harassment, discrimination, and violence during school-related activities. Bullying is defined as “*repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual’s reputation*” [School Education Act](#) (Section 1.1 (b-4d)). Students are further expected to respect diversity and refrain from demonstrating any form of discrimination as set out in the *Alberta Human Rights Act*. Students are to foster a sense of belonging amongst all students.

Within the aforementioned context, students are expected to pursue academic and cultural studies to maximize their individual potential in becoming self-reliant, responsive and contributing members of society.

Specifically

1. In displaying acceptable behaviour, students are expected to:
 - 1.1 Use their abilities and talents to gain maximum learning benefits from their school experiences;
 - 1.2 Contribute to a climate of mutual trust and respect conducive to effective learning, personal development, and social living;
 - 1.3 Co-operate fully with everyone authorized by [the Charter Board FFCA](#) to provide education programs and other services;
 - 1.4 Comply with all applicable federal, provincial and municipal laws, and the rules of FFCA and its campuses;
 - 1.5 Account to their teachers for their conduct;
 - 1.6 Attend at their campus regularly and punctually;
 - 1.7 Use non-violent means to resolve conflict;
 - 1.8 Treat all other students and staff with dignity, respect and fairness at all times;
 - 1.9 Contribute to a learning environment that is free from physical, emotional, and social abuse;
 - 1.10 Take appropriate measures to help those in need; and
 - 1.11 Demonstrate honesty and integrity.
2. Students are accountable for demonstrating respect for:
 - 2.1 Authority;
 - 2.2 Others and their property;
 - 2.3 School property, equipment and textbooks; and

2.4 Differences in ethnicity, race, religion, gender and sexual orientation.

3. Students are prohibited from engaging in unacceptable behaviour, whether it occurs within the campus building, during school or school-related trips or activities, or by electronic means.

Examples of such behaviours include, but are not limited to:

- 3.1 Use, possession of, sale, distribution of or active contact with, a weapon on a student's person, in a student's locker or desk, on FFCA property, or in a vehicle on FFCA property used by a student or occupied by a student as a passenger;
- 3.2 Threats;
- 3.3 Conduct which endangers others;
- 3.4 Encouraging conduct which endangers or may endanger others;
- 3.5 Encouraging unacceptable conduct;
- 3.6 Use or display of improper, obscene or abusive language;
- 3.7 Distribution or display of offensive messages or pictures;
- 3.8 Theft, including identity theft;
- 3.9 Intimidation and/or assault;
- 3.10 Willful damage FFCA or others' property;
- 3.11 Use, possession of, distribution of, or active contact with, or collection of money for illicit drugs, [cannabis](#), alcohol, or inhalants in a campus, on FFCA property or in the context of any campus-related activity;
- 3.12 Attending at a campus or any campus-related activity under the influence of illicit drugs, [cannabis](#), alcohol or inhalants;
- 3.13 Personal or sexual harassment;
- 3.14 Hazing, initiation activities; the formation or the operation of sororities, fraternities, gangs and secret organizations;
- 3.15 Extortion;
- 3.16 Disruptive behaviour, willful disobedience or defiance of authority;
- 3.17 Interfering with the orderly conduct of classes or the campus;
- 3.18 Tampering with fire alarms and safety equipment;
- 3.19 Criminal activity;
- 3.20 Workplace violence;
- 3.21 Bullying, including cyber-bullying; and retribution against any person who has intervened to prevent or report bullying or any other incident or safety concern; and
- 3.22 Inappropriate information technology/social media use.

4. Unacceptable student behaviour:

- 4.1 May be grounds for disciplinary action; and
- 4.2 Provides an opportunity for critical learning in the areas of:
 - 4.2.1 Personal accountability and responsibility;
 - 4.2.2 The development of empathy;
 - 4.2.3 Conflict resolution;

- 4.2.4. Communication; and
- 4.2.5. Social skills development.

