



Public Board & Organizational Meeting

Wednesday, January 26, 2022

6:30-9:00 p.m.

Online via [Zoom](#)

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

LAND ACKNOWLEDGEMENT

We are gathered at this meeting as settlers on Treaty 7 land, the ancestral and traditional territory of the Blackfoot Confederacy: Kainai, Piikani and Siksika, as well as the Tsuut'ina First Nation and Stoney Nakoda First Nation. We acknowledge this territory is home to the Metis Nation, Region 3 and further acknowledge all Nations – Indigenous and non- who live, work, and play on this land.

1. Oath of Office CEO Nippard
 - 1.1. Ketan Lakhani
 - 1.2. Gopal Saini
2. Review of Meeting Agenda CEO Nippard
3. Consent Agenda (motion) CEO Nippard
2022-01-26-1CA I MOVE that the Consent Agenda for January 26, 2022 and the Public Board Meeting minutes of November 24, 2021, be approved by the Board as presented; that the Board accept the resignations of Employee 10759, effective November 24, 2021, and employee 10883, effective December 7, 2021; and that the Board receive for information the correspondence from Minister LaGrange on January 24, 2022.

MOVED by Director _____ and seconded by Director _____.

Organizational Agenda:

4. New Director Onboarding CEO Nippard
 - 4.1. Advice to Payroll
 - 4.2. Acceptable Internet Usage
 - 4.3. Confidentiality Agreement
 - 4.4. Disclosure of Personal Interests
 - 4.5. Declarations of Key Management Personnel – Financial Reporting
 - 4.6. Criminal Record Check
 - 4.7. Intervention Record Check
5. Election of Board Officers CEO Nippard
 - 5.1. Chairperson CEO Nippard

- 5.2. Vice-Chair Board Chair
- 5.3. Treasurer Board Chair

5.3.1. Delegate Role of Treasurer (motion)

Background: the FFCA Bylaws state that “The Board may delegate these duties (i.e. Treasurer) to a paid staff member responsible to the Board of Directors. The Treasurer and any such paid staff member shall be bondable.”

2022-01-26-10A I MOVE that the duties of Treasurer be delegated by the Board to FFCA’s CFO / Secretary-Treasurer.

MOVED by Director _____ and seconded by Director _____.

- 5.4. Secretary Board Chair

5.4.1. Delegate Role of Secretary (motion)

Background: the FFCA Bylaws state that “The Board can vote to delegate the duties of the Secretary to a staff member.”

2022-01-26-20A I MOVE that the duties of Secretary be delegated by the Board to FFCA’s Executive Assistant to the Superintendent, but specific duties may be recalled or re-delegated at the Secretary’s discretion upon notification to the Superintendent.

MOVED by Director _____ and seconded by Director _____.

- 6. Appointment to Board Committees/Committee Chair Selection Board Chair
 - 6.1. Executive Committee
 - 6.2. Policy & Performance Review Committee (PPR)
 - 6.3. Communications & Community Relations Committee (CCR)
 - 6.4. Audit Committee
 - 6.5. TAAPCS Committee

- 7. Review of Banking Arrangements (motion) Board Chair

2022-01-26-30A I MOVE that the Board approve the following officials to sign bank documents:

- Chairperson
- Vice-Chairperson
- CEO / Superintendent (administrator)
- CFO / Secretary-Treasurer (administrator)
- COO / Deputy Superintendent (administrator)

Further, that each bank document is to be signed by two officials, with at least one of the two officials being an administrator. And finally, that those payments (cheques and EFTs) with a value of \$2,000 and less require only one signature of an authorized official.

MOVED by Director _____ and seconded by Director _____.

