



Public Board Meeting

Wednesday, September 29, 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 the above link.
- You may need to install the Zoom app on your device before the meeting.
- You will need to enter your name and a 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. Approval of Consent Agenda (all attached) - Motion Chair Wilson
 - Public Board Meeting Minutes June 9, 2021;
 - Special Meeting Minutes August 31, 2021;
 - Correspondence received from Minister LaGrange, July 20, 2021.
3. Staff/Campus Reports..... Chair Wilson
 - 3.1. Steps to Truth and Reconciliation Presentation..... CI Kool,
ACEO Leinweber
4. Superintendent's Report ACEO Leinweber
5. Information Items Chair Wilson
 - 6.1. Standing Item: Administrative Procedures Update (all attached) ACEO Leinweber
 - 6.1.1 Rescinded AP I-501.1.1 Uniform Lists: replaced by Policy 14

All approved and posted:

- 6.1.2 AP-D-101.1.2 Expense Reimbursement
- 6.1.3 AP-D-101.1.3 Company Credit Cards
- 6.1.4 AP-D-101.1.5 Campus-based Budgeting
- 6.1.5 AP-D-701.1.3 Directory of Personal Information
- 6.1.6 AP-H-104.1 Library Learning Commons and Supplementary Resource Collections
- 6.1.7 AP-H-104.2 Instructional Resource Selections
- 6.1.8 AP-H-501.1 Learning Commons
- 6.1.9 AP-I-602.1 Field Trips
 - 6.1.9.1 AP-I-602.1.1 Field Trips Request & Approval Form
 - 6.1.9.2 AP-I-602.1.2 Field Trips Consent & Permission Form
 - 6.1.9.3 AP-I-602.1.3 Field Trips Medical Information Form
 - 6.1.9.4 AP-I-602.1.4 High-Risk Field Trip Questionnaire
 - 6.1.9.5 AP-I-602.1.5 Overnight Out-of-Province High-Risk Field Trip Qu
- 6.1.10 AP-I-801.1 Responding to Students with Medical Needs
- 6.1.11 AP-I-802.4 Specialized Assessments and Support

- 6.2. Standing Item: Strategic/Education Plan Update.....ACEO Leinweber
- 6.3. Standing Item: High School UpdateACEO Leinweber
- 6.4. Standing Item: COVID ResponseACEO Leinweber
- 7. Discussion Items..... Chair Wilson
 - 7.1. Q4 Estimate (attached) - Motion
- 8. Committees/Liaison Reports..... Chair Wilson
 - 8.1. Executive Committee..... Chair Wilson
 - 8.2. Communications and Community Relations (CCR) Chair Scantlebury
 - 8.3. Policy and Performance Review (PPR) Director Makwana
 - 8.3.1. Policy 09 Being Heard – FIRST READING (attached) - Motion
 - 8.3.2. Policy 18 Parental Partnership – FIRST READING (attached) - Motion
 - 8.3.3. Appointments: CRO and ARO - Motion
 - 8.4. Audit Committee..... Director Diaz
 - 8.5. TAAPCS Board Rep Report..... Vice-Chair Hill,
Director Jin
 - 8.6. ASC Rep Report..... Chair Scantlebury
- 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: November 24, 2021

September 29, 2021 MEETING MOTIONS

CONSENT AGENDA

- 3. 2021-09-29-1CA**
 MOVED by Director _____ and seconded by Director _____ that the following be approved as presented:
 - the Consent Agenda for September 29, 2021,
 - the minutes of June 9, 2021, Public Board Meeting, and
 - the minutes of August 31, 2021, Special Board Meeting.
 - Correspondence received from Minister LaGrange, July 20, 2021.

REGULAR AGENDA

- 7.1 2021-09-29-1RA** Q4 Estimate
 MOVED by Director _____ and seconded by Director _____ that the Board receive for information the FFCA Fourth Quarter Financial Report as presented.
- 8.3.1 2021-09-29-2RA** Policy 09 Being Heard
 MOVED by Director _____ and seconded by Director _____ that Policy 09 Being Heard be approved for First Reading as presented.
- 8.3.2 2021-09-29-3RA** Policy 18 Parental Partnership
 MOVED by Director _____ and seconded by Director _____ that Policy 09 Being Heard be approved for First Reading as presented.

8.3.3 2021-09-29-4RA Appointments: Chief Returning Officer and Assistant Returning Officer
MOVED by Director _____ and seconded by Director _____ that the Board appoint Kurtis
Leinweber as Chief Returning Officer and Reta Morgan as Assistant Returning Officer. The Chief
Returning Officer may delegate election support duties to one or more other FFCA employees as
necessary.



Public Board Meeting

Wednesday, June 9, 2021

6:30-9:00 p.m.

Online via Zoom

[Public Board Meeting Zoom Link](#)

Attendees

Board and Executive: Chair Jeff Wilson, Vice-Chair Jenny Hill, Director Sumara Diaz, Director Naren Makwana, Director Randall Spahl, Director Amanda Fisher, Director Shahid Qureshi, Director Sam Jin, Acting 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 Phoebe Greentree

Gallery: Ademola, Amy, Amy Chang, Chris Lewis, Crystal, Dawn Ackroyd, Divjot Bhatia, Fred, Ketan Lakhani, Michael Slavens, Nabil Belabbassi, Olga, Rachel Bradley, Rosemary Van Dyk, Shane Hayashi, Sima, Svetlana Parkhomchik, Tanya, Vance B, Anil Nayak

MINUTES

6:33 p.m. CALL TO ORDER

1. Review of Meeting Agenda
2. **2021-06-09-1CA** Approval of Consent Agenda
MOVED by Director Hill and seconded by Director Spahl that the Consent Agenda for June 9, 2021, and the minutes of May 12, 2021, Public Board Meeting be approved as presented and that the Board accept the resignation of Employee 10121 effective June 30, 2021. CARRIED.
3. Staff/Campus Reports – no reports
4. Superintendent's Report
 1. Students returned to in-class learning on May 25. No positive cases since.
 2. HS Grad – modified process on June 29 at SHS. Looking into live streaming for parents. Groups of approx. 15 at a time for photos, certificates, etc. Speeches will be recorded and distributed to parents and graduates.
 3. Curriculum Draft Pilot is proceeding across the province – FFCA ELA K-4, Science Gr 1, PE K-4.
 4. Ab Ed has put aside \$45 million for K-3 students experiencing a gap in literacy and numeracy due to the pandemic. 16-week intervention and follow-up assessments. Awaiting more details.
 5. Public School Board Association released a report on funding in AB. FFCA showed \$1.1 million more in funding in 2020/21 than we budgeted; however, that included the additional emergent funding to separate the high school due to the impending collapse of NHS. This was over and above our actual funding.
 6. K-12 registration is underway and nearing completion at some campuses.
 7. Approved budget at last public meeting. We were able to accommodate all permanent and probationary staff. Had to reduce the FTE of some full and part-time staff.
 8. Admin staffing is complete. Working on certificated and support staff
 9. Four portables approved for SHS
 10. Four additional portables at one of our North campuses. Looking at how to best allocate them.
5. Information Items
 - 6.1. Standing Item: Administrative Procedures Update
 - No updates
 - 6.2. Standing Item: Strategic/Education Plan Update
 - See 7.4

6.3. Standing Item: High School Update

- Review of the 60% drawing have delayed the 90% set of drawings to June 18, but we are on track. Development Permit process is well on its way.
- Likely breaking ground January 2022. 18 to 24-month construction window.

6.4. Standing Item: COVID Response: No additional updates

7. Discussion Item

7.1. Review of 2021-22 Meeting Calendar

- Aligned the Board Meeting calendar with the Admin Calendar
- Moved the March retreat to April,
- AGM in December, therefore no monthly meeting
- Locations and format to be determined as per AHS guidelines and the benefits of online meetings

7.2. **2021-06-09-1RA** Locally Developed Courses

- Studio Art was recently acquired with a four-year authorization period
- Musical Theatre will need to be authorized again in 2022 if the HS Admin so chooses
- Locally developed courses are not in the AB curriculum, created by a board
- There's an agreement with AB Education that if the School Authority agrees to share an Approved course, any other board can acquire it without paying a fee

MOVED by Director Diaz and seconded by Director Spahl that the following acquired senior high school courses from the indicated school authority be approved by the Board for use at FFCA North and South High School campuses for the authorization period listed below. CARRIED.

Course	Credit	Developed or Acquired	Authorization Period	School Authority
Musical Theatre 15-5	5	Acquired	September 1, 2021 - August 31, 2022	The Calgary Roman Catholic Separate School Division
Musical Theatre 25-5	5	Acquired	September 1, 2021 - August 31, 2022	The Calgary Roman Catholic Separate School Division
Musical Theatre 35-5	5	Acquired	September 1, 2021 - August 31, 2022	The Calgary Roman Catholic Separate School Division
Studio Art (2021) 35-3	3	Acquired	September 1, 2021 - August 31, 2025	The Rocky View School Division

7.3. **2021-06-09-2RA** Q3 Report

- Funding for Capital Maintenance Renewal Project & SHS setup makes the first 9 months look like our overall revenue is 7% higher than budgeted. Revenue is actually very close to our budget without those additional funds.
- Expenditure: salary and benefit 76% of total budget.
- Transportation: fuel costs were low in the first couple of months of the school year, but higher in the last few months
- PO&M expenditures: appears to be off largely due to the CMR funding above. Received 2.4 million from AB Ed for doors, lighting, flooring, etc. in campuses. Projects are amortized in our budget. Amortization is done over the term of our lease. We have two years remaining in our campuses so those funds are amortized over two years.

MOVED by Director Makwana and seconded by Director Hill that the Board receive for information the FFCA 2020-21 Third Quarter Financial Report as presented. CARRIED.

7.4. **2021-06-09-3RA** Three-Year Education Plan

- A similar plan to last year. Education priorities and key outcomes remain the same, but the document has been re-structured to speak to the Assurance Framework.
- The COVID Pandemic has reset our priorities. We will now maintain these priorities for the next two years:
 - 2021-22 Priorities will be our distinctive approach to teaching and learning as well as our formal communication or the progress and performance of students to parents
 - 2022-23 Priority will be our distinctive approach to character and leadership education
- AB Assurance Framework. FFCA's nine outcomes directly align with the framework.

- Domain 1 Student Growth and Achievement
- Domain 2 Teaching and Leading
- Domain 3 Learning Supports
- Domain 4 Governance

MOVED by Director Hill and seconded by Director Fisher that the Board approve the Draft 2021-2024 Education Plan in principle and direct that it be circulated to the FFCA community for input into the development of a final plan to be approved by the Board by September 29, 2021. CARRIED.

8. Committees/Liaison Reports

8.1. Executive Committee

- Invitation to meet with the Calgary Regional caucus members on June 25
 - Would like to advance the dialogue around SLS funding and a continuing charter
 - SLS: Specialized Learning Supports. Supplemental funding helps to advance student learning and mental health. Students who attend FFCA receive only 30% of the funding received for students who attend other public boards
 - Permanent or Continuous Charter would not require a renewal every 15 years. We have to re-apply in 2027 to continue to operate. FFCA has sufficiently established itself as worthy of becoming a permanent fixture (3800 students, 95th percentile, 14,000 students on the waitlist).

8.2. Communications and Community Relations (CCR)

- Looking forward to a year-end communication and being a part of the graduation and scholarship ceremonies

8.3. Policy and Performance Review (PPR)

- Reviewed Policy 18 Parental Partnership and Policy 9 Being Heard. Will present to parents for feedback in the fall
- Discussed Board performance and acting Superintendent evaluations.
- Looking at enhancing Board elections this fall

2021-06-09-4RA Policy 08 Charter Board Committees and Representatives

MOVED by Director Makwana and seconded by Director Qureshi that Policy 08 Charter Board Committees and Representatives be approved for Third Reading as presented. CARRIED.

8.4. Audit Committee

- Met with audit partner RMS and walked through the audit plan for the coming year. Will sign off on Commencement letter to move forward
- Compliance review every 3 years for LAPP. Review done through RMS as well.
- Q3 report was reviewed, and they found no issues
- Enterprise Risk Management framework to be presented in the fall
 - MNP provided a report. MNP is working with Admin team to carry that forward
- Work plan is confirmed for the coming year to guide the audit committee

8.5. TAAPCS Board Rep Report

- Met with the Deputy Minister to work on the SLS funding structure and Terms of Reference. Will encompass all Charter schools

8.6. ASC Rep Report

- AGM on June 7. Many returning members and many dedicated volunteers

9. Director Highlights:

- 9.1. Chair Wilson had the opportunity to read the Shelley Schroh Unsung Hero Scholarship applications. It was very rewarding. Thank you to anyone who submitted an application on behalf of a student, for sharing/highlighting those who may not have been in the spotlight while at FFCA.
- 9.2. Vice-Chair Hill: Recollected the summer meeting in 2020, worrying about all the restrictions, thought it would be an awful year. Feels the year was fantastic despite those restrictions. Attended the staff recognition event in May. Ninety-nine staff members were celebrating 5, 10, 15, and 20-year milestones. Congratulations to all those staff members!
- 9.3. Director Diaz: It's been a tough year with online school and isolation events. Her highlight was sending her kids back to school to finish off the year in class! Thank you to teachers and parents for helping our kids get through this. Feels as though her kids have not fallen behind

due to FFCA's effort throughout this pandemic. Looking forward to attending graduation at the end of the month.

- 9.4. Director Makwana: end of school year is in sight with many restrictions being lifted. Naren recognizes all FFCA students, staff, parents, etc. for everything they have gone through with this pandemic and still excelled despite the challenges. Thanks for all your commitment and dedication to overcoming this challenge.
- 9.5. Director Spahl: reminds everyone to be vigilant over the summer due to COVID variant cases so we can all return in the fall without restrictions
- 9.6. Director Jin: Sam is on the PPR committee. He's looking forward to the December election and wants the word to get out to everyone and promote getting involved. Challenge 1: help with the funding such as SLS and help dispel untruths about Charter schools. Challenge 2: help increase the school size to lower the length of the waitlist. You can help FFCA by running in the election and tackle the challenges!
- 9.7. Director Fisher: the reaction to the discovery of the 215 Indigenous children found at the residential school in Kamloops and the impact that this dark history has had in the media and in the community has shown Amanda that we are heading towards healing and understanding as a nation, a country, and a community. The representation of the 215 Indigenous children with orange ribbons that were hung at SEE and the conversations that were had at school about what this means and where we go from here is really encouraging.
- 9.8. Director Qureshi: the importance of staying mentally and physically healthy through all of our busy lives. Goal is to run a half-marathon with his family this summer. Happy to share they can run 12km non-stop with his 11-year-old!
- 9.9. CI Kool: with challenge comes opportunity for growth and learning. Met with online teachers today to talk about the year. It was amazing to see that the list of things they will take with them is about three times larger than what they will leave on the side.
- 9.10. CSS Lowther: Thankful he has learned an incredible amount about the school system. Has appreciated working at Central Office, working with some individuals again and getting to know new co-workers.
- 9.11. DT Cullen: Perils and problems of technology. Social Media and technology have affected mental health of many, but Jeff is thankful for the incredible advantages that technology has provided when used well. Teachers were pivoting in incredible ways to teach online using technology in new ways.
- 9.12. CFO Morgan: Thankful for people because they make our work worthwhile. Appreciates Kurtis' leadership as well as his work on the budget. Thankful for the relationships with the newest members of our team, Justin and Preston. Thanks to the board for their work, encouragement and tremendous oversight of FFCA.
- 9.13. ACEO Leinweber: The entire year has been a highlight. FFCA is about people. Our organization has such a strong sense of shared and moral purpose and a high level of trust. The Board is a good group of critical thinkers and approaches that with a purity of spirit. They share the same goal of landing on what is the best direction to move forward. The calendar, budget, and other conversations have been very challenging but also very respectful. It's a pleasure to work with the people we have at Central Office and in our campuses, stemming from the level of trust and confidence in Administrators, teachers and support staff, who all have an unusual, extraordinary commitment.

10. Open to Gallery – no comments/questions

11. Chairperson's Remarks: Would like to thank, acknowledge and commend Kurtis and the immense amount of work he has lead his team through in this unique, challenging and unprecedented year.

ADJOURNMENT: 7:57 p.m.

NEXT MEETING: September 29, 2021

FUTURE AGENDA ITEMS:



Special Board Meeting

Tuesday, August 31, 2021

7:00 p.m. – 7:30 p.m.

Online via Zoom

Attendees: Chair Jeff Wilson, Vice-Chair Jenny Hill, Director Naren Makwana, Director Shahid Qureshi, Director Amanda Fisher, Director Sam Jin, Director Sumara Diaz, Director Jehn Scantlebury, Director Randall Spahl

Absent: Director Sam Jin, Director Randall Spahl

MINUTES

7:00 p.m. CALLED TO ORDER

1. **21/08/31-10A** Motion to Waive Notice of Public Meeting and go into a Closed Session

MOVED by Director Makwana and seconded by Director Qureshi that the Board waive notice of the August 31, 2021, Special Meeting as permitted in Article 5.1 (c) of the FFCA Bylaws (2020) and enter a closed session. CARRIED.

2. **21/08/31-20A** Motion to Extend the Current Acting Superintendent's Contract

MOVED by Vice-Chair Hill and seconded by Director Makwana that the Board extend the current Acting Superintendent, Kurtis Leinweber's contract dated February 18, 2021, through October 15, 2021. CARRIED.

3. **21/08/31-10A** Motion to Adjourn

MOVED by Director Qureshi and seconded by Director Makwana that the Board adjourn the special board meeting. CARRIED.

ADJOURNMENT: 7:15 p.m.

NEXT PUBLIC MEETING: September 29, 2021



ALBERTA
EDUCATION

Office of the Minister

AR116358

JUL 20 2021

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

Dear Mr. Wilson:

The purpose of this letter is to confirm your board's operating reserve balances.

As part of the reporting process for school boards, an annual budget report is required to be submitted to Alberta Education by May 31 of each year.

Accumulated reserve balances for school boards have increased from \$383 million in August 2020 to over \$431 million projected for August 2021. This is a \$131 million increase from the May 2020 estimated reserve balance projection received from school boards and a \$48 million increase year over year.

Financial information provided by Foundations for the Future Charter Academy Charter School Society provided the following information:

Adjusted Accumulated Surplus from Operations 2019/20	\$1,065,709.00
Adjusted Accumulated Surplus from Operations 2020/21	\$1,068,172.00
Projected Adjusted Accumulated Surplus from Operations 2021/22	\$1,107,890.00

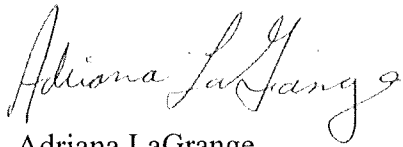
For the 2021/22 school year, Foundations for the Future Charter Academy Charter School Society has requested \$0.00 in reserve spending.

.../2

Mr. Jeff Wilson
Page two

Thank you for your support of students and public education in Alberta.

Sincerely,

A handwritten signature in cursive script that reads "Adriana LaGrange". The signature is written in black ink and is positioned above the printed name.