5. When responding to unacceptable student behaviour, the following are to be considered:
 - 5.1 The effect of the student's behaviour upon other students, the staff, the campus, FFCA, and the community;
 - 5.2 The nature of the action or incident that calls for disciplinary or alternative measures;
 - 5.3 The student's previous conduct and previous interventions;
 - 5.4 The student's age, maturity and abilities;
 - 5.5 The impact of proposed action on the student's future behaviour;
 - 5.6 The student's learning needs; and
 - 5.7 Any other information considered appropriate or relevant.
6. The consequences of unacceptable behaviour may be:
 - 6.1 Assignment of a student whose behaviour is unacceptable, disruptive or destructive to an alternate supervised location;
 - 6.2 Short term removal of privileges;
 - 6.3 Detention;
 - 6.4 Use of reasonable force as required by way of correction to restrain a student from carrying out a violent or destructive act that could harm the student or others;
 - 6.5 Alternative interventions such as community conferencing or other forms of restorative justice;
 - 6.6 Corrective student transfer;
 - 6.7 Suspension; and
 - 6.8 Recommendation for expulsion.
7. Students will contribute, to the greatest extent possible, to a learning environment that is well-ordered, peaceful, safe, non-threatening, and conducive to learning and optimal growth.

Appendix B

STANDARDS OF CONDUCT – ALL STAFF

Statutory and Professional Expectations – All employees are expected to meet all conduct expectations established in relevant statutes such as the *Practice Review of Teachers and Teacher Leaders Regulation*, as well as any conduct requirements specific to their position

- Formatted: Font color: Auto
- Formatted: Centered, Indent: Left: 0 cm, Hanging: 0.02 cm, Line spacing: Multiple 1.07 li
- Formatted: Font: (Default) Arial, 14 pt
- Formatted: Centered
- Formatted: Font: (Default) Arial, 14 pt
- Formatted: Font: (Default) Arial, 11 pt, Font color: Auto
- Formatted: Font: (Default) Arial, 11 pt
- Formatted: Font: (Default) Arial, 11 pt, Font color: Auto

as identified by their relevant professional bodies (e.g. College of Alberta Psychologists, Alberta College of Social Workers, etc.).

Professional Relationships with Students & Families – While staff are expected to develop caring relationships with the students and/or families with whom they work, these relationships are to be maintained at a professional level and personal social relationships are not to be pursued. In situations in which prior personal social relationships with students and/or families exist, employees are expected to minimize actions which could create real or perceived inequities in the treatment of students and/or families. Employees may accept small gifts of acknowledgement and appreciation (\$75 max.) from students and/or families, but these gifts should not be of such significance that they may be interpreted as payment for services, or create the potential for real or perceived inequities in the treatment of students and/or families.

Collegial Collaboration and Conflict – FFCA staff are expected to work collaboratively with their colleagues to serve the best interests of FFCA. Professional disagreements are an expected element of effective collaboration, however conflicts should not have a detrimental effect on professional performance and collaboration. All employees are expected to follow all FFCA policies and procedures relating to stakeholder communication (e.g. *AP-B-401.1 Being Heard*). Employees will not:

- a. –undermine the confidence of co-workers, students, or parents in other colleagues.
- b. –criticize the competence/damage the reputation of a colleague. Comments/criticisms are expected to be made in confidence to an appropriate school official (after informing the colleague of that criticism) OR to the appropriate regulatory body according to their procedures.

Professional Representation – FFCA employees are agents of FFCA and are expected to positively represent FFCA both within and outside the organization. Any concerns that the employee has about FFCA, its Board, administration or the operations of the organization are to be expressed through appropriate channels in an appropriate manner. *AP-B-401.1 Being Heard* provides direction in this regard.

Confidentiality – Information that belongs to or is used by FFCA, and is not publically known, will be treated as confidential by staff. Knowledge concerning staff, students and their families that is learned through FFCA employment is strictly confidential.

Proprietary Resources – FFCA facilities, materials, equipment or intellectual property may not be used by FFCA staff for any purpose unrelated to FFCA business without proper consent of the Superintendent or designate.