- 8. Review of Audit Arrangements Board Chair
- 9. Review of Director Handbook Board Chair
- 10. Work Plan Board Chair

Regular Agenda:

- 11. Superintendent’s Report CEO Nippard

12. Information Items Board Chair
- 12.1 Standing Item: Administrative Procedures (All attached. Approved, & Posted) COO Leinweber
- 12.1.1. AP-C-201.1 Critical Response Plan
- 12.1.1.1. AP-C-201.1.1 Critical Incident Reporting Form
- 12.1.1.2. AP-C-201.1.2 Student/Volunteer Accident Injury Reporting Form
- 12.1.2. AP-C-201.2 Emergency School Closure
- 12.1.2.1. AP-C-201.1.1 Emergency School Closure Contact Info
SECURE ACCESS ONLY
- 12.1.3. AP-C-202.1 Pandemic Planning
- 12.1.4. AP-G-301.2 Local Authorities Pension Plan (LAPP)
- 12.1.5. AP-I-603.1 Managing Risk of Physical Activities
- 12.2 Standing Item: Strategic/Education Plan Update CEO Nippard
- 12.3 Standing Item: High School Update CEO Nippard
- 12.4 Standing Item: COVID Response CEO Nippard
13. Discussion Items Board Chair
- 13.1. Q1 Report – attached (motion)
- 2022-01-26-1RA** I MOVE that the Board receive for information the FFCA 2021-22 First Quarter Financial Report as presented.
- MOVED by Director _____ and seconded by Director _____.
- 13.2. Calendar 2022-23 – attached (motion)
- 2022-01-26-2RA** I MOVE that the 2022-23 Calendars be approved by the Board as presented.
- MOVED by Director _____ and seconded by Director _____.
14. Committees/Liaison Reports Board Chair
- 14.1. Executive Committee Board Chair
- 14.2. Communications and Community Relations (CCR) Director
- 14.3. Policy and Performance Review (PPR) Director
- 14.3.1. Policy 09 Being Heard – THIRD READING, attached (motion)
- 2022-01-26-3RA** I MOVE that Policy 09 Being Heard be approved by the Board for Third Reading as presented.
- MOVED by Director _____ and seconded by Director _____.
- 14.3.2. Policy 18 Parental Partnership – THIRD READING, attached (motion)
- 2022-01-26-4RA** I MOVE that Policy 18 Parental Partnership be approved by the Board for Third Reading as presented.
- MOVED by Director _____ and seconded by Director _____.
- 14.4. Audit Committee Director
- 14.5. TAAPCS Board Rep Report Director
- 14.6. ASC Rep Report Director
15. Director Highlights Board Chair
16. Open to Gallery Board Chair
17. Chairperson’s Remarks Board Chair



Office of the Minister

AR117434

JAN 21 2022

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

Dear Mr. Wilson:

The Honourable Jason Kenney, Premier of Alberta, forwarded your November 5, 2021 letter on behalf of Foundations for the Future Charter Academy (FFCA) regarding the Specialized Learning Support Grant. As Minister of Education, I am pleased to respond.

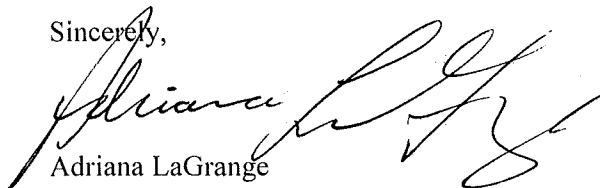
I appreciate your concerns about the implications of the Specialized Learning Support Grant on FFCA funding. At the request of The Association of Alberta Public Charter Schools (TAAPCS), Alberta Education is conducting a third-party review of the Specialized Learning Support Grant for charter schools. This review will allow the department to make evidence-based decisions in regard to supporting students with unique needs at all charter schools in the province, including FFCA.

Alberta Education issued a Request for Proposal, which was approved by TAAPCS, to hire a consultant to conduct the third-party review. The successful contractor was selected by representatives of TAAPCS and Alberta Education. Representatives from TAAPCS have been involved in the development of the parameters for review. Students who were identified with individualized learning needs and provided a continuum of specialized learning services, but who were not assigned a special education code, will be included in the review.

Alberta Education and TAAPCS will look at the results and recommendations of the review to make an informed decision that is best for all students, including those attending FFCA. If the review favours charter schools, Alberta Education will make the funding adjustment retroactive to September 2021.

I hope this information is helpful, and I appreciate you taking the time to share your concerns.