Adriana LaGrange
Minister

cc: Andre Tremblay
Deputy Minister

Mr. Kurtis Leinweber
Superintendent of Schools

Mrs. Reta Morgan
Secretary Treasurer



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.
- **When possible, school purchases should be invoiced directly to the campus and paid for by centrally processed e-transfer or cheque.**
- **If a purchase by centrally processed e-transfer or cheque is deemed not possible or feasible, then school purchases should be made by an FFCA-authorized Corporate Credit Card holder.**
- **Only if a school purchase by centrally processed e-transfer or cheque and an FFCA-authorized Corporate Credit Card holder is deemed not possible or feasible, then an employee may personally complete the purchase and submit a reimbursement claim.**
- 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. The 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 according to the Alberta Treasury Board's allowable rates. The rates may be set higher for facility maintenance staff required to purchase



AP-D-101.1.2 Expense Reimbursement

Administrative Procedures

Revised March 11, 2021

commercial insurance on their personal vehicle used to carry tools and supplies between FFCA sites.

<https://open.alberta.ca/dataset/69799353-f18e-41f7-a511-7d836a254509/resource/21da1783-05cf-4667-ac6b-1d5ef8429adf>



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
- Other intermediary forms of payment. (i.e. no gift cards used as a mechanism to facilitate future school purchases).

Cardholder responsibilities:

- Use only for authorized purchases within the authority limit of the individual approving the purchase.
 - Before putting the purchase on a credit card, check with central office to see if the supplier already has an account with FFCA for EFT payments.
- Acknowledge that intentional misuse of the card may result in disciplinary action, including dismissal.
- Take reasonable action to ensure the card is appropriately safeguarded.



AP-D-101.1.3 FFCA Credit Cards

Administrative Procedures

Revised March 11, 2021

- 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.
- 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-101.1.5 Campus-based Budgeting 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;
 - a. All expenditures on non-consumable items will be budgeted, and subsequently coded, as an expense in the school year in which the item is purchased with the exception of items purchased in the preceding spring/summer for use the following year which will be budgeted for and coded accordingly.
 - b. All expenditures on consumable items will be budgeted, and subsequently coded, as an expense in the school year in which the item is projected to be used.

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:



AP-D-101.1.5 Campus-based Budgeting

Administrative Procedures

Revised March 11, 2021

- 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.
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-701.1 Directory of Personal Information Banks

Draft May 25, 2021

PREAMBLE

In accordance with Section 87.1 of the *Freedom of Information and Protection of Privacy Act (FOIP Act)* requires all public bodies to make a directory of personal information banks (PIBs) available to the public for viewing or copying. The purpose of this directory is to assist the public with identifying what personal information a public body has about them. The Act requires that the directory be as current as is practicable.

A personal information bank provides the following information:

- the title or name of the information bank
- the location of the information bank
- what kind of personal information is contained in the information bank
- what categories of individuals the information pertains to
- why the information is collected and how it is used or disclosed
- the legal authority for the collection of the information

This directory is organized into two categories:

1. Personnel/Board Records
2. Student/Parent/Volunteer Records

Appendix A contains a directory of FFCA's personal information banks.

DEFINITIONS

Record means information in any recorded form. This includes documents, letters, handwritten notes, completed forms, reports, personnel files, meeting minutes, agendas, policies, emails, voice mails, computer data files, vouchers, maps, drawings, photographs, student records, and school calendars. It does not include the software or any mechanism that produces records.

- **Personnel/Board records** are records that pertain to any employee of FFCA or elected Board member.
- **Student/Parent/Volunteer records** are records that are collected pertaining to any current and past students who have attended FFCA. These records include mandated student records through the *Student Records Regulation, Guide to Education*, FFCA Board Policies, FFCA Administrative Procedures, and other operational purposes. In addition, parent/volunteer records that are generally generated by students who attend the school with the addition of the bus drivers

who transport the students to and from the school. Additional records maybe collected in regards to the parent or volunteer based on volunteer opportunities. To be a volunteer with FFCA, you do not need to be related to the staff or students, but generally this is the case.


DRAFT

Directory of Personal Information

Personnel and Board Records					
Title/Name	Location	Personal Information	Individuals	Use	Legal Authority
Atrieve	FFCA Central Office Electronically	Employee name, address, birth date, teacher certification number and status, marital status, work location name and address, employment commencement date, gender, phone number, social insurance number, salary grid placement, benefit plans and levels. vacation status, sick status, leave dates, reasons for leaves, absences and reasons for absences.	All current and past FFCA staff including substitute teachers	This system supports the booking and coding of substitute teachers.	<ul style="list-style-type: none"> • <i>Freedom of Information and Protection of Privacy Act</i>, Section 33 • Alberta Labour Code, • <i>Education Act</i>
Payroll System Atrieve	FFCA Central Office Electronically	Employee name, address, birth date, teacher certification number and status, marital status, work location name and address, employment commencement date, gender, phone number, social insurance number, salary grid placement, benefit plans and levels, pension plan information. vacation status, sick status, leave dates, reasons for leaves, absences and reasons for absences.	All current and past FFCA staff including substitute teachers and board members	This system supports payroll functions.	<ul style="list-style-type: none"> • <i>Freedom of Information and Protection of Privacy Act</i>, Section 3 • Alberta Labour Code • <i>Canada Tax Act</i> • <i>Education Act</i>
Official Employee File	FFCA Central Office in a secured location	Employee name, address, birth date, teacher certification number and status, marital status, education history, work location name and address, employment commencement date, gender, phone number, social insurance number, salary grid placement, emergency contact name and phone number, benefit plans and levels. vacation status, sick status, leave dates, reasons for leaves, absences and reasons for absences.	Current FFCA Staff	This file is required to support the collection of employee records. Such as: contract of employment, resume, letter of employment, medical and police reports, TQS evaluation, verification of prior employment, evaluation reports, Revenue Canada orders, Criminal record check, ATRF/LAPP pension information.	<ul style="list-style-type: none"> • <i>Freedom of Information and Protection of Privacy Act</i>, Section 33 • Alberta Labour Code, • <i>Education Act</i>
Public School WORKS	FFCA Central Office and all campus locations Electronically	Employee name, work location name, training commencement date.	Current FFCA Staff	These records are kept to maintain the safety and security of the staff and to be in compliance with OH&S Act.	<ul style="list-style-type: none"> • <i>Freedom of Information and Protection of Privacy Act</i>, Section 33 • <i>OH&S Act</i>
Campus Employee File	Individual Campuses in secured locations	Employee name, work location name and address, emergency contact name and phone number, address, and email	Current FFCA Staff	This working file is to capture records of employee accomplishments or learning, such as: copy of previous and current professional growth plans and first-aid certification.	<ul style="list-style-type: none"> • <i>Freedom of Information and Protection of Privacy Act</i>, Section 33
Staff Lists	Individual Campuses in secured locations	Employee name, work location name and address, emergency contact name and phone number, address, email, and birthday.	Current FFCA Staff	The information collected and retained in this file is used for campus security, emergency, communication and budgeting. Examples of such lists are: phone lists, phone fan-out lists, key distribution lists,	<ul style="list-style-type: none"> • <i>Freedom of Information and Protection of Privacy Act</i>, Section 33

				birthday lists, e-mail lists, photocopy list, etc.	
Board Security Clearance File	FFCA Central Office in a secured location	Name, address, birth date, work location name and address, gender, phone number, emergency contact name and phone number.	Current Board Members	These records are kept to maintain the safety and security of the of staff and students. Two primary reports are stored here, Criminal Record Check and Network Use Agreement.	<ul style="list-style-type: none"> • <i>Freedom of Information and Protection of Privacy Act, Section 33</i>
Practicum Teacher File	Central Office in secured locations	Name, address, birth date, education history, work location name and address, gender, phone number, emergency contact name and phone number.	Current practicum students within FFCA	These records are kept to maintain the safety and security of the of staff and students. Following documents will be stored here: Resume, medical and police reports, network use agreement, and confidentiality agreement.	<ul style="list-style-type: none"> • <i>Freedom of Information and Protection of Privacy Act, Section 33</i>

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Student/Parent/Volunteer Records (Operational Records)					
Title/Name	Location	Personal Information	Individuals	Use	Legal Authority
Electronic Student Record PASI	FFCA Central Office and all campus locations Electronically	Includes student information that is required by the Education Act in accordance with Student Record Regulation	All students, parents, guardians and emergency contacts within FFCA	Recording the historical information listed in the Student Record Regulation	<ul style="list-style-type: none"> • <i>Freedom of Information and Protection of Privacy Act</i>, Section 33 • <i>Education Act</i>
Supplemental Student File	Individual Campuses in secured locations	Includes student identification number (both FFCA and Alberta education's), legal surname and given name(s), birth date, gender, also known as (aka) surname and/or given name(s), address, phone number, grade, homeroom, medical notes, parents/guardians names and phone numbers, emergency contacts names, email and phone numbers, and or legal guardian status, teacher's legal surname and given name(s)	Current students, parents, guardians and emergency contacts within FFCA	These records are used for the education, health and safety of our students. An example of records stored here are: Kindergarten assessments, injury reports, discipline records, Threat reports, photos (id cards, grade, class yearbook), level A assessments (if being used for diagnostic purposes), signed requests by parent of legal guardian to opt out of curriculum as per section 58.1 of the Education Act.	<ul style="list-style-type: none"> • <i>Freedom of Information and Protection of Privacy Act</i>, Section 33 • <i>Education Act</i>
Student Lists	Individual Campuses in secured locations	Includes student identification number (both FFCA and Alberta education's), legal surname and given name(s), birth date, gender, also known as (aka) surname and/or given name(s), address, phone number, grade, homeroom, medical notes, Visa expiry date, attendance, parents/guardians names and phone numbers, emergency contacts names, email and phone numbers, and or legal guardian status, teacher's legal surname and given name(s)	Current Students, parents, and volunteers	These lists facilitate the flow of operations within the school. Examples of these lists are: Class lists, bus lists, allergy lists, athletic rosters (game sheets, athletic associations), waiver lists, field trip authorization lists, birthday lists, hot lunch/milk lists, directories and volunteer lists. late lists, absentee lists, Critical Response Binder, locker locations, textbook sign out record, computer login record, active directory, sign-in/out log, and volunteer/visitor log-in/out book,	<ul style="list-style-type: none"> • <i>Freedom of Information and Protection of Privacy Act</i>, Section 33
Maplewood (SIS) 	FFCA Central Office and all campus locations Electronically	Includes student identification number (both FFCA and Alberta education's), legal surname and given name(s), birth date, gender, registration date, school code, also known as (aka) surname and/or given name(s), address, phone number, grade, citizenship, section 23 eligibility, registration entry status, resident board, exceptional student status, enrollment type, exit date, exit description, birth country, home language, residential district, homeroom, grants program code, medical notes, and	Past and current students, staff, parents, guardians and emergency contacts within FFCA	These records are kept for the purpose of assuring the health and welfare of the students. They may be used to obtain additional funding or aid for the students.	<ul style="list-style-type: none"> • <i>Freedom of Information and Protection of Privacy Act</i>, Section 33

		<p>Visa expiry date, attendance, parents/guardians names and phone numbers, emergency contacts names, email and phone numbers, and or legal guardian status, teacher's legal surname and given name(s), staff FFCA employee number, student achievement grades and report card.</p>			
Family Login	<p>FFCA Central Office and all campus locations Electronically</p>	<p>Includes student identification number (both FFCA and Alberta education's), legal surname and given name(s), birth date, gender, registration date, school code, also known as (aka) surname and/or given name(s), address, phone number, grade, citizenship, section 23 eligibility, registration entry status, resident board, exceptional student status, enrollment type, exit date, exit description, birth country, home language, residential district, homeroom, medical notes, and Visa expiry date, parents/guardians names, email and phone numbers, emergency contacts names and phone numbers, and or legal guardian status, filed trip permissions, fee payment transaction history.</p>	<p>Current students, staff, parents, guardians and emergency contacts within FFCA</p>	<p>These records are kept for the purpose of assuring the health and welfare of the students. They may be used to obtain additional funding or aid for the students.</p>	<ul style="list-style-type: none"> • <i>Freedom of Information and Protection of Privacy Act, Section 33</i>
Electronic Waitlist	<p>FFCA Central Office Electronically</p>	<p>Includes student identification number (both FFCA and Alberta education's), legal surname and given name(s), birth date, gender, also known as (aka) surname and/or given name(s), address, phone number, grade, citizenship, section 23 eligibility, registration entry status, resident board, exceptional student status, enrollment type, birth country, home language, residential district, homeroom, medical notes, and Visa expiry date, parents/guardians names, email and phone numbers, emergency contacts names and phone numbers, and or legal guardian status, filed trip permissions, fee payment transaction history.</p>	<p>Possible new students, parents, guardians and emergency contacts wishing to attend FFCA</p>	<p>These records are used for the maintaining of the FFCA's student waitlist.</p>	<ul style="list-style-type: none"> • <i>Freedom of Information and Protection of Privacy Act, Section 33</i>
FFCA Library Collection	<p>FFCA Central Office and all campus locations Electronically</p>	<p>Student ID or staff username, first and last name, homeroom, homeroom teacher, email address, and grade. The student and staff personal information is imported from the Student Information System(SIS).</p>	<p>Current students, staff, parents, guardians and emergency contacts within FFCA</p>	<p>FFCA's supported library system for all school learning commons collections. It provides access to and management of the wide variety of school and system-wide learning resources that support the personalization of learning.</p>	<ul style="list-style-type: none"> • <i>Freedom of Information and Protection of Privacy Act, Section 33</i>
Edulog	<p>FFCA Central Office Electronically</p>	<p>Student identification number, name, address, school of attendance code, grade, gender, phone number, birthdate, contacts, program name, program code, international</p>	<p>Current students, parents, guardians and</p>	<p>It is used for providing student creating school bus routes and providing data for reports</p>	<ul style="list-style-type: none"> • <i>Freedom of Information and Protection of Privacy Act, Section 33</i>

		student flag, bus route and stop information, submitted forms, confidential flag, and comments/notes	emergency contacts within FFCA		
Edsby	FFCA Central Office and all campus locations Electronically	Includes student identification number (both FFCA and Alberta education's), legal surname and given name(s), birth date, gender, registration date, school code, also known as (aka) surname and/or given name(s), address, phone number, grade, citizenship, section 23 eligibility, registration entry status, resident board, exceptional student status, enrollment type, exit date, exit description, birth country, home language, residential district, homeroom, grants program code, medical notes, and Visa expiry date, attendance, parents/guardians names and phone numbers, emergency contacts names, email and phone numbers, and or legal guardian status, teacher's legal surname and given name(s), staff FFCA employee number.	Current students, staff, parents, guardians and emergency contacts within FFCA	These records are kept for the purpose of communicating with students and parents.	<ul style="list-style-type: none"> • <i>Freedom of Information and Protection of Privacy Act, Section 33</i> • <i>Education Act</i>
CLEVR	FFCA Central Office and all campus locations Electronically	Legal surname and given name(s), birth date, gender, registration date, school code, also known as (aka) surname and/or given name(s), address, phone number, grade, resident board, parents/guardians names, email, and phone numbers, teacher's legal surname and given name(s), staff FFCA employee number, students grades, ESL benchmarks, Level B and C assessments, accommodations	Current students, staff, parents and guardians within FFCA	These records are kept for the purpose of assuring the health and welfare of the students. They may be used to support programming for individual students.	<ul style="list-style-type: none"> • <i>Freedom of Information and Protection of Privacy Act, Section 33</i>
Volunteer Records file	Individual Campuses in secured locations	Name, address, birth date, education history, work location name and address, gender, phone number, emergency contact name and phone number, driver's licence number, vehicle information, insurance policy information.	Current volunteers	These records are kept to maintain the safety and security of the of staff and students. Two primary reports are stored here, Criminal Record Check and Volunteer Driver Form.	<ul style="list-style-type: none"> • <i>Freedom of Information and Protection of Privacy Act, Section 33</i>



AP-H-104.1 Library Learning Commons Collections & Supplementary Learning Resources

Administrative Procedures

Revised May 13, 2021

BACKGROUND & RATIONALE

FFCA believes that library - learning commons and supplementary learning resources, including classroom libraries, are an important tool to help support students learn how to acquire, understand, use, question, analyze and evaluate information to participate in society as ethical and responsible citizens in a culturally pluralistic society. Information, critical thinking, literacy and cultural appreciation skills of students are paramount to their success in school and after graduation.

This FFCA Collections & Supplementary Learning Resources AP aligns with [Alberta Education's Learning Commons Policy](#) Guidelines which state "*the learning commons should:*

- *“provide student access to and guidance on the use of: quality print and digital learning resources in multiple formats that are reviewed to ensure they address a diverse range of student learning and developmental needs*
- *focus on quality learning resources in multiple formats and provide exposure to a wide variety of Canadian and international resources (fiction and nonfiction) which reflect multiple perspectives, promote literacy and numeracy and develop students' interests and competencies beyond the school setting*
- *recognize and respect Indigenous knowledge and ways of knowing of the First Nations, Métis and Inuit peoples;*
- *provide high quality learning resources in English, and other languages as applicable, in order to support instruction and self-directed reading.”* (Alberta, 2016, *modified for FFCA)

FFCA adopts the statement on intellectual freedom of the Alberta School Library Council of the Alberta Teacher's Association (ATA) which states:

"Intellectual freedom comprehends the right of every individual to have access to all expressions of knowledge and creativity. This basic right requires that students be granted freedom to read as an integral part of their education. Because students require practice in handling freedom to read, it becomes the responsibility of professional educators to make available material representing the widest range of interests, so that students may freely explore the world of ideas, be they popular or unpopular." (Alberta School Library Council of the ATA 1972, 2010)

FFCA resource collection procedures reflect the [Canadian Library Association \(CLA\) Statement on Intellectual Freedom and Libraries](#) (Canadian Library Association (CLA), September 2015) which recognizes and values the *Canadian Charter of Rights and Freedoms*, the [International Federation of Library Associations and Institutions \(IFLA\) Statement on Libraries and Intellectual Freedom, Guidelines for Recognizing Diversity and Promoting Respect](#) (Alberta 2020), and the [National Council of Teachers of English \(NCTE\) Intellectual Freedom Center](#).

DEFINITION OF KEY TERMS

1. Library Learning Commons (LLC):
2. The national school library learning commons standards define the LLC as “The physical and virtual collaborative learning hub of the school community, designed to engineer and lead learning for the future, a transformational shift from traditional library to a whole school learning culture where everyone is working together to enhance learning, and to continually improve thinking, questioning, analyzing and creating.” (Canadian Library Association (CLA), 2014) The Alberta policy uses “learning commons” (Alberta Education, 2014) “Library” can be viewed as the entity or noun; “learning commons” as the active learning or verb. Resources
 - a. These can exist in multiple formats. Below is a list of categories that resources may fit into:
 - i. Literary and Informational Texts
 - ii. Magazines, Periodicals or Journals
 - iii. Websites or Software
 - iv. CDs or Audio Recordings
 - v. DVD or Video Recordings
 - vi. Applications for Tablets or Mobile Devices
 - vii. Manipulatives
 - viii. Guest Speakers or Presentations
3. Supplemental Learning Resources
 - a. A resource that a student might select when engaged in an independent learning activity or for personal interest. These resources will not be used with the majority of students.
4. Bias
 - a. Resources are evaluated and selected upon an understanding of the “nature and degree of bias” which recognizes that “bias exists in all resources”. Learning resources should represent “people of a variety of races, religions, genders, sexual orientations, classes, abilities, and ages”. Additionally resources should “depict individuals and groups in a range of social, economic, and political environments” and “address issues from a variety of perspectives. Examples of stereotyping and discrimination (including language, visuals, omissions, or distorted perspectives) can be used by the teacher for anti-discriminatory educational purposes. If the material contains controversial issues, they can be addressed in ways that are educationally appropriate to students and programs.” (Toronto District School Board) Resources should “recognize and respect Indigenous knowledge and ways of knowing of the First Nations, Métis and Inuit peoples” (Alberta Education).