Conflict of Interest – FFCA staff have a duty to report to their immediate supervisor any potential conflict of interest which is defined as “a conflict between the public and private interests of somebody in an official position, or conflicts between a number of public positions.”

Attendance and Punctuality – FFCA staff are expected to punctually report to work as scheduled by their supervising administrator.

Dress & Deportment - FFCA staff are expected to dress and act in a professional manner while at work and when representing the school in the community. Staff dress and deportment should blend practicality and comfort with a level of professionalism that conveys importance of our mission and the primacy of learning and teaching within our schools.

Formatted: Font: (Default) Arial, 11 pt

Formatted: Font: (Default) Arial, 11 pt, Font color: Auto

Formatted

Formatted: Font: (Default) Arial, 11 pt, Font color: Auto

Formatted

Formatted: Font: (Default) Arial, 11 pt, Font color: Auto

Formatted

Formatted: Font: (Default) Arial, 11 pt, Font color: Auto

Formatted: Font: (Default) Arial, 11 pt

Formatted

Formatted: Font: (Default) Arial, 11 pt, Font color: Auto

Formatted

Formatted: Font: (Default) Arial, 11 pt, Font color: Auto

Formatted

Formatted: Font: (Default) Arial, 11 pt, Font color: Auto

Formatted

Formatted: Font: (Default) Arial, 11 pt, Font color: Auto

Formatted

Formatted: Font: (Default) Arial, 11 pt, Font color: Auto

Formatted

Formatted: Font: (Default) Arial, 11 pt, Font color: Auto

Formatted

Formatted: Font: (Default) Arial, 11 pt, Font color: Auto

Formatted

Formatted: Font: (Default) Arial, 11 pt, Font color: Auto

Formatted

Formatted: Font: (Default) Arial, 11 pt, Font color: Auto

Formatted

Formatted: Font: (Default) Arial, 11 pt, Font color: Auto

Formatted

Formatted: Font: (Default) Arial, 11 pt, Font color: Auto

Formatted

Formatted: Font: (Default) Arial, 11 pt, Font color: Auto

Formatted

Formatted: Font: (Default) Arial, 11 pt, Font color: Auto

Formatted

Impairment / Substance Possession and/or Use – No employee is permitted to enter or remain on school property while their ability to work is affected by use of any substance, including prescription medications, alcohol, cannabis, or illegal substances. Staff are required to notify their supervisor of any medication they are taking, including any medical cannabis, which could impair their work performance. The possession or use of alcohol, cannabis or illegal substances, or use of potentially impairing medications on the job without prior authorization is prohibited.

Criminal Acts – Employees are required to disclose involvement in any matter that may arise in relation to their ability to maintain a clear Criminal Record status.

NOTE: Supervisors are responsible for the administration of these expectations. Chronic or severe failure to act in accordance with these standards may result in disciplinary action including formal reprimand, suspension, or termination of employment.

Approved: February 17, 2016

Legal Reference: Section 12, 18, 20, 24, 25, 36, 45.1, 50, 60, 61, 105, 113 School Act
Alberta Human Rights Act
Canadian Charter of Rights and Freedoms
Criminal Code

Legal Reference: Section 11, 27, 31, 33, 35, 36, 37, 53, 58, 196, 197, 213, and 222 Education Act
Alberta Human Rights Act
Occupational Health and Safety Act
Canadian Charter of Rights and Freedoms
Criminal Code
Preamble, Youth Criminal Justice Act (S.C 2002, c. 1)
Freedom of Information and Protection of Privacy Act
Practice Review of Teachers and Teacher Leaders Regulations

Formatted: Font: (Default) Arial, 11 pt, Font color: Auto
Formatted: Font: (Default) Arial, 11 pt, Font color: Auto
Formatted: Font: (Default) Arial, 11 pt
Formatted: Font: (Default) Arial, 11 pt, Font color: Auto