Sincerely,



Adriana LaGrange
Minister

cc: Honourable Jason Kenney, Premier of Alberta



Public Board Meeting

Wednesday, November 24, 2021

6:30-9:00 p.m.

Online via Zoom

Attendees:

Board and Executive: Chair Jeff Wilson, Vice-chair Jenny Hill, Director Amanda Fisher, Director Naren Makwana, Director Randall Spahl, Director Jehn Scantlebury, Director Sam Jin, Director Shahid Qureshi, Director Sumara Diaz, CEO Roger Nippard, COO Kurtis Leinweber, CFO Reta Morgan, CI Justin Kool, DT Jeff Cullen, EA Phoebe Greentree

Gallery: Jim & Melanie Tan, Amy, Ana Acosta, Andrei Filonov, Anil Nayak, Arlene Orchard, Ashlyn Beatty, Bill, Bola Peace, Candice Parno, Christine, Christine Desbiens, Chu Family, Debra Huff, Doug Lamb, Faraz Kajani, Fiaz, Gaurav Jain, Gisell, Gordon Yuen, Greg, Heather & Brad Pfeifer, Iana Atanassova, Ida Langston, Ihor Triska, Irene Chia, Jacquie, Josh Foat, Joshua Symonds, Karen Scoulding, Kassandra Sanderson, Ketan Lakhani, Marta, Mike, Nakahara, Nazir Walji, Ping Fan Yao, RL, Robyn Looijen, Marc Halas, Susan Boyd, setwoszacMepbaqwe9, Shweta, Steph, Tanya, terrisartori, Truc, W, Wendy Lo, Zlatka.Ruseva, Sally Mansour, Cliff Sanderson, Eyerusalem, Mahesh Venkat, Hinna Zia, Dayanara Talavera, Ivy, SM, Constance & Celine L, Aman Khan, Meredith Poole, David Pinzon, Yolanda Switzer, Harold Beatty, Melissa Smith

MINUTES

6:32 p.m. CALL TO ORDER

LAND ACKNOWLEDGEMENT

We are gathered at this meeting as settlers on Treaty 7 land, the ancestral and traditional territory of the Blackfoot Confederacy: Kanai, Pikani and Siksika, as well as the Tsu T'ina First Nation and Stoney Nakoda First Nation. We acknowledge this territory is home to the Metis Nation, Region 3 and further acknowledge all Nations – Indigenous and non- who live, work, and play on this land.

1. Review of Meeting Agenda
2. Approval of Consent Agenda (motion)
 - Public Board Meeting Minutes September 29, 2021 – attached;
 - Correspondence: fr Chair Wilson to Premier Kenney: SLS funding – attached

2021-11-24-1CA Approve Consent Agenda

MOVED by Director Makwana and seconded by Director Qureshi to approve the Consent Agenda as presented. CARRIED.

3. Staff/Campus Reports
 - 3.1. NHS Replacement Design Presentation by COO Leinweber
4. Superintendent's Report
 - It's wonderful to see the NHS project moving forward!
 - After 607 days of not being present in the campuses, the CEO and COO were finally able to attend the south campuses today. Kids and Staff treated them like royalty! It's a sign that we are moving back towards 'normal.'
 - Budget/audit: Thank you CFO Morgan for all the work you have put in to the budget and congratulations on the receiving the ASBO International's Meritorious Budget Award for the 14th consecutive year! It's the highest compliment when recognized by your peers! Thank you for the tremendous work you do.

- Enterprise Risk Management: Audit committee has been working towards developing the ERM framework over the last six months with MNP, an accounting firm. Have identified the top risks. Next step is to develop risk mitigation plans to be presented to the audit committee and to the board.
- Wait list up to 14,844 in October. Moving to the full lottery for kindergarten for 22/23.
- Ministry meeting November 10 regarding our AERR. Transitioned from Accountability Framework, reporting to the government and the provincial measures etc, has moved to the Assurance Framework which focuses on reporting to parents and incorporates local measures including our charter. This provides more autonomy.
- SLS grant review: our Board is working hard on this funding envelope regarding equal funding for charter schools. We receive approximately a third of what other public boards receive. The new review RFP has been changed to look at not just coding data, but to look at program spending and what resources are we putting into serving our student population.
- Shared grad for the North and South high schools for the 21/22 year.