PROCEDURES

1. Responsibility for Resource Selection:

Selection of library learning commons and supplementary classroom resources is an ongoing professional responsibility shared by library personnel, teachers, and administrators. The principal carries overall responsibility for selection adherent to this FFCA resource collection policy and delegates this responsibility to library personnel and teachers. Resource collection input may occur through:

- requesting and receiving recommendations onsite or online (ad hoc or formal) and reviewing using policy criteria
- collaborating within and across campuses
- targeting learning outcomes of FFCA school development plans

- supporting provincially mandated curriculum
- meeting learning needs and reading interests of students
- offering variety in format (print, digital, audio, visual, etc.).

2. Selection Principles and Considerations:

Resources, including classroom resources, gifts or donations, will be selected based on the general considerations listed below. Authoritative review journals such as [School Library Journal](#) or [Resource Links](#) will be consulted. Resource selection will comply with copyright law as outlined in [Copyright Matters! 3rd ed.](#)

General considerations for reviewing resources (detailed descriptions in Appendix B):

- Accuracy
- Currency
- Relevance
- Accessibility
- Social Context
- Aesthetics
- Authenticity
- Cost/Durability
- Canadian content
- Developmental Range
- Consideration of noted authors and award recipients

Specific criteria is applied to a resource depending on its format and if it is fiction or non-fiction. Specific criteria are found in children and young adult authoritative resource review sources such as The Collection Program in Schools (Bishop).

3. Collection Analysis - Long-Range Planning

Library personnel and teachers share responsibility for collection analysis and weeding of materials to keep the collection relevant. Resources will be assessed annually, and each year, priorities will be set to identify present and future FFCA resource needs. Usually, one or two areas of emphasis at a time will be concentrated on as curricular or campus needs dictate. Resources will be provided based on the available budget.

4. Resource Collection Committee:

To help facilitate and inform the consistent, efficient and effective selection of quality library learnings commons and supplementary learning resources, FFCA will establish a cross-campus resource collection committee comprised of library personnel, teachers, and campus and system-based administrators.

Committee Purposes:

- Share observations on resource quality, currency and suitability
- Identify different ways a resource could be used across campuses
- Discuss several titles on same topic
- Improve resource evaluation and selection skills

- Discover more and varied resources
- Deal with intellectual challenges
- Ensure equitable resource access
- Support curriculum and varied areas of expertise

Committee Responsibilities:

- Share the resource collection policy across campuses
- Affirm annually members and invite/select new members
- Determine annually collection gaps and priorities
- Meet 2-3 times per year to preview and discuss resources
- Keep updated on curriculum changes
- Read/examine the entire resource or provide at minimum two authoritative reviews
- Compare resources with other similar resources
- Be aware of the difference between *informed selection*: inclusive - look for materials that serve a diversity in points of view and subject matter and *censorship*: exclusive - access is denied to ideas because they are considered offensive (Intellectual Freedom: Reason for including rather than excluding a resource)
- Share reviews across campuses through maintaining a platform to:
 - Share reviews and include student reviews (using policy criteria)
 - Post “best of the best” lists and “new arrivals” on the platform
 - Highlight curriculum connections in reviews

5. Reconsideration of Resources

Procedure for handling requests for reconsideration of resources are outlined in Appendix C “FFCA Request for Reconsideration of Learning Resources Form / Process”.

6. Relationships and Partnerships:

FFCA fosters relationships and partnerships with other libraries and organizations to supplement collections. Partnership with the Calgary Public Library is encouraged as membership includes The Alberta Library (TAL) that enables borrowing from other member libraries such as [The University of Calgary](#). Students are also able to access free online licensed resources through the Online Reference Centre at [LearnAlberta](#) by entering our school username and password.

Appendix A - FFCA Resource Collection AP References and Further Reading

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- National Council of Teachers of English (NCTE). 2016. NCTE Intellectual Freedom Centre. <http://www.ncte.org/action/anti-censorship>
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Appendix B - General Considerations Glossary

Accessibility:

Resources take into consideration the varied interests, abilities, learning styles, special needs, and maturity levels of students. Reading level and subject coverage should be appropriate for the intended audience. Is the material organized in a logical manner with the information easy to follow? In the case of print materials, is the print size appropriate for the intended audience, are the text and illustrations appropriate for the same audience and do informational books contain features such as an index, table of contents and bibliography? Maps, charts, tables, a glossary of terms, pronunciation guides and suggestions for follow-up activities are also helpful additions and should be judged on their usefulness. With respect to non-print resources, the reviewer should be aware of technical quality in visuals, sound, colour, synchronization, appropriateness of the visuals and script for the intended audience.

Accuracy:

Resources should be examined for any bias displayed by the author stemming from political affiliation, sectarianism, prejudice for or against the subject at hand, etc. Accuracy of facts is important. When topics are highly specialized or unfamiliar, reviewers depend on competent review sources to identify inaccuracies.

Aesthetics:

Illustrations clarify and extend the text. The medium should be appropriate to the purpose of the resource and intended audience. Artistic quality is a prime consideration particularly in picture books for young children. Illustrations in informational books must be accurate, informative, distinctly detailed and clearly labeled. In non-print resources visuals should be clear and appropriate for intended audience.

Authenticity:

The qualifications of the author are an important consideration when selecting informational materials. Does the author have the background to write with authority on the subject? Is the author already well known and highly respected in this field? A summary of his/her credentials should be included in the resource. What is the quality of sources the author has consulted in compiling the resource?

Award recipients/Noted Authors:

In most cases known children and young adult authors provide consistent quality and approach throughout their works. Awards recipients usually guarantee a quality resource. Two to follow are the [John Newbery Medal](#) for most outstanding contribution to children/young adult American novels, and the [Randolph Caldecott Medal](#) for the most distinguished American picture book for children. Canadian awards include [The Governor General's Literary Award for Children's Literature \(text\)](#) and [The Governor General's Literary Award for Children's Literature \(illustration\)](#). The Canadian Library Association (CLA) awards the [Amelia Frances Howard Gibbon Illustrator's Award](#), the [Young Adult Book Award](#), and [Book of the Year for Children Award](#). Most provinces or territories sponsor children's book awards; for example in Alberta we have [The Rocky Mountain Book Awards](#) for grades 4 to 7.

Canadian Content:

Resources reflect a wide variety of Canadian authors, editors and printers (fiction and nonfiction) and demonstrate “a broadly based perspective of Canada within a global framework; Canada and its people within a multicultural context.” (Toronto District School Board)

Currency:

As knowledge is constantly changing, it is important that resources reflect the latest thinking and findings of research. The date of the publication is one indication, however dates of sources listed in the bibliography should also be noted.

Durability:

Resources have a physical format, appearance and technical design which is suitable for the intended use and merits expenditure.

Relevance:

Resources support and are consistent with the general educational goals of the province and the district, the aims and objectives of schools, as well as the curriculum and programs offered within schools.

Developmental Range:

Resources in a given classroom or school collection may include will be suitable for a range of age and maturity levels ranging from several years below to several years above that of students in a particular classroom or campus.

Social Context :

Resources are evaluated and selected in an equitable manner that depicts or considers race, gender, culture, age, ability, socioeconomic status, religion, occupation, political environments and sexual orientation. Instructional resources include the contributions made to our society by minority groups and people from various ethnic backgrounds. When selecting these resources, considerations will be given to support both the school’s and provincial’s diverse population, knowing that the demographics of a school’s population might differ based on geographical location. Resources need to be free of intrusive advertising. It is recognized that all resources have some element of bias. Resources will be selected that are as free of bias as possible, and when bias within a resource is identified, it will be critically examined and used to teach critical thinking skills.

Further guidance around this consideration can be found in the [*Guidelines for Recognizing Diversity and Promoting Respect – Alberta Education, 2020.*](#)

Appendix C – Request for Reconsideration of Learning Resources Procedure

PROCESS

The process for handling a request for reconsideration of learning resources is as follows:

When a request is made to reconsider a learning resource from an FFCA campus or from all FFCA campuses by an individual the following process shall be followed:

1. If a verbal request to reconsider a resource is made to the campus library personnel or to a classroom teacher, and the campus library personnel or classroom teacher are unable to resolve the concern, the *FFCA Request for Reconsideration of Learning Resources Form* should be provided to the concerned party to be then submitted to the campus' administration.
2. Once the campus principal receives the *FFCA Request for Reconsideration of Learning Resources Form* from an individual to reconsider a learning resource from the campus, the principal will copy the form to the other campus administrators at the relevant levels and Central Office, and, in consultation with library personnel or teacher(s), will confer with the complainant to attempt to resolve the concerns. Authoritative reviews of the learning resource in question will be procured. The resource may be pulled from the shelves of the relevant campus(es) during this review process at the discretion of the campus administration.
3. If the concerns are resolved, the principal will inform Central Office and other campuses of the resolution.
4. If the matter is not resolved at the campus level, the principal will advise the complainant that their written request for reconsideration of learning resource has been escalated for review by Central Office.
5. Upon receipt of the *FFCA Request for Reconsideration of Learning Resources Form* from the principal, Central Office personnel will assemble a review committee consisting of the appropriate Central Office personnel, a campus representative, and other resource persons as needed. The resource may be pulled from the shelves during the review process at the discretion of Central Office personnel.
6. The review committee will provide a written report of its decision, including a rationale, to Central Office. A copy of the written report will be forwarded to the Superintendent or designate of FFCA.
7. The Superintendent or designate will make the final decision regarding the appropriateness of the learning resource in FFCA campuses and will inform the complainant and all campuses of the decision.

Request for Reconsideration of Learning Resources Form

NAME: _____

CAMPUS: _____

TELEPHONE NO. _____ (Home) _____ (Cell)

EMAIL: _____

RESOURCE QUESTIONED

Print: Author: _____

Title: _____

Publisher/ Copyright Date: _____

Non-Print: Type of Resource: _____

Title/Name: _____

Publisher/Producer/ Copyright Date: _____

PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

1. Did you review the entire item? _____

If not, what section did you review? _____

2. What do you feel is objectionable in this resource? Why? _____

3. What outcome are you hoping for in bringing this request forward? _____

Date: _____

(Signature of Complainant)

Please return this form to the library technician or classroom teacher who will provide copies to the campus principal educator.



AP-H-104.2 Instructional Resource Selection Administrative Procedures

June 24, 2021

BACKGROUND & RATIONALE

FFCA believes that core and supplemental instructional resources need to reflect FFCA organizational values (i.e. Policy 19- Welcoming, Caring, Respectful, Safe and Inclusive Learning and Working Environments, Character and Leadership Program of Studies, and FFCA Charter) and pedagogical approach. As these resources will be used within a classroom setting and with the majority of our students, the *Instructional Resource Selection AP* seeks to guide the selection of high-quality learning resources that will assist students in developing their understanding of the Alberta curriculum.

FFCA recognizes that the *Education Act* (2012) provides the following guidance in this area:

- 16(1) All courses or programs of study and instructional materials used in a school must reflect the diverse nature and heritage of society in Alberta, promote understanding and respect for others and honour and respect the common values and beliefs of Albertans.
- 16(2) For greater certainty, the courses or programs of study and instructional materials referred to in subsection (1) must not promote or foster doctrines of racial or ethnic superiority or persecution, social change through violent action or disobedience of laws.

In addition, FFCA recognizes that Alberta Education’s Guide to Education: ECS to Grade 12 indicates: “Under section 53(2)(b) of the Education Act, a school board may develop or acquire instructional materials for use in programs or in schools, subject to section 18. In developing/acquiring instructional materials, the school board should take into account such criteria as curriculum congruency; instructional and technical design; Guidelines for Recognizing Diversity and Promoting Respect; preference for Canadian content; and Guiding Voices: A Curriculum Development Tool for Inclusion of First Nation, Métis and Inuit Perspectives Throughout Curriculum.” (Alberta Education, 2020, p. 141)

GUIDING PRINCIPLES

1. Both core and supplemental resources need to support individual and/or group instruction and meet the needs of students in a variety of ways.
2. Instructional resources
 - a. need to be evaluated based on the ability to support curricular requirements
 - b. need to reflect the FFCA approach to teaching and learning
 - c. where possible, have Alberta and/or Canadian content.
 - d. reflect a diverse perspective and reflect the belief that each individual has the need to be respected and valued as a human being.
3. Some historical instructional resources and documents or classical works of literature have bias due to the era when they were written. In these cases, students should be taught to identify bias, understand the historical context of when it was written, and reconcile that with today’s world.
4. Particular curriculum outcomes may require resources that deal with controversial issues. When possible, resources that support a variety of perspectives will be selected.

DEFINITION OF KEY TERMS

1. Resources
 - a. These can exist in multiple formats, and depending on the curricular outcomes, one might be more effective than another. Below is a list of categories that resources may fit into:
 - i. Literary and Informational Texts
 - ii. Magazines, Periodicals or Journals
 - iii. Websites or Software
 - iv. CDs or Audio Recordings
 - v. DVD or Video Recordings
 - vi. Applications for Tablets or Mobile Devices
 - vii. Manipulatives
 - viii. Guest Speakers or Presentations
2. Core Instructional Resources
 - a. A resource that will be used as a primary source of instruction. These instructional resources will be used for more than one curricular outcome and have been adopted either across a grade level or within a department.
3. Supplemental Instructional Resources
 - a. A resource that will be used as a source of instruction for student enrichment, student remediation, enhance the learning experience, or fill in instructional gaps between core resources and the Alberta curriculum.
4. Controversial Issues
 - a. Alberta Education defines this as:

“Controversial issues are those topics that are publicly sensitive and upon which there is no consensus of values or beliefs. They include topics on which reasonable people may sincerely disagree. Opportunities to deal with these issues are an integral part of student learning in Alberta.

Studying controversial issues is important in preparing students to participate responsibly in a democratic and pluralistic society. Such study provides opportunities to develop the ability to think clearly, to reason logically, to open-mindedly and respectfully examine different points of view and to make sound judgements.

Teachers, students and others participating in studies or discussions of controversial issues need to exercise sensitivity to ensure that students and others are not ridiculed, embarrassed or intimidated for positions that they hold on controversial issues.

Discussing or studying controversial issues provides opportunities to

- *present alternative points of view, subject to the condition that information presented is not restricted by any federal or provincial law*
- *reflect the maturity, capabilities and educational needs of the students*
- *meet the requirements of provincially prescribed and approved courses and programs of study and education programs*
- *reflect the neighbourhood and community in which the school is located, as well as provincial, national and international contexts*

Controversial issues that have been anticipated by the teacher, and those that may arise incidentally during instruction, should be used by the teacher to promote critical inquiry and/or to teach thinking skills.”

(Alberta Education, Guideline for Recognizing Diversity and Promoting Respect, p. 16)

RESPONSIBILITY FOR SELECTION OF INSTRUCTIONAL RESOURCES

Selection of core and supplemental instructional resources is an ongoing professional responsibility shared by library personnel, teachers, and administrators. The selection of core instructional resources for specific curricula is the collaborative responsibility of teachers and administrators. It is understood that teachers will select supplemental instructional resources that will support the learners within their classes. In selecting supplemental resources, library personnel and administrators may be consulted to help determine their appropriateness. For both core and supplemental instructional resources, the content outlined in this administrative procedure will be considered. The principal carries the overall responsibility regarding the selection of resources and their adherence to this FFCA Instructional Resources Selection AP.

SELECTION PROCESS FOR INSTRUCTIONAL RESOURCES

1. Prior to implementing a core resource, a selection panel will be established consisting of campus administration where that resource will be implemented.
 - a. The selection panel will develop a selection process that must include:
 - i. Exploration of the research or evidence that would support the effectiveness of the resource
 - ii. Examination of the resource using the considerations outlined below in the Considerations for the Selection of Instructional Resources section
 - iii. Collaboration within and across campuses, including teacher(s) and any additional members (either internal or external) that might assist in the selection process
 - iv. Consultation with other campuses within the educational divisions (K-3, 4-6, 7-9, 10-12) that the resource is being considered
 - v. Must include a process to collect of evidence of learning and examine the impact of using the instructional resource
 - vi. Implementation plan and professional development needs are determined
 1. Identify if there is a need to pilot a resource prior to full implementation and the scope of the pilot is developed
 - a. All piloting of a new core resource needs to be approved by the Superintendent or designate.
 - vii. Prior to implementing a new core resource, the results of this panel's findings and decision will be shared with the Superintendent or designate.
 - viii. Once a core instructional resource has been approved it will be added to Appendix B of this administrative procedure. If replacing an already approved instructional resource, the replaced resource will be marked as archived and the reasoning for its replacement.
2. A supplemental resource may be selected based on student(s) needs and by a department, grade level, or individual teacher. Therefore, a selection panel may not be needed.
 - a. In the selection of supplemental instructional resources, the following must be considered:
 - i. Exploration of the research or evidence that would support the effectiveness of the resource

- ii. Examination of the resource using the considerations outlined below in the Considerations for the Selection of Instructional Resources section
 - iii. Collaboration within and/or across campus around its selection
 - iv. Consultation, if possible, with any internal or external experts that might be helpful in its selection
 - v. Must include a process to collect evidence of learning and examine the impact
- b. Supplemental resources are shared with others within the grade level or department if deemed effective.
 - c. Prior to a supplemental resource being adopted as a core instructional resource, the process outlined for selecting a core resource is undertaken.
 - d. Suppose a grade level wants to use another grade level's core instructional resource as a supplement instructional resource. In that case, a conversation needs to occur between teachers and administration from both grade levels to determine the impact of that decision prior to its use.

CONSIDERATIONS FOR THE SELECTION OF INSTRUCTIONAL RESOURCES

Through collaboration and the use of professional judgement, the considerations below must be used to evaluate either a core or supplemental instructional resource. Depending on the curricular outcomes, the weight of each consideration might not always be equal.

- Instructional Design
 - FFCA has a distinctive pedagogical approach. An instructional resource needs to support this approach and incorporate the essential components outlined in the FFCA Teaching and Learning Framework. If assessments are provided, they will be examined to ensure they align with FFCA's *Assessment and Reporting Framework*. Resources that have a consistent language of instruction within and across campuses and have vertical alignment between grades will take precedence.
- Accuracy
 - Resources should be examined for any bias displayed by the author stemming from political affiliation, sectarianism, prejudice for or against the subject at hand, etc. Accuracy of facts is important. When topics are highly specialized or unfamiliar, reviewers will depend on competent sources to identify inaccuracies.
- Currency
 - As knowledge is constantly changing, it is important that resources reflect the latest thinking and findings of research. The date of the publication is one indication. However, dates of sources listed in the bibliography should also be noted.
- Relevance
 - Resources support and are consistent with the general educational goals of the province and the district, the aims and objectives of schools, as well as the curriculum and programs offered within schools.