Formatted: Font: (Default) Arial, 11 pt, Font color: Auto
Formatted: Font: (Default) Arial, 11 pt
Formatted: Font: (Default) Arial, 11 pt, Font color: Auto

Formatted: Font: (Default) Arial, 11 pt
Formatted: Font: (Default) Arial, 11 pt, Font color: Auto
Formatted: Font: (Default) Arial, 11 pt

Formatted: Font: (Default) Arial, 11 pt, Font color: Auto
Formatted: Font: (Default) Arial, 11 pt
Formatted: Font: (Default) Arial, 11 pt, Font color: Auto

Formatted: Font: (Default) Arial, 11 pt, Font color: Auto
Formatted: Font: (Default) Arial, 11 pt
Formatted: Font: (Default) Arial, 11 pt, Font color: Auto

Formatted: Font: (Default) Arial, 11 pt, Font color: Auto
Formatted: Font: (Default) Arial, 11 pt
Formatted: Font: (Default) Arial, 11 pt
Formatted: Font: (Default) Arial, 11 pt

Commented [NM3]: To be updated
Formatted: Font color: Auto
Formatted: Font color: Auto

Formatted: Indent: Left: 0 cm, First line: 2.5 cm, Line spacing: Multiple 1.07 li
Formatted: Font color: Auto
Formatted: Font color: Auto

Formatted: Font color: Auto
Formatted: Font color: Auto
Formatted: Font color: Auto

Formatted: Font color: Auto
Formatted: Font color: Auto



Policy B-104 Duties of the Secretary

Page: 1 of 1

POLICY

The Secretary of Foundations for the Future Charter Academy (FFCA) will be responsible to the Charter Board for the integrity of all Board documents including the Charter, Bylaws, policies, minutes, correspondence, and reports.

BACKGROUND

In accordance with the FFCA Bylaws, the Charter Board must elect a Secretary at its organizational meeting.

<i>Due for review:</i>	2015/2016 academic year
<i>Reviewed:</i>	Sept. 15, 2010
<i>Revised:</i>	March 9, 2006
<i>Approved:</i>	April 26, 2001
<i>Legal reference:</i>	<i>School Act</i> , Section 116
<i>Cross reference:</i>	FFCA Bylaws: Article VIII, Section 4



Category D: Business Administration

Policy D-501 Campus Fundraising

Page: 1 of 1

POLICY

Decisions related to Foundations for the Future Charter Academy (FFCA) campus-level fundraising activities and the expenditure of fundraised dollars will be made by School Councils in consultation with campus administrators and in accordance with School Council Bylaws.

BACKGROUND

The FFCA Charter Board recognizes that fundraising revenue may enhance educational opportunities for students.

<i>Due for review:</i>	2016/2017 academic year
<i>Reviewed:</i>	January 18, 2012
<i>Revised:</i>	February 15, 2012
<i>Approved:</i>	June 20, 2007
<i>Legal reference:</i>	
<i>Cross reference:</i>	Alberta School Councils Resource Manual; FFCA School Council Bylaws Article 10; FFCA Administrative Procedures Manual: AP-D-501.1



Category E: Support Services

Policy E-101 Use of Private Vehicles for Co-Curricular and Extra-Curricular Activities

Page: 1 of 1

POLICY

Students, staff and supervisors at Foundations for the Future Charter Academy (FFCA) will be transported safely, in approved vehicles and by approved drivers, for authorized off-campus activities.

BACKGROUND

Off-campus activities can extend learning beyond the classroom. When campus staff plan an off-campus activity, they accept responsibility to arrange safe transportation for the participants.

<i>Due for review:</i>	2016/2017 academic year
<i>Reviewed:</i>	January 18, 2012
<i>Revised:</i>	June 20, 2007; February 15, 2012
<i>Approved:</i>	February 26, 2004 (formerly titled <i>Transportation for Field Trips</i>)
<i>Legal reference:</i>	<i>School Act S. 60(3)(a)</i>
<i>Cross reference:</i>	FFCA Administrative Procedures Manual: AP-E-101.1, AP-E-101.1.1, AP-E-101.1.2



Category F: Facilities

Policy F-201 Emergency School Closures

Page: 1 of 1

POLICY

The Foundations for the Future Charter Academy (FFCA) Charter Board delegates to the Superintendent the responsibility to make timely decisions in response to emergency situations.