5. Information Items

5.1. Standing Item: Administrative Procedures Update

5.1.1. AP-D-501.1 Fundraising

5.1.2. AP-D-502.1 Charitable Donations and Gifts

5.1.3. AP-G-803.1 COVID Vaccination and Testing

5.1.3.1. AP-G-803.1.1 Confirmation of COVID-19 Vaccination For

5.1.4. AP-I-101.1 Registration and Admission of Students

-shorter response time during registration in September.

-updated lottery process

5.1.5. AP-I-101.2 Kindergarten Admission and Orientation

-same updates as above

5.2. Strategic/Education Plan Update: Engaging in research is one of our priorities. We were involved in 3 year project with Golden Hills School Division and the International School of Macao. Administered ~1500 assessments to our students related to Global Competence. Final report has been submitted and had a final meeting with the ministry to discuss some of the details.

5.3. High School Update: See item 3 above

5.4. COVID Response: 10-12 employees will be opting for self-testing, all other staff are vaccinated. Testing will begin Dec 10th. Waiting for the vaccination process for the 5-11 year olds. Looking forward to having parent volunteers return to our buildings soon!

6. Discussion Items

6.1. AERR: Annual Education Results Report (motion) – attached

- A few of the highlights that came from the pandemic:
 - o We operate very safe campuses. We had only 2 in-school spread cases. Opening an online program in short order. Splitting our high school.
 - o Successful online campus in 20-21
 - o Successful opening and operation of SHS, in very short order
 - o Completion of NHS replacement design

2021-11-24-1RA AERR: Annual Education Results Report

MOVED by Vice-Chair Hill and seconded by Director Diaz that the Board approve the 2020-2021 Annual Education Results Report as presented. CARRIED.

7. Committees/Liaison Reports

7.1. Executive Committee: discussed monthly work plan

7.2. Communications and Community Relations (CCR): working on succession planning

7.3. Policy and Performance Review (PPR): working on the election process

7.3.1. Policy 09 Being Heard: second reading (motion) – attached

-Included a piece on principles, clarified some processes, simplified the contact info

2021-11-24-2RA Policy 09 Being Heard

MOVED by Director Makwana and seconded by Director Hill that Policy 09 Being Heard be approved for Second Reading as presented. CARRIED.

7.3.2. Policy 18 Parental Partnership: second reading (motion) – attached

2021-11-24-3RA Policy 18 Parental Partnership

MOVED by Director Makwana and seconded by Director Qureshi that Policy 18 Parental Partnership be approved for Second Reading as presented. CARRIED.

7.3.3. Policy 14 Uniform: non-substantive changes – attached

2021-11-24-4RA Policy 14 Uniform

MOVED by Director Makwana and seconded by Director Spahl that Policy 14 Uniform be approved for non-substantive changes to appendices as presented. CARRIED.

7.3.4. AGM Agenda – attached

2021-11-24-5RA AGM Agenda

MOVED by Director Makwana and seconded by Director Fisher that the Board approve the 2021 Annual General Meeting Agenda as presented. CARRIED.

7.3.5. Acting-Superintendent Performance Review

2021-11-24-6RA Acting-Superintendent Performance Review

MOVED by Director Makwana and seconded by Director Scantlebury that the Board approve the Acting-Superintendent Evaluation Report as developed during the evaluation workshop of October 16, 2021, as an accurate account of the Acting-Superintendent's performance for the period April 1, 2021, to October 15, 2021. Additionally, that the Board Chair be authorized to make any required technical edits and to sign the report on the Board's behalf. CARRIED.

7.3.6. Board Performance Review

2021-11-24-7RA Board Performance Review

MOVED by Director Makwana and seconded by Director Spahl that the Board approve the Board Performance Review Report for the period September 1, 2020, to August 31, 2021, as developed at the facilitated workshop of October 16, 2021. Additionally, that the Board Chair be authorized to monitor the priorities and suggestions agreed to and bring items forward for Board consideration as deemed appropriate. CARRIED.