- Accessibility
 - Resources consider the varied interests, abilities, learning styles, special needs, and maturity levels of students. Reading level and subject coverage should be appropriate for the intended audience. Is the material organized logically, with the information easy to follow? In the case of print materials, is the print size appropriate for the intended audience, are the text and illustrations appropriate for the same audience and do informational books contain features such as an index, table of contents and bibliography? Maps, charts, tables, a glossary of terms, pronunciation guides and suggestions for follow-up activities are also helpful additions and should be judged on their usefulness. With respect to non-print resources, the reviewer should be aware of technical quality in visuals, sound, colour, synchronization, appropriateness of the visuals and script for the intended audience. If teacher resource materials or manuals are provided, are they clear and written so that teachers will be able to adapt the resource to the FFCFA approach to teaching and learning readily?
- Social Context
 - Resources are evaluated and selected in an equitable manner that depicts or considers race, gender, culture, age, ability, socioeconomic status, religion, occupation, political environments and sexual orientation. Instructional resources include the contributions made to our society by minority groups and people from various ethnic backgrounds. When selecting these resources, considerations will be given to support both the school's and provincial's diverse population, knowing that the demographics of a school's population might differ based on geographical location. Resources need to be free of intrusive advertising. It is recognized that all resources have some element of bias. Resources will be selected that are as bias-free as possible, and when bias within a resource is identified, it will be critically examined and used to further teach critical thinking skills.
 - Further guidance around this consideration can be found in the [*Guidelines for Recognizing Diversity and Promoting Respect – Alberta Education, 2020*](#).
- Aesthetics
 - Illustrations clarify and extend the text. The medium should be appropriate to the purpose of the resource and intended audience. Artistic quality is a prime consideration, particularly in picture books for young children. Illustrations in informational books must be accurate, informative, distinctly detailed and clearly labelled. In non-print resources, visuals should be clear and appropriate for the intended audience.
- Authenticity
 - The qualifications of the author/presenter are an important consideration when selecting informational materials. Does the author/presenter have the background to write or speak with authority on the subject? Is the author/presenter already well known and highly respected in this field? A summary of his/her credentials should be included in the resource. What is the quality of sources the author/presenter has consulted in compiling the resource?

- Developmental Appropriateness
 - Core instructional resources will be selected that are appropriate for the maturity and academic ability of the targeted age group. Supplemental instructional resources may be used to extend, remediate, or enhance the learning experience. However, the maturity of the targeted age group needs to be strongly considered in these cases.
- Canadian content
 - Where possible, resources will be selected that have Canadian and/or Albertan content or authors/presenters.
- Cost/Durability
 - Resources need to be acquired at a reasonable cost and have the ability to be used more than once. In the case of single-use resources (e.g.; workbooks, online subscriptions, presenters, etc.), the cost compared to curricular coverage needs to be examined.

Appendix A - FFCA Instructional Resource Selection AP References

Alberta Education. 2012. Education Act.

<https://www.qp.alberta.ca/documents/Acts/e00p3.pdf>

Alberta Education. 2020. Guideline to Education.

<https://open.alberta.ca/publications/1496-7359>

Alberta Education. 2020. Guidelines for Recognizing Diversity and Promoting Respect.

<https://open.alberta.ca/publications/9781460146897>

Appendix B – List of Core Instructional Learning Resources

This appendix is under development and will be updated in accordance with the implementation of Alberta's new curriculum.



AP-H-501.1 Learning Commons

Administrative Procedures

June 25, 2021

BACKGROUND & RATIONALE

As schools change, school Learning Commons must also evolve from simply providing information to students to engaging students and helping prepare them to become critical thinkers, evaluators, users, and creators of information and knowledge. In addition to providing access to traditional forms of knowledge like books, periodicals and print information, students have access to other forms of media and devices they will need to create and share. Students can determine how best to use the space and resources to study or to work on school assignments, projects or coursework individually or with others. Students, parents, teachers, administrators, and the community can also use the space for instruction, social or collaborative learning, production and presentation.

Alberta Education, 2015

The Learning Commons

The goal of the Learning Commons is to enable all students to be engaged thinkers and ethical citizens with an entrepreneurial spirit. The concept of a Learning Commons is a shift in thinking from a Learning Commons as a physical space that is a repository of books, to an inclusive, flexible, learner-centered, physical and/or virtual space for collaboration, inquiry, imagination and play to expand and deepen learning. A Learning Commons is an agile and responsive learning and teaching environment available to individuals and groups to use for multiple, often simultaneous, purposes. It supports literacy, numeracy, competency development and student learning outcomes through access to and instruction in the effective use of print and digital resources. The Learning Commons approach functions best when learning experiences in the school community are coordinated to support student learning outcomes through collaborative planning, teaching and assessing.

Alberta Education: *Learning Commons Policy*, 2015

FFCA: Learning Commons

As FFCA has grown, the Learning Commons are learning centers that extend beyond the scope of a traditional Library. To accomplish this, FFCA provides resources to support the efforts and creativity of Learning Commons staff and other stakeholders from within the community.

PROCEDURES

Learning Commons Collections

- FFCA Learning Commons are campus resource centers that both house resources and offer opportunities to interact with staff.
- Each FFCA campus is responsible for the planning, implementation and evaluation of its Learning Commons program.

- The ratio of fiction to nonfiction (including reference) should be approximately as follows:
 - Elementary schools - 70% fiction and 30% nonfiction/reference.
 - Middle schools - 60% fiction and 40% nonfiction/reference.
 - High schools - 50% fiction and 50% nonfiction/reference.
- The total number of non-print resources (sound recordings, slides, posters, charts, art prints, study prints, games etc.) are campus-based decisions that reflect their particular needs and budgetary concerns.
- The Learning Commons should provide access to electronic and digital resources using current formats.
- For a more detailed description of learning resource commons please refer to AP-H-104.1 Library Learning Commons and Supplementary Resource Collections.

Information and Communication Technologies

- FFCA Learning Commons will utilize technology to maintain an online catalogue and manage materials. Student computers will be used as resources to access the web for research purposes as well as communication tools.
- Each FFCA Learning Commons will house, at a minimum, one office computer for the Learning Commons technician and one for the sign-out desk. The number and availability of computers for student use in the Learning Commons is based on the campus need and space availability.

Supervision

At the current time, the supervision model for Learning Commons staff will follow the same process as that of other support staff (AP-G-201.4 Support Staff Growth, Supervision and Evaluation).

Professional Development

Library technicians will meet at least three times/year to provide opportunities for professional development and learning from each other.

Cataloguing Procedure and Standards for FFCA Learning Commons

Cataloguing will be done in accordance with RDA (Resource Description and Access) Standards which replace AACR2, Dewey decimal classification, and RDA vocabularies known as RDF (resource description framework). The cataloguing procedures and practices will be consistent among FFCA campuses. These practices and procedures will be reviewed yearly by the Library technicians as a group.

Original Approval Date: March 26, 2010
 Revision Date(s): May 30, 2019; June 25, 2021



AP-I-602.1 Field Trips Administrative Procedures

August 19, 2021

PROCEDURES

1. **Field Trips Requirements - All**

NOTE: The following forms MUST be completed:

- AP-I-602.1.1 *Field Trip Request and Approval* Form
- AP-I-602.1.2 *Field Trip Consent and Permission* Form

In developing campus-based administrative procedures which govern field trips, provincial statutory, regulatory, and policy expectations (e.g. [Safety Guidelines for Physical Activities in Alberta Schools](#) publication) must be considered. For all field trips, Principal Educators will be attentive to the following:

1.1 Trip Planning

- curricular fit
- applications and approvals
- student authorization
- parent notification

1.2 Supervision

Campus administration is responsible for ensuring adequate supervision is in place for all field trips and that there is a designated teacher-in-charge with overall authority and responsibility on the trip. Administration will pay particular attention to the following:

- student/volunteer supervisor ratio
 - at least two children per volunteer at all times
 - at least two volunteer supervisors per group of children unless a completed clear criminal record check is on file
- students never left alone – always in pairs or larger groups
- volunteer supervisors take direction from the teacher-in-charge and must be suitably qualified (nature and demands of the trip)
- staff supervisors, and volunteer supervisors under their direction, are responsible to ensure the welfare and safety of the students from the initiation to the completion of the field trip
- gender balance (for situations that require a change of attire, one staff member must be present to supervise. For example, female staff member in female change rooms and male staff member in male change rooms)
- students are responsible to their supervisor(s) for conduct and behavior
- student medication (ensure all supervisors are aware of any student medical conditions and are provided with written procedures)
- someone with current first aid and CPR training
- discipline procedures

- 1.3 **Cancellation or Termination of Field Trip**
The teacher-in-charge, in consultation with the principal educator, may shorten, cancel or terminate an off-site activity at any time if activity cannot proceed or be completed in a safe or satisfactory manner
- 1.4 **Criminal Record Checks**
Criminal record checks must be done for any field trip where a non-staff supervisor may be the sole supervisor of students, including driving.
- 1.5 **Insurance**
If a proposed activity has received proper authorization and a copy of the proposal is filed with the principal, all students, teachers, and volunteer supervisors are insured for the duration of the activity. The Secretary-Treasurer should be contacted for clarification of insurance issued related to field trips (see [Risk Classification of Activities](#) below).
- 1.6 **Transportation**
Charter bus service is the preferred mode of transportation to be used for field trips (15 passenger vans are prohibited). The use of private vehicles is allowed, when necessary, if the proper documentation has been completed as per AP-E-101.1.1 Volunteer Driver Form.
- 1.7 **Trip Finances**
When determining the appropriate fee to charge parents\guardians, Administration will ensure that costs for substitutes, admission, transportation, food and accommodation (if needed) have been included. Administration will be responsible to ensure that the fee is collected and/or fundraising is done to cover the costs.
- NOTE: No student will be denied participation because of an inability to pay.
- 1.8 **Communications**
In the event that a campus plans an off-campus activity which will occur in a location without cell phone and/or regular phone service, they should rent a satellite phone and have it with them in the remote location. Costs associated with the provision of this safety measure will be covered within the registration fee for any such activity.
- 1.9 **Alcohol Use**
The use of alcohol, cannabis or illegal drugs by all FFCA participants is strictly prohibited during off-site activities and applies to all off-site activities regardless of the circumstances, the age of the FFCA participants* or local laws, customs, and culture.

**FFCA participant means a student, a volunteer, a teacher or another FFCA staff member who travels on the off-site activity.*

2. **Field Trips and Other Travel Programs Within Alberta – High Risk and/or Overnight Within Alberta**

NOTE: The following forms MUST be completed:

- AP-I-602.1.1 *Field Trip Request and Approval* Form
- AP-I-602.1.2 *Field Trip Consent and Permission* Form
- AP-I-602.1.3 *Field Trip Medical Information* Form
- AP-I-602.1.4 *High-risk Field Trip Questionnaire (IF NOT OVERNIGHT)*
- AP-I-602.1.5 *Overnight, Out-of-Province and High-risk Field Trip Questionnaire (IF OVERNIGHT)*

- 2.1 An AP-I-602.1.1 *Field Trip Request and Approval* Form along with a copy of a parental information letter, customized AP-I-602.1.2 *Field Trip Consent and Permission* form highlighting that the specifics of the activity, and a completed AP-I-602.1.4 *High-risk Field Trip Questionnaire* or AP-I-602.1.5 *Overnight, Out-of-Province and High-risk Field Trip Questionnaire* must be submitted via the campus Principal Educator to the Superintendent or designate for review prior to any commitment being made to students, parents, etc. These forms should be submitted a minimum of 6 weeks prior to the date of the trip.
- 2.2 The Superintendent or designate shall advise the School's insurers of details of the trip, including dates, destination, and the name(s) of supervisor(s) if insurance approval is necessary OR if activity's risk is not identified on the Schedule of this AP.
- 2.3 Criminal record checks must be completed and current within 18 months for all staff and non-staff volunteers for any field trip that extends overnight. Criminal record checks can now be completed online; please visit the website <http://www.backcheck.net/> to submit a Criminal record check for a volunteer.
- 2.4 Once approval with respect to insurance (if required) is received from the School's insurers, the trip request will be reviewed by the Superintendent or designate and, if approved, the school will then be authorized to proceed with planning. As part of the planning process, the school will ensure that:
- i) the experience is of curricular value to students;
 - ii) parental consent, including an acknowledgement of all the risks involved in the trip, has been obtained in writing using the "Informed Consent/Permission" form approved by the School;
 - iii) adequate supervision is provided;
 - iv) alternative meaningful educational experiences are provided for those students not participating
 - v) parental involvement is provided for in the planning;
 - vi) participation is not a requisite for successful completion of the related course;
 - vii) maximum use is made of weekends and regular school holidays;
 - viii) the cost of substitutes required is calculated into the fee charged for the field trip.

- 2.5 For overnight or longer trips, the teacher-in-charge, in consultation with the principal, will prepare a written set of expectations for student conduct and behavior and the consequences for their violation. This will be distributed and reviewed with the parents/guardians at the parent meeting.

3. Athletics - Competitions Within Alberta

In developing campus-based procedures which govern athletic sports tournaments, principal educators should be attentive to the following:

- 3.1 AP-I-602.1.1 Field Trip Request and Approval form must include a detailed schedule (including all tournaments) which should also be prepared and distributed to athletes and parents/guardians at the start of the season.
- 3.2 Any additional competitions added after the start of the season require a separate AP-I-602.1.1 Field Trip Request and Approval form to be completed.
- 3.3 An *AP-I-602.1.2 Field Trip Consent and Permission* form is required for all participants. This can be a blanket form for all scheduled athletic tournaments/trips; this is generally completed online in the re-registration process, but if not one must be completed prior to the event.
- 3.4 For additional in-season scheduled sports trips or tournaments, Section 1 Field Trip criteria applies.
- 3.4.1 In such instances, the timeline in Section 2.1 is waived.
- 3.4.2 If this is an overnight trip, Section 2 must be adhered to.

4. Field Trips and Other Travel Programs Outside of Alberta

NOTE: The following forms MUST be completed:

- AP-I-602.1.1 *Field Trip Request and Approval* Form
 - AP-I-602.1.2 *Field Trip Consent and Permission* Form
 - AP-I-602.1.3 *Field Trip Medical Information* Form
 - AP-I-602.1.4 *High-risk Field Trip Questionnaire (IF NOT OVERNIGHT)*
 - AP-I-602.1.5 *Overnight, Out-of-Province and High-risk Field Trip Questionnaire (IF OVERNIGHT)*
- 4.1 An *AP-I-602.1.1 Field Trip Request and Approval* Form along with a copy of a parental information letter, customized *AP-I-602.1.2 Field Trip Consent and Permission* form highlighting that the specifics of the high-risk activity, and a completed *AP-I-602.1.5 Overnight, Out-of-Province and High-risk Field Trip Questionnaire* must be submitted via the campus Principal Educator to the Superintendent or designate for review prior to any commitment being made to students, parents/guardians, airlines, travel agencies, etc. This form must be submitted a minimum of 6 months prior to the trip date.
- 4.2 The Superintendent or designate shall advise the School's insurers of details of the trip, including dates, destination, and the name(s) of supervisor(s), and, will request approval in principle with respect to insurance coverage.

- 4.3 Criminal record checks must be completed and current within 18 months for all staff and non-staff volunteers for any field trip that extends overnight. Criminal record checks can now be completed online; please visit <http://www.backcheck.net/> to submit a Criminal record check for a volunteer.
- 4.4 Once approval in principle with respect to insurance is received from the School's insurers, the trip request shall be reviewed by the Superintendent and, if approved, the school will then be authorized to proceed with planning. As part of the planning process, the school will ensure that:
- i) the experience is of curricular value and limited to students at the Middle/High School levels;
 - ii) parental consent, including an acknowledgement of all the risks involved in the trip, has been obtained in writing using the "Informed Consent/Permission" form (see *AP-I-602.1.2*)
 - iii) adequate supervision is provided;
 - iv) alternative meaningful educational experiences are provided for those students not participating;
 - v) parental involvement is provided for in the planning, including at least one meeting with all parents/guardians of students involved in the trip;
 - vi) participation is not a requisite for successful completion of the related course;
 - vii) maximum use is made of weekends and regular school holidays;
 - viii) the cost of substitutes required is calculated into the fee charged for the field trip;
 - ix) default protection insurance for the carrier and hotels is provided for all students (on an individual or group basis.) The travel agency serving the students in national or international tour projects must be a member of a certified professional travel association.
- 4.5 The Board assumes no responsibility for any financial loss incurred as a result of cancellation of any field trip or excursion program.
- 4.6 The Superintendent shall notify the Board of all trips approved pursuant to this section of the policy.

Original Approval: March 1, 2017
Revised: August 19, 2021

AP-I-602.1 SCHEDULE
RISK CLASSIFICATION OF ACTIVITIES

EXCLUDED ACTIVITIES - Activities where there is NO LIABILITY COVERAGE AVAILABLE

- Aviation – small aircraft, helicopter, hot air balloon rides (tethered & untethered), skydiving, parasailing
- Automobiles – racing, drag racing, motor cross, snowmobile
- Bungee jumping
- Boxing
- Chuck wagon races
- Demolition derbies
- Demolition of derelict buildings & equipment
- Go-karting
- Horse riding
- Mechanical bulls, rallies, off road all-terrain vehicles
- Mountain Climbing – ice climbing, deep caving, repelling/apelling, rock climbing
- Paintball / war games
- Rodeos
- Watercraft racing
- Winter biathlon with live ammunition

HIGH-RISK PROGRAMS

These are activities that create a high potential for injury. They require a great deal of thought and planning prior to implementation. Qualified and/or certified instructors must be present at all times. Classes should be cancelled if the regular instructor is unable to attend. All rules and regulations must be reviewed with students on an ongoing basis. Strict behavior guidelines and discipline actions must be maintained. Approved safety equipment appropriate to the activity must be used at all times. Signed parental consent forms must be on file before students can participate.

- Archery
- Cheerleading
- Downhill skiing / Snowboarding
- Firearms courses – rifle ranges
- Gymnastics
- Hunter training
- Mountain biking
- Roller blading/inline skating
- Rope courses – high / low
- Sailing
- Scuba diving
- Skateboarding – skateboard parks
- Swimming – Open water
- Trampolines
- Wall climbing
- Watercraft
- Water skiing
- Whitewater rafting
- Winter camping / orienteering

MODERATE / LOW RISK PROGRAMS

Activities with a limited potential for serious injury. Instruction by qualified instructors, adequate supervision, the use of protective and safety equipment such as helmets, life jackets, etc., and a careful review of the rules and safety guidelines will help to ensure a safe environment.