BACKGROUND

Student, staff and parent safety and security is of paramount importance.

<i>Due for review:</i>	2015/2016 academic year
<i>Reviewed:</i>	Jan. 12, 2011
<i>Revised:</i>	February 23, 2006, Feb. 16, 2011
<i>Approved:</i>	March 20, 2003
<i>Legal reference:</i>	N/A
<i>Cross reference:</i>	FFCA Administrative Procedures Manual: AP-F-201.1, AP-F-201.1.1



Category F: Facilities

Policy F-301 School Facility Rental

Page: 1 of 1

POLICY

Foundations for the Future Charter Academy (FFCA) school facilities will be made available for community use at the discretion of the campus Principal Educator.

BACKGROUND

Significant costs accrue from maintaining and operating school facilities, therefore rental fees will be assessed to cover the cost of utilization beyond school hours.

<i>Due for review:</i>	2018/2019 academic year
<i>Reviewed:</i>	October 16, 2013
<i>Revised:</i>	February 18, 2009; November 20, 2013
<i>Approved:</i>	February 26, 2004
<i>Legal reference:</i>	N/A
<i>Cross reference:</i>	FFCA Administrative Procedures Manual: AP-F-301.1



Category I: Students

Policy I-201 Student Behaviour

Page: 1 of 1

POLICY

Student behaviour at Foundations for the Future Charter Academy (FFCA) will reflect strong moral character.

BACKGROUND

The behaviour of students has a significant impact on the environment of the classroom, the bus, and the school. FFCA promotes parents partnership to reinforce effective classroom order.

<i>Due for review:</i>	2017/2018 academic year
<i>Reviewed:</i>	November 14, 2012
<i>Revised:</i>	April 16, 2008; January 16, 2013
<i>Approved:</i>	March 20, 2003
<i>Legal reference:</i>	<i>School Act</i> S.12,24,25,60,124
<i>Cross reference:</i>	FFCA Administrative Procedures Manual: AP-I-201.1



Category I: Students

Policy I-601 Transportation of Students to Campus

Page: 1 of 1

POLICY

Foundations for the Future Charter Academy (FFCA) will provide transportation for students to and from campuses in a safe, timely and cost effective manner.

BACKGROUND

In accordance with the *School Act*, FFCA may provide transportation services to students. Revenue to support such services is derived from government grants and transportation fees. Transportation service is considered a privilege regardless of fees paid.

<i>Due for review:</i>	2017/2018 academic year
<i>Reviewed:</i>	December 12, 2012
<i>Revised:</i>	April 16, 2008; February 13, 2013
<i>Approved:</i>	February 28, 2002
<i>Legal reference:</i>	
<i>Cross reference:</i>	



Policy I-804 Student Clubs and Organizations

Page: 1 of 1

POLICY

Foundations for the Future Charter Academy (FFCA) will provide students with the opportunity and support to form school-based clubs or organizations that promote equality and non-discrimination with respect to, without limitation, race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status or sexual orientation.

BACKGROUND

FFCA is committed to offering a welcoming, caring, respectful and safe learning environment for students, in keeping with FFCA's proactive approach to kindness and character education. Memberships in clubs and organizations can develop skills and character, provide encouragement, and foster positive thinking and mutual acceptance. Our goal is to have students gain an understanding of personal wellness that will allow them to achieve a healthy balance throughout their lives.

<i>Due for review:</i>	2019/2020
<i>Reviewed:</i>	
<i>Revised:</i>	
<i>Approved:</i>	April 22, 2015
<i>Legal reference:</i>	<i>Education Act</i> , Part 3, Division 2 – 35(1)
<i>Cross reference:</i>	AP-I-804.1 Student Clubs and Organizations