7.4. Audit Committee: presentation by ERM and gave feedback. Reviewed Financial statements.

7.4.1. Audited Financial Statements – attached

2021-11-24-8RA Audited Financial Statements

MOVED by Director Diaz and seconded by Director Spahl that the 2020-2021 Audited Financial Statements be approved as presented and that the information be shared with stakeholders at the Annual General Meeting and submitted to Alberta Education. CARRIED.

7.4.2. Appointment of Auditors

2021-11-24-9RA Appointment of Auditors

MOVED by Director Diaz and seconded by Director Quereshi that the Board recommend that the Society approve the recommendation that RSM Alberta LLP, Chartered Accountants be appointed as Auditors for the 2021-22 school year. CARRIED.

7.5. TAAPCS Board Rep Report: AGM was in October. Main focus has been working with charter schools and AB Ed regarding equitable SLS funding for charter schools.

7.6. ASC Rep Report: ASC is the Association of School Councils, made up of the Chair and Vice-Chair of each of the eight campus councils. Busy with planning fundraising, teacher appreciations, etc. Jehn is impressed by the group. Shout out to all council members for the effort and hard work on behalf of all of the FFCA community! 25th anniversary is upcoming. Reach out to your school council chair if you are interested in volunteering to make this an amazing event.

8. Director Highlights

Sumara: the HS update is Sumara's highlight. The facility looks like it will be amazing!

Jehn: AERR was very interesting. I love hearing the results and seeing the comparisons from year-to-year. Appreciates the detail and the recap, thank you Kurtis! Really proud of this school!

Amanda: Welcome back, Roger! Highlight was the review process and hearing all that CEO and COO accomplished in a short amount of time. Looking forward to how things progress in the next few yrs.

Shahid: meeting people from FFCA and the board face-to-face and in-person meetings are his highlights

Randall: the HS replacement design and the Meet & Greet night with the high number of participants!

Naren: highlight the great work of Director Diaz and Director Scantlebury. Thank you for the wonderful contributions and leadership. You are genuine, professional people and Naren is proud to know you both. Thank you for all you've done for FFCA in the past three years.

Sam: Thanks Kurtis for the last six months. Nice work as the Acting Superintendent! The election has had a lot of interest. Would like to hear why those that came to the Meet & Greet did not submit nomination forms so it can be even more successful next year. Looking forward to the December 7 meeting.

Jenny: The FFCA community is Jenny's highlight. Superintendent and Deputy Superintendent visited campuses this week. Jenny's daughter experienced the excitement first-hand. Jenny's daughter also wanted to join the board meeting to view HS replacement design. She recognized many teachers and other staff. Jenny is thankful for our community and that our community is still great, even in a virtual world!

9. Open to Gallery: no remarks

10. Chairperson's Remarks: Jehn and Sumara, you two deserve all of the accolades. It's been an amazing experience to work with two brilliant, passionate women such as yourselves. You have been valued members of this team. Thank you, Jehn and Sumara for all of your contributions over the last three years! Congrats to the two of you for a brilliant term. You will be missed!

We seem to have serious momentum with the government with regards to SLS funding. This funding has been detrimental to FFCA. Budgeting cycle has been tough, resulting in layoffs and more work for our staff. We are hopeful that this piece will be resolved in the near future! Looking forward to the RFP results and putting an end to this inequity. Hopefully we will be in a position going into next year where we can correct some of the budgeting challenges we've had. Ongoing discussions with AB Ed regarding charter school accessibility in the city. The HS rebuild is a massive victory, long time coming. Many people put in a ton of effort in moving this project forward. Jeff was excited to book a vaccine appointment for his child. Immensely proud for everything we have been able to achieve and overcome through this exceptionally challenging time.

ADJOURNMENT: by 8:25 p.m.