- Canoeing
- Court sports
- Cross country skiing
- Curling
- Diving
- Fishing
- Golf
- Hay rides/Sleigh rides
- Hiking on trails
- Ice hockey
- Ice skating
- Martial arts – karate, judo, kung fu, tae kwon do
- Non-physical educational / cultural programs
- Orienteering
- Swimming – public & wave pools, water slides
- Sports field programs – soccer, football, baseball, field hockey
- Gymnasium programs
- Summer camping
- Tobogganing



AP-I-602.1.1 Field Trip Request & Approval Form

Field Trip

Guest Program

Teacher: _____ Campus: _____ Grade: _____ Date of Event (mm/dd/yyyy) _____

Date notice going home (mm/dd/yyyy) _____ Notice and Fees due date (mm/dd/yyyy) _____

Destination/Guest: _____ Have facilities been booked? Yes No

Contact name: _____ Contact phone number: _____

Description of field trip/program activities:

Objective(s) of field trip/program (links to curriculum):

Is the event: AM only PM only All Day

Start time of event: _____

End time of event: _____

Number of students attending: _____

Number of volunteers: _____

Fee per student/program: \$ _____

Fee per adult if applicable: \$ _____

Does this amount include GST: YES NO

Does this amount include GST: YES NO

Student/Adult ratio required by facility: _____

I have verified that someone on/at this field trip has their First Aid

Principal's Signature of Approval: _____

Office Use

Time of departure from School: _____

Time of arrival back at school: _____

Bus booked with _____

Facility admission fees paid Amount: \$ _____

Method of payment: MC Cheque Requisition

FEES

Total bus fees (INCLUDES GST) \$ _____

Admission fees for students \$ _____

Admission fees for volunteers \$ _____

Sub Total \$ _____

Cost Recovery: 2.5% \$ _____

Total cost of Field Trip \$ _____

Gross cost per student \$ _____

Amount student pays \$ _____

Verify date and add to campus calendar
(Include specialty teachers)

Set up for online payments

Copy of permission letter filed with office



AP-I-602.1.2

Field Trip Informed Consent / Permission Form

**NOTE – Informed Consent may be provided online via Family Zone for field trips that are not overnight or high risk.*

Field Trip: _____ **Student Name:** _____

Elements of Risk:

Educational Activity Programs involve certain elements of risk. Injuries may occur while participating in these activities. The risk of sustaining injuries results from the nature of the activity and can occur without fault of the student, school board and its employees/agents or the facility where the activity is taking place.

The chance of an injury occurring can be reduced by carefully following instructions at all times while engaged in the activity.

By choosing to take part in this activity, you are accepting the risk that you/your child may be injured. The risks involved with this activity should be understood by you. **Should you have any questions whatsoever with respect to the mode of travel, location or activity, you are required to contact the school and obtain further information prior to signing this consent form.**

FFCA has basic student accident insurance coverage in place. If you choose to participate in the above-referenced activity, you must understand that you bear the responsibility for any injury that may occur.

Medical Information:

Please list any medical concerns or conditions that can influence your child's participation in this activity, including but not limited to, any allergies.

ACKNOWLEDGEMENT AND PERMISSION:

1. I _____ give _____
(Parent/Guardian's Name) (Student's Name)
permission to travel by _____ and to participate in _____
on (dd/mm/yyyy) _____.

2. I have read this form and the school-provided field trip information. I understand that by participating in the activity described above, I am assuming the risk associated with doing so.

3. This is my permission for the teacher in charge, or their designate, to make arrangements for any necessary medical attention in the event of serious illness or injury. If such attention is required, every effort will be made to notify me or my emergency contact as quickly as possible.

Date: _____ **Signature of Parent/Guardian:** _____
(dd/mm/yyyy)



AP-I-602.1.3
Field Trip Medical Information Form
 (for overnight and/or out-of-province trips)

Trip Information

Description of Activity: _____ Activity Date(s): _____

Student Information

Student Name: _____ Birthdate: _____
 (mm/dd/yyyy)

Alberta Health Care # _____
 (optional)

Parent contact phone #: _____ (Home) _____ (Work)

Emergency contact #1: _____ (Name) _____ (Phone)

Emergency contact #2: _____ (Name) _____ (Phone)

Medical Information

Is your child presently under the care of a physician? If yes, please provide details:

Is your child currently taking any medications? If yes, please provide details:

Does your child have any known allergies? If yes, please provide details and required treatment:

Please list any dietary concerns or conditions that your child has:

Please list any other medical concerns that teachers should be aware of (e.g. sleepwalking, etc.):

Please list any concerns or conditions not already identified that can influence your child's participation in this activity:

This is my/our permission for the teacher in charge, or their designate, to make arrangements for any necessary emergency medical attention in the event of serious illness or injury. If such attention is required, every effort will be made to notify the parent/guardian or emergency contact as quickly as possible.

Date: _____
(mm/dd/yyyy)

Signature of Parent/Guardian: _____



AP-I-602.1.4
High-risk Field Trip Questionnaire

(Does not include Overnight or Out-of-Province – See AP-I-602.1.5)

Trip Description: _____

Campus: _____ Staff Member-in-Charge: _____

Trip Date/Time: From: _____ To: _____

Student Grade Level(s): _____

Destination(s): _____

of Student participants: Male: _____ Female: _____ Other: _____ TOTAL: _____

of Adult Chaperones: Male: _____ Female: _____ Other: _____ TOTAL: _____

EDUCATIONAL PURPOSE AND OUTCOMES:

• Provide the rationale for the activity and its destination identifying the activity's relationship to the curriculum or, if extra-curricular, its educational value.

• Outline student learning and/or achievements which are expected as a result of participation in this activity.

STUDENT PREPARATION

• Outline the skills necessary before the students participate in the activity.

• Outline the physical abilities might be required for students, eg. ability to swim, condition for hiking or cycling. {*parents and students must sign, as part of the consent form, a statement indicating they are medically fit to undertake the proposed activity}

• Outline the steps to be taken to ensure and document that students have the proper knowledge, skills and preparation to facilitate a safe and worthwhile experience.

• Outline the steps to be taken to ensure and document that students have the proper clothing, equipment and any other personal supplies required for the activity.

NECESSARY QUALIFICATIONS:

• Briefly describe the qualifications needed to instruct/lead the activity.

• Provide a list of the teacher-in-charge's abilities that appropriately match the criteria necessary to instruct/lead the activity.

• Provide a list of other staff/chaperone's abilities that appropriately match the criteria to instruct/assist with the activity.

• If the teacher-in-charge's and/or other staff members' qualifications are insufficient, provide a list of possible service providers who could instruct the activity.

SUPERVISION

• Explain how additional supervisors (chaperones) will be obtained, e.g., other staff, volunteers, and service providers.

• Explain the skills, knowledge, and direction needed for other supervisors (chaperones) in order for them to fulfill their role.

• Outline the steps to be taken to ensure and document that all staff and/or volunteer supervisors have the proper knowledge, skills and preparation to facilitate a safe and worthwhile experience.

• Outline the physical abilities might be required for all supervisors (including staff and volunteers), e.g. ability to swim, condition for hiking or cycling. {*staff members and volunteers must provide a written and signed statement indicating they are medically fit to undertake the proposed activity}

• Outline how you will ensure that criminal Record Checks have been completed for all volunteers if applicable (See AP-I-602.1 Section 2.3).

ITINERARY:

• Provide a detailed itinerary that includes a day-by-day breakdown of activities, travel and times.

• Provide (attach) relevant maps.

• Provide possible alternative plans, routes, service providers, activities, etc.

• Describe any fan-out or emergency plans regarding notifications, delays and so forth.

• Describe the contingency plans to be followed in the event of cancellations, adverse weather and road conditions, or other conditions that may require a change to the original itinerary.

• Provide the date, time, and location of the **mandatory** participant and parent pre-trip meeting(s). (All participants and their parent/guardian must attend. The agenda must ensure that they are fully aware of all arrangements and potential risk associated with the planned trip.)

FIRST AID / CPR:

• List names of First Aid and CPR certified supervisors, type(s) & level(s) of certification held, and the expiry date(s).

• Describe the First Aid equipment on hand or available.

• Describe any medical precautions being taken.

EMERGENCY RESPONSE:

• Describe what safety precautions will be taken to minimize the risk of emergency.

• Describe steps taken if someone becomes ill/injured

• List emergency contact numbers

• Describe local emergency services in the area of travel that are available such as ambulance, police, hospitals, air evacuation, search and rescue

RISK ANALYSIS:

• What information has been collected regarding the various locations to be visited?

• Has the supervising teacher personally visited the locations in advance of the activity?

• Have local sources been contacted for the local perspective on the locations or activities?

• Has a risk / safety assessment been completed for all sites and areas to be visited?

• Is a local guide appropriate under the circumstances?

<ul style="list-style-type: none"> • Are any special permits required for any part of this field trip?
<ul style="list-style-type: none"> • Are there certain times of the year when weather or wildlife may be a concern?
<p><u>TRANSPORTATION:</u></p>
<ul style="list-style-type: none"> • Describe the transportation methods to be used - e.g. chartered bus, private cars, ferries, regular air travel, chartered air travel, etc.
<ul style="list-style-type: none"> • Outline the anticipated route to be travelled.
<ul style="list-style-type: none"> • Describe transportation safety considerations and strategies - e.g. flight delays/cancellations, bad weather, closed roads, groups getting separated, etc.
<p><u>EQUIPMENT:</u></p>
<ul style="list-style-type: none"> • Provide a list of clothing and equipment needed.
<ul style="list-style-type: none"> • Describe where the equipment will come from, e.g., from the participants, school, rental, etc.
<p><u>COMMUNICATIONS:</u></p>
<ul style="list-style-type: none"> • Describe the communications technology that will be implemented during the activity. This may include cell phone, satellite phone, VHF radio, SPOT transmitter, etc. (Ensure that the coverage described exists and will work during an emergency.)
<ul style="list-style-type: none"> • Include information on how the school and/or parents can contact the teacher-in-charge during the activity.
<p><u>SPECIAL NEEDS:</u></p>
<ul style="list-style-type: none"> • Identify any medications that may need to be administered during this trip. Include a description of the safeguards in place for such situations.
<ul style="list-style-type: none"> • Identify any students that have supervisory needs that would affect supervisory ability or planned activities or responses.

ADDITIONAL NOTES:

OTHER REQUIREMENTS: (Provided only for applicant information and preparation)

The staff-member-in-charge and supervising teachers are responsible for carrying with them (hardcopy recommended) at all times:

- List of student participants
- Telephone (Emergency) contact numbers
- Travel Medical Insurance Information if applicable
- Information regarding medication and medic-alert needs of participants
- Cell phone (when available or appropriate)

Parents/Guardians must be provided with written trip information which includes, but is not limited to:

- A description of the type of activity or trip that is planned and the purpose of the same
- The date and location of the trip
- A basic itinerary outlining any particular outdoor activities, sports, or events that the students will participate in
- The description of the known or estimated costs of the trip, including spending money
- A description of the number of supervisors that will be provided and who the supervisors will be. In order for this information to be meaningful to the parents, they should know the approximate number of students that would be participating in the proposed outing.
- A description of the transportation arrangements including what method of transport will be used and who will be driving.
- A statement that advises the parents and student of any particular physical requirements for participation in the event and, if necessary, a statement to be completed by the parents as to the medical fitness of the student to participate in the proposed activity. (This would entail describing the nature of the activity in some detail so that a proper decision can be made by the parents.)
- A description of the equipment or specialized clothing that must be provided by the students
- A description of the risks involved including any unusual or high-risk factors or special risks that may be involved. If there are any minimal eligibility requirements for participation that are based upon fitness, these requirements should be specified. Disclosure of any risks inherent in the activity, particularly those activities that are in the high-risk section of this AP, may require you to complete a risk assessment before participating.
- Notification that the teacher-in-charge, principal and/or superintendent have the authority to shorten, cancel or terminate an activity at any time due to security and/or health and safety concerns for students, volunteers or staff.
- Notification that the Board assumes no responsibility for any financial loss or personal expenses incurred as a result of cancellation or alteration of any field trip or excursion program.
- Provide information with respect to insurance coverage for injuries sustained by students and a review of any rules or requirements regarding volunteer drivers and any insurance forms which must be completed by them.
- Any rules or regulations concerning student conduct
- The date, time, and location of a **mandatory** participant and parent pre-trip meeting(s). All participants and their parent/guardian must attend. The agenda must ensure that they are fully aware of all arrangements and potential risk associated with the planned trip.
- The contact person and number for information, i.e. event planner, in the case of family emergency during the trip.

Informed participant and parental/guardian consent should include acknowledgement of all information provided in the written trip information communication and at the mandatory participant and parent/guardian pre-trip meeting and acceptance of the identified risks associated with all elements of the trip and its activities.

I / we have read and understand all FFCA Board Policies and Administrative Procedures relating directly or indirectly to field trips including, but not limited to, *AP-I-602.1 Field Trips*, and believe that this trip complies with all stated intents and requirements contained within.

Staff Member-in-Charge Signature

Date (mm/dd/yyyy)

Principal Educator Approval Signature

Date (mm/dd/yyyy)

Superintendent / Designate Approval Signature

Date (mm/dd/yyyy)



AP-I-602.1.5

Overnight, Out-of-Province & High-risk Field Trip Questionnaire
(Includes High-risk Activities)

Trip Description: _____

Campus: _____ Grade Level(s) _____ Staff Member-in-Charge: _____

Trip Date/Time: From _____ Tto: _____
(dd/mm/yyyy) (h:MM am/pm) (dd/mm/yyyy) (h:MM am/pm)

Destination(s): _____

of Student participants: Male: _____ Female: _____ Other: _____ er: Total: _____ T

of Adult Chaperones: Male: _____ Female: _____ Other: _____ er: Total: TO _____

EDUCATIONAL PURPOSE AND OUTCOMES:

• Provide the rationale for the activity and its destination identifying the activity's relationship to the curriculum or, if extra-curricular, its educational value.

• Outline student learning and/or achievements which are expected as a result of participation in this activity.

STUDENT PREPARATION:

• Outline the skills necessary before the students participate in the activity.

• Outline the physical abilities that might be required for students, eg. ability to swim, condition for hiking or cycling. (*parents and students must sign, as part of the consent form, a statement indicating they are medically fit to undertake the proposed activity)

• Outline the steps to be taken to ensure and document that students have the proper knowledge, skills and preparation to facilitate a safe and worthwhile experience.

• Outline the steps to be taken to ensure and document that students have the proper clothing, equipment and any other personal supplies required for the activity.

NECESSARY QUALIFICATIONS:

• Briefly describe the qualifications needed to instruct/lead the activity.

• Provide a list of the teacher-in-charge's abilities that appropriately match the criteria necessary to instruct/lead the activity.

• Provide a list of other staff/chaperone's abilities that appropriately match the criteria to instruct/assist with the activity.

• If the teacher-in-charge's and/or other staff members' qualifications are insufficient, provide a list of possible service providers who could instruct the activity.

SUPERVISION:

• Explain how additional supervisors (chaperones) will be obtained, e.g., other staff, volunteers, and service providers.

• Explain the skills, knowledge, and direction needed for other supervisors (chaperones) in order for them to fulfill their role.

- Outline the steps to be taken to ensure and document that all staff and/or volunteer supervisors have the proper knowledge, skills and preparation to facilitate a safe and worthwhile experience.

- Outline the physical abilities that might be required for all supervisors (including staff and volunteers), e.g. ability to swim, condition for hiking or cycling. (*staff members and volunteers must provide a written and signed statement indicating they are medically fit to undertake the proposed activity)

- Outline how you will ensure that criminal Record Checks have been completed for all volunteers if applicable (See AP-I-602.1 Section 2.3).

ITINERARY:

- Provide a detailed itinerary that includes a day-by-day breakdown of activities, travel and times.

- Provide (attach) relevant maps.

- Provide a list of accommodations and meals..

- Provide possible alternative plans, routes, service providers, activities, etc.

- Describe any fan-out or emergency plans regarding notifications, delays and so forth.

- Describe the contingency plans to be followed in the event of cancellations, adverse weather and road conditions, or other conditions that may require a change to the original itinerary.

- Provide the date, time, and location of the **mandatory** participant and parent pre-trip meeting(s). (All participants and their parent/guardian must attend the agenda must ensure that they are fully aware of all arrangements and potential risk associated with the planned trip)

FIRST AID / CPR:

- List names of First Aid and CPR certified supervisors, type(s) & level(s) of certification held, and the expiry date(s).

- Describe the First Aid equipment on hand or available.

- Describe any medical precautions being taken.

EMERGENCY RESPONSE:

- Describe what safety precautions will be taken to minimize the risk of emergency.

- Describe steps taken if someone becomes ill/injured.

- List emergency contact numbers.

- Describe local emergency services in the area of travel that are available such as ambulance, police, hospitals, air evacuation, search and rescue.

RISK ANALYSIS:

- What information has been collected regarding the various locations to be visited?

- Has the supervising teacher personally visited the locations in advance of the activity?

- Have local sources been contacted for the local perspective on the locations or activities?

<ul style="list-style-type: none"> • Has a risk / safety assessment been completed for all sites and areas to be visited?
<ul style="list-style-type: none"> • Is a local guide appropriate under the circumstances?
<ul style="list-style-type: none"> • Are any special permits required for any part of this field trip?
<ul style="list-style-type: none"> • Are there certain times of the year when weather or wildlife may be a concern?
<p><u>TRANSPORTATION:</u></p>
<ul style="list-style-type: none"> • Describe the transportation methods to be used - e.g. chartered bus, private cars, ferries, regular air travel, chartered air travel, etc.
<ul style="list-style-type: none"> • Outline the anticipated route to be travelled.
<ul style="list-style-type: none"> • Describe transportation safety considerations and strategies - e.g. flight delays/cancellations, bad weather, closed roads, groups getting separated, etc.
<p><u>EQUIPMENT:</u></p>
<ul style="list-style-type: none"> • Provide a list of clothing and equipment needed.
<ul style="list-style-type: none"> • Describe where the equipment will come from, e.g., from the participants, school, rental, etc.
<p><u>COMMUNICATIONS:</u></p>
<ul style="list-style-type: none"> • Describe the communications technology that will be implemented during the activity. This may include cell phone, satellite phone, VHF radio, SPOT transmitter, etc. (Ensure that the coverage described exists and will work during an emergency)
<ul style="list-style-type: none"> • Include information on how the school and/or parents can contact the teacher-in-charge during the activity.
<p><u>SPECIAL NEEDS:</u></p>
<ul style="list-style-type: none"> • Identify any medications that may need to be administered during this trip. Include a description of the safeguards in place for such situations.
<ul style="list-style-type: none"> • Identify any students that have supervisory needs that would affect supervisory ability or planned activities or responses.
<p><u>DOCUMENTATION REQUIREMENTS:</u></p>
<ul style="list-style-type: none"> • Describe travel documents needed - passport, ID, birth certificate, visa, health insurance, etc.
<ul style="list-style-type: none"> • Describe immunization requirements.

INSURANCE REQUIREMENTS For trips outside Canada, answer the following:

Describe any additional insurance that will be required. Examples include (but are not limited to) the following:

- Personal injury
- Medical and related expenses
- Extra expenses for any losses reasonably incurred because of enforced extension or abbreviation of a trip
- Personal effects insurance that would cover loss or damage to luggage, clothing, personal effects, or money
- Hired equipment
- Special activities
- Trip Cancellation

INTERNATIONAL TRAVEL for trips outside Canada, answer the following:

- Is the country socially and economically stable? Specify.
- Is there a potential for civil strife while the students are there? Specify.
- What are the general health conditions of the country?
- Are there any unique diseases for which vaccinations will be required? Specify.
- Is there access to fresh, clean water?
- Will parents and students always have access to each other via telephone or radio?
- Do you have appropriate documentation for this out-of-country trip as per the Documentation Requirements above?
- Where is the location of the nearest Canadian Embassy?
- What are your contingency plans in the event of travel delays?
- What is your emergency plan in the event you have to evacuate your area of travel?
- List any travel recommendations from the Canadian Foreign Affairs Department (<https://travel.gc.ca/travelling/advisories>)

ADDITIONAL NOTES:

OTHER REQUIREMENTS: (Provided only for applicant information and preparation)

The staff-member-in-charge and supervising teachers are responsible for carrying with them at all times:

- List of student participants
- Telephone (Emergency) contact numbers
- Health Insurance Information, Health Care Numbers
- Information regarding medication and medic-alert needs of participants
- Cell phone (when available or appropriate)

Parents/Guardians must be provided with written trip information which includes, but is not limited to:

- A description of the type of activity or trip that is planned and the purpose of the same
- The date and location of the trip
- A basic itinerary outlining any particular outdoor activities, sports, or events that the students will participate in
- The description of the known or estimated costs of the trip, including spending money
- A description of the number of supervisors that will be provided and who the supervisors will be. In order for this information to be meaningful to the parents, they should know the approximate number of students that would be participating in the proposed trip.
- A description of the transportation arrangements including what method of transport will be used and who will be driving, if applicable.
- A statement that advises the parents and student of any particular physical requirements for participation in the event and, if necessary, a statement to be completed by the parents as to the medical fitness of the student to participate in the proposed activity. (This would entail describing the nature of the activity in some detail so that a proper decision can be made by the parents.)
- A description of the equipment or specialized clothing that must be provided by the students
- A description of the risks involved including any unusual or high-risk factors or special risks that may be involved. If there are any minimal eligibility requirements for participation that are based upon fitness, these requirements should be specified. Disclosure of any risks inherent in the activity, particularly those activities that are in the high-risk section of this AP, may require you to complete a risk assessment before participating.
- Notification that the teacher-in-charge, principal and/or superintendent have the authority to shorten, cancel or terminate an activity at any time due to security and/or health and safety concerns for students, volunteers or staff.
- Notification that the Board assumes no responsibility for any financial loss or personal expenses incurred as a result of cancellation or alteration of any field trip or excursion program.
- Provide information with respect to insurance coverage for injuries sustained by students and a review of any rules or requirements regarding volunteer drivers and any insurance forms which must be completed by them.
- Any rules or regulations concerning student conduct
- The date, time, and location of the **mandatory** participant and parent pre-trip meeting(s). All participants and their parent/guardian must attend. The agenda must ensure that they are fully aware of all arrangements and potential risk associated with the planned trip.
- The contact person and number for information, i.e. event planner, in the case of family emergency during the trip.

Informed participant and parental/guardian consent should include acknowledgement of all information provided in the written trip information communication and at the mandatory participant and parent/guardian pre-trip meeting and acceptance of the identified risks associated with all elements of the trip and its activities.

We have read and understand all FFCA Board Policies and Administrative Procedures relating directly or indirectly to field trips including, but not limited to, *AP-I-602.1 Field Trips*, and believe that this trip complies with all stated intents and requirements contained within.

Staff Member-in-Charge Signature

Date (mm/dd/yyyy)mm/dd/yyyy)

Principal Educator Approval Signature

Date (mm/dd/yyyy))

Superintendent / Designate Approval Signature

Date (mm/dd/yyyy)



AP-I-801.1 Responding to Students with Medical Needs

Administrative Procedures

Revised August 19, 2021

BACKGROUND & RATIONALE

FFCA recognizes that supporting children/students with medical conditions at school can be complex and requires supports beyond the education system. Parents/guardians are primarily responsible for attending to the medical needs of their child and are encouraged to work with their child's campus administration to ensure that all staff working with their child are aware of and prepared to support the student's needs within their scope of responsibility.

Alberta legislation requires that FFCA identifies specific procedures relating to the support of students with:

- a) Anaphylaxis (severe allergic reaction)
- b) Diabetes

In addition, FFCA has the following established procedures related to supporting students requiring:

- a) Medication
- b) Accommodations for medical needs

FFCA acknowledges that the determination of the need for and the correct means of administering medical treatment, including medication, to a student are beyond the knowledge and responsibility of staff. However, FFCA recognizes that in certain situations, including life-threatening emergencies, one or more FFCA employees may be required to respond to a medical situation or to administer prescribed medication(s) to a student.

FFCA recognizes the issues faced by students and staff with severe reactions to certain allergens. While FFCA cannot guarantee an allergen-free environment, the school will take necessary and reasonable steps to provide a safe environment for students and staff with severe allergies. The FFCA community will be encouraged, when necessary, to respond cooperatively to requests for accommodations designed to minimize the risk of exposure for students and staff with severe allergies.

FFCA recognizes that some students may have acute or chronic medical conditions which require physical, environmental, or programmatic accommodations, and the school will take necessary and reasonable steps to provide such accommodations to support student well-being and success.

PROCEDURES

1. **Communication/Documentation of Medical Conditions**

- 1.1. Any child with a known medical condition, regardless of whether medication is prescribed, shall have that condition identified by the parent on the Student Registration Form.
- 1.2. For any child identified as having a known medical condition, the appropriate support plan form and any additional documentation will be completed and kept in the supplemental student file at the campus. This includes one or more of:
 - 1.2.1. *Administration of Medical Treatment/Medication* form (AP-I-801.1.1),
 - 1.2.2. *Diabetes Individual Care Plan* form
(https://www.diabetesatschool.ca/uploads/docs/ICP_ENGLISH_FILLABLE_PDF_updated_2017-03-29.pdf), and/or
 - 1.2.3. *Severe Allergy Update* form (AP-I-801.1.2).
- 1.3. Parents shall be responsible for ensuring that the Campus Principal Educator is kept informed of any changes in the health or treatment protocol of their child, and for ensuring that the campus is supplied with an appropriate amount of unexpired medication. If changes occur, the parent shall have the child's physician submit a revised support plan form.
- 1.4. The Principal Educator shall ensure that their campus creates and maintains a Medical Intervention File/Binder in which a copy of the most current support plan form(s) and records of all incidents involving the provision of medical treatment, including administration of medicine, shall be kept.
- 1.5. The Principal Educator shall be responsible for informing all personnel having direct responsibility for the student, including the bus driver of bussed students with a severe allergy or other potentially life-threatening medical conditions, of the student's medical condition, and for ensuring that relevant staff members are aware of the location of the above file in order that they may respond appropriately should a related medical event occur.
- 1.6. The above information is provided in accordance with the *Freedom of Information and Protection of Privacy Act* and will be treated with respect for confidentiality.
- 1.7. All records related to a student's medical support and/or treatment will be maintained for a period of 7 years.

2. **Administration of Medications**

- 2.1. **Administration of Non-prescription Medicine**
 - 2.1.1. No non-prescription medication shall be distributed to any student enrolled at FFCA unless under exceptional circumstances and through special arrangements with the Principal Educator.
 - 2.1.2. If the Principal Educator determines that exceptional circumstances are present, a completed *Administration of Medical Treatment/ Medication* form (AP-I-801.1.1) shall be kept on file, in a readily accessible location in the school office, for every

child for whom the administration of non-prescription medicine has been thus arranged.

2.1.3. The procedures for the administration of prescription medication (section 2.2) will be followed.

2.2. Administration of Prescription Medication

If a request is made to administer prescription medication at school to students who are not sufficiently mature or reliable enough to self-administer the medication, the following guidelines and procedures are to be observed:

2.2.1 The Principal Educator shall ensure adherence to Section 1 of this AP.

2.2.2 If the Principal Educator feels the request is reasonable, s/he shall make appropriate arrangements with a reliable adult and alternate willing to administer the prescription medication.

2.2.3 The Principal Educator shall be responsible for ensuring that all medication kept on campus is stored according to pharmaceutical direction, if any, and in a secure location easily accessible by staff who have assumed responsibility for administering the medication.

2.3. Emergency Treatment in Relation to Prescription Medication

In the event that a student has a potentially fatal or debilitating allergic reaction that requires immediate emergency treatment or displays potentially serious symptoms of a known medical condition (e.g. epilepsy, insulin shock, etc.) for which prescription medication has been provided, the following steps shall be taken:

2.3.1 The Principal Educator or staff member shall administer the treatment or the medication in strict accordance with the physician's instructions on the FFCA Administration of Medical Treatment/Medication form (AP-I-801.1.1), or in accordance with the best available instructions at the scene.

2.3.2 Even if not preauthorized to do so, an employee may administer an epinephrine auto-injector or other medication prescribed to a student for the treatment of an anaphylactic reaction if the employee has reason to believe that the student is experiencing an anaphylactic reaction.

2.3.3 The student's parent(s) shall be contacted immediately and informed of the situation.

2.3.4 A staff member will call "911" to secure trained medical assistance and arrange for the student to be transported to a medical facility.

3. Support for Students with Specific Medical Conditions

3.1 Diabetes

3.1.1 Children/students with diabetes should:

- wherever possible and appropriate, take primary responsibility for the management of their medical needs, including self-managing their condition

consistently and safely, and participating in the development and overall implementation of their ICP;

- if appropriate, be allowed to carry their own medication, devices, and other relevant supplies, test their blood sugar levels and self-administer their medication as required. Supervision and/or support may be required;
- be aware of where their medication, equipment and other relevant supplies are stored at all times in order to access them quickly; and
- be aware that they are not to share their medication with other children/students.

3.1.2 Parents/Guardians of students with diabetes should:

- educate their child about their diabetes and/or medical need(s) with the goal of the child taking primary responsibility for the management of their procedures or medications, where possible;
- work with the appropriate healthcare professionals to attend to the medical needs of their child outside of school hours, when possible;
- ensure that their child has and/or wears suitable identification (e.g., medical alert bracelet) while at school or on a school activity, wherever possible;
- ensure that their child's condition is as stable as possible and that they follow the medically prescribed care prior to arrival at school;
- notify the school in writing of any changes to their child's medical needs at the earliest possible opportunity;
- provide sufficient up-to-date and accurate information on their child's condition, symptoms, treatments, potential side effects of any medication and potential risks associated with their child's medical condition in a timely manner;
- confirm at the beginning of each school year, school term or at the time of registration, the status of their child's medical needs;
- encourage their child to notify school staff when they experience symptoms of low or high blood sugar;
- participate in the development and implementation of the ICP for their child, including carrying out any action agreed to;
- assist the principal by supporting the provision of educational information about Type 1 diabetes to other parents and the school community;
- provide any medication, equipment or other supplies necessary to support the diabetes management of their child in school. This includes ensuring that these items are appropriately labelled, maintained and/or replaced before their expiration date or when supply is low;
- providing snacks and lunches for the child/student;
- provide appropriately labelled meals and snacks and details on when their child needs to consume these during the school day; and

- provide up-to-date contact information, including an alternate authorized emergency contact, to ensure that they or the alternate contact can be reached as needed.

3.1.3 The Principal Educator (or designate) should:

- strive for full participation of children/students with Type 1 diabetes in all aspects of the school and its activities;
- ensure that school staff, volunteers and other appropriate personnel are familiar with the Guidelines for Supporting Students with Type 1 Diabetes in Schools;
- establish school policy and/or procedures that align with school authority policy and/or administrative regulations/procedures for children and students with Type 1 diabetes;
- support and monitor children/students with Type 1 diabetes in accordance with the school authority and school policies and procedures;
- communicate to parents/guardians the appropriate process and provide appropriate forms for notifying the school of the medical condition and/or medical needs of the child/student and the process for developing an ICP;
- co-create the ICP with the child/student, where appropriate, parents/guardians, school staff and appropriate healthcare professionals;
- initiate and coordinate meetings for the development, implementation and regular review of the ICP;
- ensure that an emergency plan for responding to medical emergencies is included in the child/student's ICP;
- keep a copy of the ICP in the child/student record and maintain records according to school authority record retention guidelines;
- ensure that the child/student's ICP is readily accessible to those who need to reference it while preserving and ensuring the privacy, confidentiality and security of the information;
- ensure that all school staff, volunteers and other personnel (e.g., bus drivers) that need the information for the performance of their duties and the safety of the child/student are aware of the child/student's medical need(s) and how to respond to those medical needs in an emergency;
- ensure that relevant school staff, bus drivers and volunteers participate in necessary training and have access to resources on diabetes education for supporting the specific medical needs of individual children/students in accordance with the school and/or school authority's policies and procedures and the child/student's ICP;
- notify the parents/guardians if the child's/student's picture and emergency response plan will be displayed, and in what manner it will be displayed, to inform staff who need to have access to the information to serve the best interest of the child/student;
- notify off-site activity service providers (e.g., swimming lessons, etc.) of the child's/student's Type 1 diabetes;

- if the child/student is not allowed to carry their medication, equipment and/or supplies, ensure that they are readily accessible to the child/student at all times; and
- debrief after the occurrence of emergencies to determine if improvements to the daily/routine management plan and/or emergency plan are necessary.

3.1.4 Teachers of students with diabetes should:

- strive for full participation of children/students with Type 1 diabetes in all aspects of the school and its activities;
- be familiar with the Guidelines for Supporting Students with Type 1 Diabetes in Schools;
- participate in training provided by the school or school authority on Type 1 diabetes;
- co-create the ICP with the child/student, where appropriate, parents/guardians, school staff and appropriate healthcare professionals;
- support the implementation of the ICP by creating a welcoming, caring, respectful and safe learning environment for the child/student;
- support and monitor children/students with Type 1 diabetes and support personnel providing direct supports to the child/student with Type 1 diabetes in accordance with the school authority and school policies and procedures, and according to the child/students ICP;
- with the consent of the parents/guardians and the Principal Educator, provide classmates with information on Type 1 diabetes and strategies to support acceptance and understanding in a manner that is appropriate for the age and maturity of the children/students; and
- maintain ongoing communication with parents/guardians about their child and any planned changes to regular school day schedule and or special events involving food or physical activity (e.g., field trips, athletic events, class parties, etc.) and any observed changes to the child's/student's well-being.

3.2 Anaphylaxis

3.2.1 The safety of students with life-threatening allergies (anaphylaxis) is vitally important at FFCA. While parents and students remain responsible for providing FFCA campuses with information regarding life-threatening allergies and supplying the required medication for use at school if needed, FFCA will establish and maintain procedures to protect these students, including the provision of emergency medication as needed.

3.2.2 FFCA Campus Administration will, in addition to sections 1 and 2:

3.2.2.1 Ensure campuses have at least one current (not expired) epinephrine auto-injector (appropriate to size range of students) onsite and accessible and ensure all staff in campus know this location.

- In the case of elementary campuses, the Principal Educator or designate will need to purchase two epinephrine auto-injectors, as the dosage for students K-2 and 3-4 differ, depending on student size.
- 3.2.2.2 Ensure staff complete anaphylaxis training, including:
 - 3.2.2.2.1 Public School Works Courses (yearly)
 - Anaphylaxis Awareness and Response
 - Epinephrine Auto-Injector use: Canada
 - 3.2.2.2.2 Public health nurse training and review (yearly)
 - 3.2.2.3 Undertake strategies to reduce risk including, but not limited to:
 - 3.2.2.3.1 review at staff meeting general and student-specific strategies to reduce risks.
 - 3.2.2.3.2 Ensure staff understand that in the event a student has a potentially fatal or debilitating allergic reaction that requires immediate administration of an epinephrine auto-injector (to prevent death or health complication), the rights and limitations inherent in the Emergency Medical Aid Act, as well as the Protection of Students with Allergies Act, will apply, eliminating any personal liability.
 - 3.2.2.4 Ensure teachers of students with severe allergies:
 - 3.2.2.4.1 Review with students how they might reduce risks in class.
 - 3.2.2.4.2 In case of specific student risk reductions, review with class and communicate issues to parents of students in class(es) via letter home or email.
 - 3.2.2.5 Communicate campus strategies for risk mitigation to all students, staff and parents.

3.3. Physical Accommodations - FFCA recognizes that some students may have acute or chronic medical conditions which require long-term physical, environmental, or programmatic accommodations, and the school will take necessary and reasonable steps to provide such accommodations to support student well-being and success. Accommodations may be provided; actual management of symptoms is the responsibility of the parents and physicians.

3.3.1 FFCA will meet these students' needs by developing and working through the following Medical Management Plan (Appendix 2) with parents and students. This form is to be completed by all parties and signed by the parents, student (where possible), administrations, and physician(s). **This form is required whenever a long-term medical accommodation for medical need is being requested by parents.**

Legal Reference(s):

Emergency Medical Aid Act
Protection of Students with Allergies Act
 FFCA Policy 21 - Anaphylaxis

APPENDIX 1



Designation of Authorized School/School Authority Epinephrine Auto-Injector Purchaser Form

For the purposes of stocking epinephrine auto-injectors in accordance with the *Protecting Students with Life-Threatening Allergies Act*, the individual named below (*authorized employee*) is authorized to purchase epinephrine auto-injectors on behalf of the named school and/or school authority for the specified school year.

The purchase of epinephrine auto-injectors is for the sole use of the school under the *Protecting Students with Life-Threatening Allergies Act*, and is not to be provided to third parties or for personal use or gain.

1. Authorized Employee Information

Surname	Given Name
<input type="text"/>	<input type="text"/>
Position/Title	
<input type="text"/>	

The authorized employee is required to present photo identification at the time of purchase.

2. School Authority Authorization Information

Name of School Authority
<input type="text"/>
Name of School
<input type="text"/>

The employee in Section 1 is authorized to purchase epinephrine auto-injectors for the school for the September _____ to June _____ school year.

Year Year

Authorized by (Full name)	Position/Title
<input type="text"/>	<input type="text"/>
Phone Number	Email
<input type="text"/>	<input type="text"/>

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

_____/_____/_____
dd / mm/ yyyy

By signing this document, the signatory confirms that they have the necessary authority to sign this document for and on behalf of the school authority.

3. Assessment of School Needs for Auto-injectors

The information in this section is intended to capture the overall school population demographics and is not for specific individual information. It should not contain personally identifying information. The information will be used to support the pharmacist in complying with the Guidelines of the Alberta College of Pharmacy to determine an appropriate number of epinephrine auto-injectors to provide.

School Demographic Information (please check all that apply):

- Kindergarten Grade(s): _____
- Elementary Grade(s): _____
- Junior High Grade(s): _____
- High School Grade(s): _____

Number of students that attend school _____

In the event of an anaphylactic reaction, approximately how long would it take for emergency responders to arrive and take over care of the child?

- 15 minutes or less
- More than 15 minutes

4. Epinephrine Auto-Injector Record of Sale to Authorized Employee

The information in this section is to be completed by the pharmacy and serves as a record of the types, number and date of epinephrine auto-injectors provided to the authorized employee on behalf of the school/school authority.

	Quantity provided	Date Provided
<input type="checkbox"/> Epinephrine 0.15 mg		____/____/____ dd / mm/ yyyy
<input type="checkbox"/> Epinephrine 0.3 mg		____/____/____ dd / mm/ yyyy
<input type="checkbox"/> Other		____/____/____ dd / mm/ yyyy

5. Pharmacy Provider Information

Pharmacy Name	
Pharmacy Address	
Pharmacy Phone Number	
Pharmacist Contact Name	

A copy of this completed form should be provided to and retained by the school/school authority and pharmacy for record-keeping.