NEXT MEETINGS: AGM December 15, 2021, Public Board Meeting January 26, 2022

FUTURE AGENDA ITEMS:



Elementary and Middle School Calendar 2022-23

August						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

August 22-24 Organizational Days - No Classes
 August 25 PD Day - No Classes
 August 26 K-8 Family Orientation
 August 29 K Family Orientation / Gr. 1-8 First Day of Classes
 August 30 K First Day of Classes

October						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

September 5 Labour Day - No School
 September 23 PD Day - No Classes
 September 30 Truth & Reconciliation Day - No School
 October 6-7 Learning Conferences - No Classes
 October 10 Thanksgiving Day - No School
 October 28 PD Day - No Classes
 November 7-11 Fall Break - No School
 November 25 PD Day - No Classes

December						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

December 9 Report Cards
 December 23-January 6 Winter Break - No School

February						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 26-27 Learning Conferences - No Classes
 February 16-17 PD Day - No Classes
 February 20 Family Day - No School
 March 17 Report Cards
 March 27-April 7 Spring Break - No School

April						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 20 Learning Conferences - No Classes
 April 21 PD Day - No Classes
 May 19 Organizational Day - No Classes
 May 22 Victoria Day - No Classes

June						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 27 K Report Cards
 June 28 Gr. 1-8 Report Cards
 June 28 Early Dismissal (Gr. 1-8 Only - No K Classes)
 June 29 Organizational Day - No Classes

Elementary and Middle School Calendar 2022-23

Summary

	K	Gr. 1-8
Instructional Days	173	175
Regular Days (330 min./day)	173	174
Early Dismissal (150 min./day)	0	1
Non-Instructional Days	20	18
Organizational Day - No Classess	6	5
PD Days	7	7
Family Orientation/Learning Conferences	7	6
Total Operational Days	193	193
Instructional Hours	490	960
(Provincial Hour Requirement)	475	950



High School Calendar 2022-23

August						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

August 22-24 Organizational Days - No Classes
 August 25 PD Day - No Classes
 August 26 Family Orientation
 August 29 Semester 1 Starts
 September 5 Labour Day - No School
 September 30 Truth & Reconciliation Day - No School

October						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 10 School Holiday
 October 27 Report Cards
 October 28 PD Day - No Classes
 November 3 Learning Conferences - Early Dismissal
 November 4 Learning Conferences - No School
 November 7-11 Fall Break - No School

December						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

December 23-January 6 Winter Break - No School
 January 19-27 Exams
 January 30 Organizational Day - No Classes
 January 31 Semester 2 Starts

February						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2 Report Cards
 February 9 Learning Conferences - Early Dismissal
 February 16-17 PD Day - No Classes
 February 20 Family Day - No School
 March 27-April 7 Spring Break - No School

April						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 13 Report Cards
 April 20 Learning Conferences - Early Dismissal
 April 21 Learning Conferences - No School
 May 19 PD Day - No Classes
 May 22 Victoria Day - No Classes

June						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 16-27 Exams
 June 28 Report Cards - No Classes
 June 28-29 Organizational Day - No Classes

High School Calendar 2022-23

Summary

Instructional Days	179
Regular Days (360 min./day)	134
Early Dismissal* (260 min./day)	30
Exam Days	15
Non-Instructional Days	14
Organizational Days	6
Professional Development (PD) Days	5
Family Orientation/Learning Conferences	3
Total Operational Days	193
Instructional Hours	1009
(Provincial Hour Requirement)	1000

Semester 1

Instructional Days	89
Regular Days (360 min./day)	68
Early Dismissal* (260 min./day)	14
Exam Days	7
Non-Instructional Days	6
Organizational Days	3
Professional Development (PD) Days	1
Family Orientation/Learning Conferences	2
Total Operational Days	95
Instructional Hours	504
(Provincial Hour Requirement)	500

Semester 2

Instructional Days	90
Regular Days (360 min./day)	66
Early Dismissal* (260 min./day)	16
Exam Days	8
Non-Instructional Days	8
Organizational Days	3
Professional Development (PD) Days	4
Family Orientation/Learning Conferences	1
Total Operational Days	98
Instructional Hours	505
(Provincial Hour Requirement)	500

*All Fridays (except during exam weeks) and Learning Conference Thursdays are Early Dismissal Days