APPENDIX 2

FFCA - Medical Management Plan

Student Name:

Campus: Grade: Age:.....

Health Condition Diagnosed:
.....

Date: Next Review Date (on or before):.....

Homeroom Teacher: Room:

Parent Name: Ph:(h):

Address: Ph: (w):

Parent Name: Ph: (h):

Address: Ph: (w):

Healthcare Providers:
..... Ph:

..... Ph:

Emergency Response

Emergency Contact # 1

Name: Relationship: Ph:

Emergency Contact # 2

Name: Relationship: Ph:

Describe signs or situations that indicate an emergency response is needed.

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List steps to take in the event of an emergency related to this condition.

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Symptoms

List symptoms of the condition that this student is experiencing or may experience, and strategies for managing these symptoms.

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Medications

Provide information about medications this student is taking, including dosage and location for any medications to be given at school. List current or possible side-effects of these medications.

Note: Any administration of medications must follow guidelines set out in Section 2.0 of this Administrative Procedure.

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Monitoring

What signs or symptoms need to be reported? Identify specific steps the student or teacher should take to report on these signs or symptoms.

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Triggers and Restrictions

List any foods, activities, situations, etc. that this student should avoid.

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Accommodations and Special Considerations

List any adaptations or strategies that will assist this student in participating as fully as possible.

.....
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.....
.....

X

Student

X

Parent

X

Physician

X

School Administrator



Specialized Support Referral Form – School Staff Only

Note: This data may also be collected through Clevr or some other data gathering method

Date of Referral (dd/mm/yyyy): _____

SCHOOL INFORMATION

FFCA Campus:

Principal Educator:

Teacher:

Recommending Person:

STUDENT INFORMATION

Name:

Date of Birth (dd/mm/yyyy):

Grade:

Student Address:

Student Custody Status:

PARENT/GUARDIAN INFORMATION

Name:

E-mail:

Phone Number:

REASONS FOR RECOMMENDATION

Academic/Learning Concerns and Observations:

Behavioural Concerns and Observations:

Social-Emotional Concerns and Observations:

Medical Concerns:

Other Concerns and Observations:

SUPPORTING DOCUMENTATION

Assessments/Documentation on File:

Recommendations from Previous Assessments:

Other Relevant Medical or Behavioral Information in the File:

STRATEGIES/INTERVENTIONS CURRENTLY IN USE

Strategies/Interventions:

Effectiveness of Strategies/Interventions:

ADMINISTRATIVE SECTION

Based on the information and consultation available to you, what are the next steps in this process?

Notes & additional information from meetings:



Release of Information Consent Form

Name of consenting person: _____

Relationship to child/ren: _____

Address: _____

Phone: _____ E-mail: _____

In regards to the following child/ren:

- Child's name: _____
- Child's name: _____
- Child's name: _____
- Child's name: _____

I authorize professional staff at Foundations for the Future Charter Academy to:

1. Collect, verbally or in writing, student information from the following:
 - a. Medical professional's name: _____
 - b. Counseling/physiological professional's name: _____
 - c. Other relevant professional's name: _____

2. Release, verbally or in writing, student information to the following:
 - a. Medical professional's name: _____
 - b. Counseling/physiological professional's name: _____
 - c. Other relevant professional's name: _____

I have been informed of the nature of this consent and are aware of why this consent has been requested. I have been informed of the benefits/concerns of consenting/refusing to agree. I will be provided with a copy of this form upon request and can revoke this consent at any time.

Signature of consenting person

Date (mm/dd/yyyy)

This consent commences immediately and expires June 30, 20____, unless withdrawn by the parents/guardians.



Parent Consent for Level B Testing

Date of Referral (dd/mm/yyyy): _____

Student Information

Legal Name: _____

Preferred Name: _____

Date of Birth: _____ Grade: _____ Phone: _____

Home Address: _____

Consent

Name of consenting person: _____

Relationship to child: _____

Address: _____

Phone: _____ E-mail: _____

Primary School Contact Information

School Name: _____ School Contact: _____

Phone: _____ Fax: _____

Email: _____

In signing this document, I consent to the school conducting Level B testing with my child. Level B tests are conducted by school employees to better understand my child's learning needs. I understand it is my responsibility to advise the school in writing of the withdrawal of any portion of, or all of, this written consent.

Signature of consenting person

Date (mm/dd/yyyy)

This consent commences immediately and expires June 30, 20____, unless withdrawn by the parents/guardians.



Parent Consent for Including Reports in PASI

Name of consenting person: _____

Relationship to child: _____

Address: _____

Phone: _____ E-mail: _____

In regards to the following child/ren:

- Child's name: _____
- Child's name: _____
- Child's name: _____
- Child's name: _____

I authorize professional staff at Foundations for the Future Charter Academy (FFCA) to have access to a copy of the following report: _____

I am aware that in providing this report to the school done by a third party, this report needs to be uploaded into my child's/children's electronic CUM file as per the *Education Act: Student Record Regulations*. This Cum file will be able to be viewed both by authorized professional staff at FFCA and Alberta Education.

I have been fully informed of the nature of this consent and am/are aware of why this consent has been requested. I have been informed of the benefits/concerns of consenting/declining to agree. I will be provided with a copy of this form upon request and can revoke this consent at any time.

Signature of consenting person

Date (dd/mm/yyyy)

This consent commences immediately and does not expire, however can be withdrawn by the parents/guardians at any time, while student is attending FFCA. If student no longer attends FFCA, parent/guardian must contact the new board.



Re: _____

To: _____,

Through consultation with the parent(s)/guardian(s) of _____, a grade ____ student attending Foundation for the Future Charter Academy (FFCA), _____ Campus, _____ has/have decided to pursue further assistance to best understand the needs of their child. Below, you will find information regarding _____ and any academic, learning, social-emotional, behavioural observations that led to the recommendation to seek out further assistance.

Academic/Learning Observations: _____

Behavioural Observations: _____

Social-Emotional Observations: _____

Other Observations: _____

Thank you for helping us to better understanding how to help _____.

Administrative Signature: _____

Printed Name: _____

FFCA Campus: _____

Phone Number: _____

Email: _____



AP- I-802.4 Specialized Assessments and Support Administrative Procedures

June 1, 2021

BACKGROUND & RATIONALE

At times, some students may experience academic, socio-emotional, and/or mental health challenges that may require assessment beyond the scope of the regularly administered academic assessments utilized in our schools. This document outlines a consistent practice to be followed to accurately assess need, develop a process, and enhance parental awareness and knowledge.

DEFINITIONS

Level A tests: These are tests that can be adequately administered, scored and interpreted with the aid of the manual, a familiarity with the client population, orientation to the kind of setting within which the testing is done, and a general knowledge of measurement principles and of the limitations of test interpretations. This category includes most interest inventories, group or individual, and multiple-choice tests that employ a simple metric as the main avenue of interpretation (e.g., occupational clusters).

Level B tests: These are tests that require specific training for administration, scoring and interpretation. These tests are more complex than Level A tests and require a sophisticated understanding of psychometric principles, the traits being measured, the client population and clinical issues involved in the setting within which the testing is done. This category would generally include most individual or group tests of achievement or interest, screening inventories and personnel tests.

Level C tests: Tests that require advanced (graduate level) training for interpretation in the specific professional field to which the tests apply (e.g., clinical psychology, counselling psychology, school psychology, industrial/organizational psychology). Some of these tests may also require this level of training for competent administration and scoring. These tests are more complex than Level A and B tests. They require an in-depth understanding of psychometric principles, the traits and constructs being measured, the client population, and the clinical issues involved in the setting within which the testing is done. In addition, these tests require a high degree of professional skill and judgement for their interpretation. This group would generally include any aptitude or language or personality or clinical diagnostic test, group or individual.

Psycho-educational Assessments: A psycho-educational assessment involves examining how an individual is developing in regards to the psychological processes that underlie learning (e.g., language processing, phonological processing, fine-motor/graphomotor processing, executive functioning, visual-spatial processing, processing speed, and working memory); their acquisition of academic skills in reading, writing and math; and their social/emotional and behavioural functioning (e.g., attention and concentration, depression, anxiety). These assessments are completed with children, adolescents, and adults to help identify underlying disabilities (e.g., Learning Disabilities, ADHD, associated disorders) which may be impacting their academic/work, social, and/or overall psychological well-being.

PROCEDURES

Level A Testing

Administration of test (Training standards)

No training beyond advanced level course (senior undergraduate or graduate) in testing from an accredited college or university, or equivalent training under the direction of a qualified supervisor or consultant.

Interpretation of test Minimum Training Standard: no training beyond advanced level course (senior undergraduate or graduate) in testing from an accredited college or university, or equivalent training under the direction of a qualified supervisor or consultant.

Best Practice: minimum standard plus regular consultation for quality assurance with someone who has Level B or Level C training.

Level B Testing

Testing materials

Testing materials should be chosen judiciously, with an eye towards the specific area of focus. Testing materials in this category could include, but are not limited to:

- Woodcock-Johnson Achievement (WJPB-A)
- The Wechsler Individual Achievement Tests (WIAT)
- Kauffman Test of Educational Achievement
- The Peabody Picture Vocabulary Test (PPVT)
- KeyMath Diagnostic Arithmetic Test

Please note: The use of a Level B assessment by an FFCA staff member will be deemed similar to a core instructional resource. As such, the process for its selection will follow the same process for a core instruction resource, as per AP-H-104.2 Instructional Resource Selection.

Administration of test (Training standards)

Advanced level (senior undergraduate or graduate) course in testing from an accredited college or university, or equivalent training under the direction of a qualified supervisor or consultant. Minimum preparation includes training in psychometric principles (reliability, validity, test construction) and supervised experience in administering, scoring and interpreting tests.

Interpretation of test

Minimum Training Standard: advanced level (senior undergraduate or graduate) course in testing from an accredited college or university, or equivalent training under the direction of a qualified supervisor or consultant, including training in psychometric principles (reliability, validity, test construction), and direct supervised experience in administering, scoring and interpreting tests.

Best Practice: minimum standard plus regular consultation/supervision for quality assurance with someone with Level C qualifications.

Communication

All level B tests must be conducted as a part of a well-communicated process that includes parental voice and consent at all steps of this process. Formal consent is required before the test is conducted. The use of level B assessments for students by any FFCA employee must be approved in advance by the campus Principal Educator.

Steps

- 1) Child is referred formally or informally
 - a. Please see Appendix A – Specialized Support Referral
- 2) A meeting of all stakeholders to discuss and clarify the referral
- 3) Referral is accepted or declined by school administration
 - a. Administration, in consultation with all stakeholders, determines the test of best fit for this student
 - b. Administration assigns this assessment to a staff member who has the appropriate qualifications and skills to conduct this assessment
- 4) Child history is gathered as needed
- 5) Account for any critical physical attributes may include, but not limited to:
 - a. Visual acuity
 - b. Auditory acuity
 - c. Speech-language needs
 - d. Physical coordination
 - e. General physical health
 - f. Information from family physician
- 6) Conduct formal evaluation
- 7) Possible supplementary steps
 - a. Referral to specialists for further testing
 - b. Supplementary testing in identified areas
 - c. Recommendation for further Level C testing
- 8) Review results with all stakeholders, including suggested strategies/interventions
- 9) A copy of this assessment will go into the student's electronic student record

Please note: A Level B test is a serious endeavour that comes with a great deal of professional responsibility and liability. At all times, the expectations and guidelines of the tests should be adhered to with the greatest level of fidelity that is possible.

Level C Testing

Due to the nature of Level C testing, families will most often have to seek out external resources and experts to conduct this testing. FFCA does not directly refer students for a particular Level C test. Level C tests will usually be conducted by professionals in a particular field as part of a targeted assessment or as a part of a psycho-educational assessment.

Referring Students for External Professional Assistance and Consultation, Including Psycho-educational Assessments

When understanding the educational, social-emotional, behavioural, or other underlying needs of a student appear to be beyond the localized expertise of campus staff, it may be recommended that parents should pursue external specialized professional assistance to help gain greater understanding. This often takes the form of psycho-educational assessments. All stakeholders will be part of a collaborative process

to best determine next steps in understanding the needs of these students. This group includes, but is not limited to:

- Classroom teacher
- School counselor (YDC or FSLW)
- Student support assistants
- Administration
- Parents/Guardians
- Other consulting professionals

Reasons for recommending a student for further professional support:

- Concerns regarding language processing, phonological processing, fine-motor/graphomotor processing, executive functioning, visual-spatial processing, processing speed, and working memory
- Academic concerns with relation to reading, writing and math
- Social/emotional and behavioural functioning concerns with regards to attention and concentration, depression, and anxiety
- Concerns about underlying disabilities which may be impacting their academic/work, social, and/or overall psychological well-being, i.e., Learning Disabilities, ADHD, and associated disorders.

Steps

- 1) Recommendation brought forward to understand a consistent issue better.
- 2) Recommendation by staff will be accompanied by a Specialized Support Referral (Appendix A)
- 3) A meeting of all appropriate support and stakeholders will be conducted
- 4) Dependent on whether administration believes that all local strategies and interventions have been exhausted, a meeting with parents/guardians will be made to go over the schools concerns and the rationale for recommending accessing external professional support
- 5) Parents/guardians will decide whether to act upon these recommendations
- 6) If parents choose to pursue this support, the school will provide the parents with a letter to the professional, whose template you will find as Appendix E, to support this process
- 7) If parents/guardians pursue these assessments, they may choose to share the results of the assessment with the school
- 8) If the parents chose to share the assessment with the school, it will be placed in the student's electronic student record along with the signed consent form found in Appendix D.
- 9) It is recommended that any debrief pursuant to the conclusion of testing include the psychologist, family, and school administration
- 10) No FFCA funding is provided for assessments and the final decision as to if and where this assessment is done ultimately rests with the parents
- 11) FFCA does not recommend or endorse specific organizations to conduct any psycho-educational assessments

STANDARDS FOR SPECIAL EDUCATION (ALBERTA EDUCATION)

Specialized Assessment

School boards must:

- a. have written procedures for referral of students requiring specialized assessment
- b. base referrals on a variety of indicators such as:
 - a. screening procedures
 - b. teacher assessment and observation
 - c. parent information
 - d. previous assessments
- c. obtain parents' written informed consent for specialized assessment or referral
- d. use qualified professionals to conduct specialized assessments, interpret results, and provide program recommendations to parents, teachers and others involved with students' programming
- e. work collaboratively, when appropriate, with other service providers and/or appropriate professionals to complete the specialized assessments
- f. complete, when required, specialized assessments within a reasonable time (recommended guideline is within eight weeks unless there are extenuating circumstances) from the date of written referral including completion of a written report
- g. follow the expectations outlined in Alberta Learning's Standards for Psycho-educational Assessment and by the standards and guidelines set by professional organizations for their members.

RESOURCES

- Special Education Services, A Manual of Policies, Procedures and Guidelines, Ministry of Education, British Columbia, 2016
- Standards of Special Education, Alberta Education, 2004
- Foothills Academy, 2021

Appendices

The following appendices are available for download as a fillable form. Please click on the link, download the form, save it to your One Drive THEN open the PDF and fill it in. If you try to fill in this form on the webpage, you will not have full functionality.

[Appendix A – Specialized Support Referral Form](#) – School Staff Only

[Appendix B – Release of Information Consent Form](#)

[Appendix C – Parent Consent for Level B Testing](#)

[Appendix D – Parent Consent for Including Reports in PASI](#)

[Appendix E – Letter to External Professionals](#)



AP-I-501.1.1 Uniform Requirements All Grades

Administrative Procedures

January 2016

FFCA is a uniform school. All students are to arrive at school dressed in either their Full dress uniform or their daily wear uniform as directed/required. The only exceptions will occur on predetermined casual days.

Uniforms serve many purposes. At FFCA, our school uniforms help students arrive at school with an attitude conducive to learning and work. Secondly, our uniforms help to create a sense of culture and belonging. When our students are in uniform outside the school, they represent FFCA and everything that FFCA stands for. Lastly, uniforms help eliminate socioeconomic differences and the tendency toward competition between students in the areas of dress and appearance.

The Full Dress Uniform requirements are non-negotiable, and all students must own all the required pieces and be prepared to wear them when required by school administration. The Full Dress Uniform will be required for all formal occasions such as school pictures, designated assemblies, concerts, and field trips off the school property as deemed appropriate by the school administrator.

Basic Uniform or Optional items may be worn on school days when none of the above conditions apply, and this list provides options that are intended to provide our students comfort and some flexibility within the uniform. For example, respecting the fact that some children may have issues with wearing a vest or sweater daily, we have provided an optional coloured and crested shirt for daily wear.

Throughout this list you will find that, as a general rule the school colours must be worn at all times. For boys, this means wearing a crested FFCA vest or sweater over a white shirt in the Full dress uniform, or choosing the coloured crested shirt for basic daily wear. Girls can show school colours by wearing a skirt or tunic daily - but if they choose to wear pants, shorts, or skirts, a crested vest or sweater must be worn - or alternatively the coloured shirts - in order to show the school colours. Again, the general rule applied is that the school colours must be

RESCIND

In respect of undershirts, it is required that they be white in colour, with no coloured trim; patterned undershirts are not permitted. Knee socks are required to be worn with footless tights or leggings.

It is strongly recommended that families purchase more than one pair of pants and more than one shirt for boys, within the school year.

To summarize, for all grades in daily basic wear:

- The crested vest or sweater **MUST** be worn over white shirts when worn with pants, shorts or skirts,
- The crested vest or sweater **CANNOT** be worn with the burgundy or green shirts, and
- The crested vest or sweater is **OPTIONAL** when wearing kilts or tunics.

All pieces marked in this list with an asterisk (*) are to be purchased from the official sanctioned supplier – Wear it.

These uniform requirements will be strictly enforced, so please take the time to familiarize yourself with them. If you find that you have questions about the requirements, or a suggestion for the improvement of the uniform code – please contact your Principal Administrator. They will ensure your questions are answered - or that your suggestions are passed on to the Board.



Bay #5, 640-28th St. NE, Calgary, AB T2A 6R3
Phone: 403-265-9200 email: orders@wearit.ca

www.wearit.ca

KINDERGARTEN – GRADE 4 (ELEMENTARY)

GRADE K – 4 GENERAL REQUIREMENTS

- All uniform items should be labeled with the child's initial and last name
- All uniform items should fit properly and be kept clean and in good repair
- **All shirts must be tucked in**
- All tunics must be of a modest length
- All socks and tights are to be black – no semi/transparent nylons, prints or patterns
- Students must be dressed in the appropriate uniform to attend class or field trips
- It is required that undershirts be plain white in colour with no coloured trim. Patterned or coloured undershirts are not permitted.
- It is strongly recommended that families purchase more than one pair of pants and more than one shirt for boys within the school year.

Boys Full Dress Uniform

- Plain, solid all-white golf shirt or turtleneck to be worn with the sweater, vest or cardigan
- Burgundy crested pullover sweater*, vest* or cardigan* (Approved Supplier only)
- Grey monogrammed dress pants* (Approved Supplier only)
- Black socks
- Non-patent leather black lace-up or slip-on dress shoe with or without functional non-decorative buckle or Velcro closure, maximum heel height of 1 inch (Kindergarten shoes to be Velcro, buckle or slip-on only); Non-marking soles

Boys optional items for daily wear only:

- Grey monogrammed hemmed shorts* (Approved Supplier only)
- Grey monogrammed cargo pant* (Approved Supplier only)
- Burgundy monogrammed golf shirt* (Approved Supplier only) to be worn without a sweater or vest
- Black dress belt - plain

****Phasing Out – Burgundy pullover sweater**

Girls Full Dress Uniform

- Plain, solid all-white golf shirt or turtleneck
- Burgundy crested pullover sweater*, vest* or cardigan* (Approved Supplier only)
- Southridge plaid tunic* (Approved Supplier only) to be worn with modesty shorts
- Black modesty shorts
- Black knee socks or tights - no semi/transparent nylons, prints or patterns. It is required that knee socks be worn with tights or leggings. It is unacceptable to wear low sports socks.
- Non-patent leather black lace-up or slip-on dress shoe with or without functional non-decorative buckle or Velcro closure, maximum heel height of 1 inch (Kindergarten shoes to be Velcro, buckle or slip-on only); Non-marking soles

Girls optional items for daily wear only:

- Black monogrammed dress pants* (Approved Supplier only)
- Black monogrammed pull on pant* (Approved Supplier only)
- Black monogrammed skort* (Approved Supplier only)
- Black monogrammed hemmed shorts* (Approved Supplier only) to be worn with black ankle or knee socks
- Burgundy monogrammed golf shirt* (Approved Supplier only) to be worn **without** tunic, sweater or vest

Note: In basic daily wear situations, the sweater, vest or cardigan is optional only when wearing tunic.

**** Phasing Out – Burgundy pullover sweater, black short**

GRADE K – 4 ACCESSORY REQUIREMENTS

- Girls may wear one pair of earrings – they must be subtle and non-distracting
- Boys may not wear earrings
- No other visible piercings will be allowed
- Girls' hair accessories need to be simple and are limited to the following colours: black, burgundy, forest green or white
- Dyed hair will be allowed as long as hair is a natural colour
- Make-up will not be allowed in elementary schools

GRADE K – 4 PHYSICAL EDUCATION UNIFORM REQUIREMENTS

- Students stay in uniform for physical education class

- If girls choose to change (remove their tunic) for physical education class, their shorts must be black
- Athletic shoes (non-marking)

**Monogrammed = FFCA monogram or Wear It Swirl*

GRADES 5 – 8 (MIDDLE SCHOOL)

GRADE 5 – 8 GENERAL REQUIREMENTS

- All uniform items should be labeled with the child's initial and last name
- All uniform items should fit properly and be kept clean and in good repair
- All socks and tights are to be black - no semi/transparent nylons, prints or patterns
- **All shirts must be tucked in**
- All skirts must be of a modest length
- Students must be dressed in the appropriate uniform to attend class or field trips
- It is required that undershirts be plain white in colour with no coloured trim. Patterned or coloured undershirts are not permitted.
- It is strongly recommended that families purchase more than one pair of pants and more than one shirt for boys within the school year.

Boys Full Dress Uniform

- Plain, solid all-white golf shirt or turtleneck to be worn with the vest, cardigan or sweater
- Burgundy crested pullover sweater*, vest* or cardigan* (Approved Supplier only)
- Grey monogrammed dress pants* (Approved Supplier only)
- Non-patent leather black lace-up or slip-on dress shoe with or without functional non-decorative buckle or Velcro closure, maximum heel height of 2 inches; Non-marking soles
- Black dress belt - plain
- Black socks

Boys optional items for daily wear:

- Grey monogrammed hemmed shorts* (Approved Supplier only)
- Burgundy monogrammed golf shirt* (Approved Supplier only) to be worn without sweater or vest
- Grey monogrammed cargo pants* (Approved Supplier only)
- All-white dress shirt (non-stretch fabric)* (Approved Supplier only)

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****Phasing Out – Burgundy pullover sweater**

Girls Full Dress Uniform

- Plain, solid all-white golf shirt or turtleneck
- Burgundy crested pullover sweater*, vest* or cardigan* (Approved Supplier only)
- Southridge plaid kilt* (Approved Supplier only) to be worn with modesty shorts
- Black modesty shorts
- Black knee socks or tights - no semi/transparent nylons, prints or patterns. It is required that knee socks be worn with tights or leggings. It is unacceptable to wear low sports socks.
- Non-patent leather black lace-up or slip-on dress shoe with or without functional non-decorative buckle or Velcro closure, maximum heel height of 2 inches; Non-marking soles

Girls optional items for daily wear:

- All-white blouse (non-stretch fabric)* (Approved Supplier only)
- Black monogrammed dress pants* (Approved Supplier only)
- Black dress belt - plain
- Black monogrammed skort* (Approved Supplier only) to be worn with black knee socks or tights (plain)
- Black monogrammed hemmed shorts* (Approved Supplier only) to be worn with black ankle or knee socks (plain)
- Burgundy monogrammed golf shirt* (Approved Supplier only) may only be worn with pant, short, or skort. No sweater, vest or kilt is allowed when wearing this item.

Note: For basic daily wear situations, burgundy sweater, vest or cardigan is optional if wearing kilt.

****Phasing Out – Burgundy pullover sweater, black short, black skort**

GRADE 5 – 8 ACCESSORY REQUIREMENTS

- Girls may wear one pair of earrings – they must be subtle and non-distracting

- Boys may not wear earrings
- No other visible piercings will be allowed
- Girls' hair accessories need to be simple and are limited to the following colours: black, burgundy, forest green or white
- Dyed hair will be allowed as long as hair is a natural colour
- Make-up must be subtle

GRADE 5 – 8 PHYSICAL EDUCATION UNIFORM REQUIREMENTS

All physical education uniform clothing must be purchased from the school.

- Students change into a physical education uniform (shorts and shirt).
- Athletic shoes (non-marking).

**Monogrammed = FFCA monogram or Wear It Swirl*

GRADES 9 – 12 (HIGH SCHOOL)

GRADE 9 – 12 GENERAL REQUIREMENTS

- All uniform items should fit properly and be kept clean and in good repair
- All socks and tights are to be black - no semi/transparent nylons, prints or patterns
- **All shirts must be tucked in**
- All skirts must be of a modest length
- Students must be dressed in the appropriate uniform to attend class or field trips
- It is required that undershirts be plain white in colour with no coloured trim. Patterned or coloured undershirts are not permitted.
- It is strongly recommended that families purchase more than one pair of pants and more than one shirt for boys within the school year.

Boys Full Dress Uniform

- White Oxford-style monogrammed dress shirt* (Approved Supplier only)
- Southridge plaid tie* (Approved Supplier only)
- Hunter green crested vest, pullover sweater* or cardigan* (Approved Supplier only) except Grade 12
- Grade 12 will wear a crested hunter green blazer* (Approved Supplier only)
- Black monogrammed dress pants* (Approved Supplier only)
- Black dress belt - plain
- Black socks
- Non-patent leather black lace-up or slip-on dress shoe with or without functional non-decorative buckle or Velcro closure, maximum heel height of 2 inches; Non-marking soles

Boys Basic Uniform for daily wear:

- White Oxford-style monogrammed dress shirt* (Approved Supplier only) or plain solid white golf shirt
- Hunter green crested vest*, pullover sweater* or cardigan* (Approved Supplier only)
- Black monogrammed dress pants* (Approved Supplier only)
- Black dress belt - plain
- Black socks

Boys optional items for daily wear:

- Black monogrammed hemmed shorts* (Approved Supplier only)
- Hunter green monogrammed golf shirt* or dress shirt* (Approved Supplier only) to be worn only **without** sweater or vest

****Phasing Out – Green Pullover Sweater, green dress shirt, green polo shirt**

Girls Full Dress Uniform

- White Oxford-style monogrammed dress shirt* (Approved Supplier only)
- Southridge plaid tie* (Approved Supplier only)
- Hunter green crested vest*, pullover sweater* or cardigan* (Approved Supplier only) except Grade 12
- Grade 12 will wear a crested hunter green blazer* (Approved Supplier only)
- Southridge plaid kilt* (Approved Supplier only) to be worn with modesty shorts
- Black modesty shorts

- Black knee socks or tights - no semi/transparent nylons, prints or patterns. It is required that knee socks be worn with tights or leggings. It is unacceptable to wear low sports socks.
- Non-patent leather black lace-up or slip-on dress shoe with or without functional non-decorative buckle or Velcro closure, maximum heel height of 2 inches; Non-marking soles

Girls Basic Uniform for daily wear:

- White Oxford-style monogrammed dress shirt * (Approved Supplier only) or plain solid white golf shirt
- Southridge plaid kilt* (Approved Supplier only) to be worn with modesty shorts
- Black modesty shorts
- Black knee socks or tights - no semi/transparent nylons, prints or patterns. It is required that knee socks be worn with tights or leggings. It is unacceptable to wear low sports socks.

Girls optional items for daily wear:

- Hunter green monogrammed golf shirt* or dress shirt* (Approved Supplier only) to be worn only without sweater or vest and with the pants or shorts
- Black monogrammed dress pants* (Approved Supplier only) with black socks (plain)
- Black monogrammed hemmed shorts* (Approved Supplier only) with black socks (plain)
- Black dress belt - plain

*****Phasing Out – Green pullover sweater, green dress shirt, black short, green polo shirt***

GRADE 9 – 12 PHYSICAL EDUCATION UNIFORM REQUIREMENTS

All FFCA High School students are required to change for physical education classes. As FFCA is a uniform school, there is a compulsory gym uniform which is sold through the Physical Education Department. The compulsory gym uniform includes a selection of crested shirts, shorts and pants. As well, athletic shoes are required for all classes unless specified otherwise.

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GRADE 9 – 12 ACCESSORY REQUIREMENTS

- Girls may wear one pair of earrings – they must be subtle and not distracting
- Boys may not wear earrings
- No other visible piercings will be allowed
- Girls' hair accessories need to be simple and are limited to the following colours: black, burgundy, forest green and white
- Dyed hair will be allowed as long as hair is a natural colour
- Make-up must be subtle

****Monogrammed = FFCA monogram or Wear It Swirl***

**Foundations for the Future Charter Academy
For the year ending August 31, 2021**

PRELIMINARY (INCOMPLETE)

	Annual Budget	September to May	% of Budget	Notes
Income				
AB Grant Revenue	32,406,904	33,223,028	102.52%	Above budget due to Critical Worker Funding & SHS Start up
Federal Revenue		1,301,650		
Transportation Fees	2,004,220	1,563,926	78.03%	Budgeted ridership of 2512, actual 2042 difference 470 ~ \$400,000
Resource Fees	537,964	572,149	106.35%	Fees paid in advance
Other School Jurisdiction	400,000	381,042	95.26%	
Campus Funds	1,359,635	736,390	54.16%	Field Trip and School Council revenue well below budget
Other Revenue	174,000	237,700	136.61%	19 K students funded by parents (\$65,600); Central rent; GIC interest
Total Income	36,882,723	38,015,885	103.07%	
Expense				
Salaries & Benefits	28,048,226	28,332,161	101.01%	Over budget \$250,000 to date offset by Federal Covid and SHS Startup
Inclusion	144,500	132,734	91.86%	
Professional Development	72,335	45,640	63.10%	In-house PD
Technology	474,000	486,541	102.65%	
Transportation	3,472,387	3,192,704	91.95%	Reduced ridership, fewer routes running offset with lower fees collected
Facilities	1,834,483	2,710,534	147.75%	Amortization of CMR project costs; COVID costs; SHS start up costs
Board	105,000	62,376	59.41%	
Admin Building	256,000	160,224	62.59%	Tenant area vacant Feb 1 to July 15
General & Admin	278,553	317,740	114.07%	Risk Mgmt Project \$40,400 not budgeted
SHS Set up Costs		585,299		Offset AB ED Funding
Campus Funds	1,359,635	561,536	41.30%	Lower costs due to cancellation of off campus field trips,
Campus Expenditures	832,651	569,484	68.39%	Subject to change as invoices and expenses are recorded
Total Expense	36,877,770	37,156,973	100.76%	
Surplus(Deficit)	4,953	858,912		

	<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 - Sept 3, 2021

* CMR = Capital Maintenance Renewal



Policy 9 – BEING HEARD

BACKGROUND & RATIONALE

This document, “**Being Heard**”, is meant to describe the ways in which individuals should work together within FFCA. The belief implicit here is that it is desirable to deal with issues at the level at which they are occurring.

PROCEDURES

1. When making suggestions or raising concerns:

- 1.1. Focus on achieving a positive outcome. (We are all in this together!) Remember that resolving issues does not imply “getting your own way”.
- 1.2. Assume that everyone is acting out of good will and doing their best.
- 1.3. If you are not satisfied with someone’s actions, speak directly to the person. If you are unsatisfied with the person’s response, you should address your concerns to the person’s supervisor.
- 1.4. Be specific; describe the problem and identify the underlying concern.
- 1.5. Be practical; make suggestions; actively seek resolution.

2. Whom to talk with:

- 2.1. If you have a question or concern regarding the actions/decisions of a **campus staff member**, discuss the matter with the staff member directly. In the event that the matter is not satisfactorily resolved, discuss it with that campus’ **Principal Educator**.
- 2.2. If you have a question or concern regarding the actions/decisions of a **Principal Educator**, discuss the matter with that Principal Educator directly. In the event that the matter is not satisfactorily resolved, discuss it with the **Superintendent / CEO or designate**.
- 2.3. If you have a question or concern regarding the actions/decisions of a **Central Office Staff Member**, discuss the matter with the staff member directly. In the event that the matter is not satisfactorily resolved, discuss it with the **Deputy Superintendent / COO or Secretary Treasurer / CFO**.
- 2.4. If you have a question or concern regarding the actions/decisions of a **Central Office Coordinator**, discuss the matter with that Central Office Coordinator directly. In the event that the matter is not satisfactorily resolved, discuss it with the **Superintendent / CEO or designate**.
- 2.5. If you have a question or concern regarding the actions/decisions of the **Deputy Superintendent / COO**, discuss the matter with the Deputy Superintendent / COO directly. In the event that the matter is not satisfactorily resolved, discuss it with the **Superintendent / CEO**.

- 2.6. If you have a question or concern regarding the actions/decisions of the **Secretary Treasurer / CFO**, discuss the matter with the Secretary Treasurer / CFO directly. In the event that the matter is not satisfactorily resolved, discuss it with the **Superintendent / CEO**.
- 2.7. If you have a question or concern regarding the actions/decisions of the **Superintendent / CEO**, discuss the matter with the Superintendent / CEO directly. In the event that the matter is not satisfactorily resolved, discuss it with the **Board Chair**.
- 2.8. If you have a question or concern regarding the actions/decisions of the **Board or Board Chair**, discuss the matter with the Board Chair directly. In the event that the matter is not satisfactorily resolved, discuss it with the **Superintendent / CEO and Board Chair**.
- 2.9. If you have a question or concern regarding **Transportation**, discuss the matter with the campus **Principal Educator**. In the event that the matter is not satisfactorily resolved, discuss it with the **Director of Transportation**, and next with the **Secretary Treasurer / CFO** if necessary.
- 2.10. If you have a question or concern regarding the actions/decisions of the **School Council**, discuss the matter with the **School Council Chair**. In the event that the matter is not satisfactorily resolved, discuss it with the **School Council Chair and Principal Educator**.

3. Appeals to Board

- 3.1. In the event that you have followed the procedures above without resolution, please contact the Superintendent to discuss the appropriateness of lodging an Appeal to the Board (*Policy 13, Administrative Procedure AP-B-403.1.*)

NOTE: If your issue or concern does not fall into any of the categories in the preceding list, or if you are uncertain about whom to contact, please direct your enquiry to the **Executive Assistant to the Superintendent, (403-520-3206, ext. 8154).**

Policy 09 Appendix A: Public Interest Disclosure (Whistleblower Protection)

FFCA provides an environment in which staff are safe to disclose wrongdoing without fear of reprisal, consistent with the Public Interest Disclosure (Whistleblower Protection) Act and related Regulations of the Province of Alberta.

Foundations for the Future Charter Academy (FFCA) maintains a culture characterized by integrity, respect, trust and care, and expects all staff to demonstrate high ethical standards in their work. Staff should expect in return a positive workplace.

If you are aware of a situation that falls in the area of Public Interest Disclosure, please see Administrative Procedure AP-G-801.1.



Policy 18 – PARENTAL PARTNERSHIP

Preamble

As reflected in our charter, mission, and guiding principles, FFCA identifies the partnership between the home and school as essential, and works to leverage this powerful relationship to maximize the learning and development of our students. We believe this is best achieved through a strong collaboration of parents and staff which, in turn, creates a culture where successful student learning is produced by the school and the families. By working closely with parents as partners, FFCA fosters student confidence and character and guides students and families through the academic and social journey within and beyond FFCA. Parental partnership is the shared responsibility of both school and parents.

Specifically

1. FFCA expects that 100% of parents (families) will engage as partners in their child's education through seven forms of parental involvement (adapted from Epstein, 2002) which include both basic and extended forms of partnership.
 - 1.1 FFCA expects parents to support the development and learning of their child(ren) through the forms of basic parental partnership to the extent necessary for their child(ren) to be successful:
 1. Parenting
 - The school supports parents in establishing home environments to support their children's development and learning as students.
 2. Communicating
 - Communication between the home and school is regular, two-way, and meaningful. It will contribute to positive relationships, enhanced student progress and the ability to solve problems more easily.
 3. Learning at Home
 - Parents help their children at home with homework and other curriculum-related activities, decisions and planning.
 4. Personal Decision-making and Advocacy
 - Parents are valued partners in the making of school decisions affecting the education of their children.

1.2 FFCA expects parents to support the development and learning of their child(ren) and other students by committing to and logging of a minimum of 20 extended parental partnership hours per school year per family:

1. Volunteering

- Parents are welcome and their support and assistance is meaningful and valued. This includes, but is not limited to: helping in the classroom, school, on field trips, at school events or working at home to provide a service to the school, etc.

2. School Decision-making and Advocacy

- Informed parent representatives and leaders provide advice and advocate on behalf of all parents and students as part of the school's decision-making process. This includes, but is not limited to: participation at Board, Council, committee meetings, town halls, providing feedback on school reports and policies under review, or completing surveys, etc.

3. Community Building, Collaboration and Celebration

- Parents and school work together to build a strong sense of FFCA community and engage other community partners to strengthen school programs, family practices, and student learning and development. This includes, but is not limited to: attending assemblies, athletic events, arts performances, and school celebrations, etc.

2. FFCA will foster and support parental engagement by:

2.1 Informing incoming parents of the types of parental partnership and associated roles and responsibilities.

2.2 Providing parents with regular, clear and accessible communications about available opportunities for parental partnership.

2.3 Providing opportunities for the parental community to gather, consolidate, and strengthen.

2.4 Providing parents with opportunities and avenues to provide feedback and offer suggestions on how to strengthen parental partnerships.

2.5 Providing translated information when reasonable and feasible.

2.6 Providing supports to School Councils to help meet their mandates.

3. An aggregate level of parental partnership will be made public and reported annually.

Approved: May 16, 2017

Under Review: First Reading September 29, 2021

Legal Reference: Education Act Sections 27, 32, 53, 55, 222
FFCA Charter Document 2012-2027