**Foundations for the Future Charter Academy
for the three months ending November 30, 2021**

	Annual Budget	September to November	% of budget	Notes
Income				
AB Grant Revenue	32,638,889	8,183,735	25.07%	
Transportation Fees	2,138,100	731,133	34.20%	Fees collected in advance, adjusted to match expenditures (33.5% of collected)
Resource Fees	543,020	144,667	26.64%	Fees collected in advance, adjusted to match expenditures
Other School Jurisdiction	400,000	191,219	47.80%	Now includes STEM which was not budgeted
Campus Funds	1,359,635	664,753	48.89%	Electives & activity fees collected in advance; Casino Revenue (\$25,000)
Other Revenue	1,057,350	326,614	30.89%	
Total Income	38,136,994	10,242,121	26.86%	
Expense				
Salaries & Benefits	27,834,964	6,339,416	22.78%	Some positions not yet filled (O&M, payroll, school development)
Inclusion	144,500	81,097	56.12%	Annual costs paid in Q1 (Providence)
Professional Development	70,074	6,842	9.76%	
Technology	566,794	177,347	31.29%	Annual costs paid in Q1 for some subscriptions
Transportation	3,760,735	1,076,753	28.63%	Sept to Nov was 59 of 176 bus days = 33.5%
Facilities	2,901,884	504,511	17.39%	
Board	105,000	18,165	17.30%	
Admin Building	144,817	34,717	23.97%	
General & Admin	328,553	116,418	35.43%	Annual costs paid in in Q1 for financial system, memberships, etc
Campus Funds	1,359,635	216,776	15.94%	Field trip activity much lower than in previous years
Campus Expenditures	920,038	200,544	21.80%	
Total Expense	38,136,994	8,772,586	23.00%	
Surplus(Deficit)	0	1,469,535		

	<u>Instruction</u>	<u>PO&M</u>	<u>Sys Admin</u>	<u>Transportation</u>	<u>Total</u>
* Reserve as at Aug. 31, 2021	328,673	1,001,301	614,040	(110,569)	1,833,445
2021-22 Budget	0	0	0	0	0
Expected reserve balance	328,673	1,001,301	614,040	(110,569)	1,833,445

Prepared by: Reta Morgan
December 1, 2021



Policy 9 – BEING HEARD

PREAMBLE

Effective communication amongst all Foundations for the Future Charter Academy (FFCA) stakeholders is foundational to achieving the FFCA mission. This policy provides principles and processes by which individuals should work together within FFCA to seek clarity, offer suggestions, or resolve issues that may arise. This policy applies to all individuals involved with FFCA, including directors, employees, students, parents, volunteers, contractors and visitors. The Board expects all relevant persons to follow the guidelines and processes outlined in this policy to address ideas or issues on the level at which they occur whenever possible.

GUIDING PRINCIPLES

When addressing questions, suggestions or concerns, individuals are encouraged to:

1. Focus on achieving a positive outcome. Resolving issues or reaching an agreement often includes a compromise by all people involved. The best solutions come from parents, students, and employees working together.
2. Assume that everyone has positive intentions and is doing their best.
3. Be specific; describe the problem and identify the underlying concern.
4. Be practical; make suggestions; actively seek resolution.
5. Respect everyone's right to privacy and confidentiality; questions, suggestions, and concerns should be brought up in private and not in the presence of students, parents, or employees other than those directly related to the issue.

PROCESS

The following steps should be followed when bringing forth any questions, concerns or suggestions within FFCA:

1. The first step in raising any question, concern or suggestion should be to communicate the issue directly to the employee(s) involved (initial contact).
 - 1.1. Contact information for campuses and central office will be posted on their website's "contact us" page.
 - 1.2. The preferred form of contact is email. All FFCA employees have an email address in the format of: Firstname.Lastname@FFCA-Calgary.com.
 - 1.3. For time-sensitive issues, the preferred form of contact is by phone to the main campus number.
2. FFCA employees will respond to questions, concerns, or suggestions within two operational school days.
 - 2.1. Any FFCA employee who is contacted by a parent, student or community member with a suggestion or concern about another employee will advise the person of this "Being Heard" policy and support them in following the appropriate process.
3. If a resolution is not reached through dialogue with the initial contact, then the question, concern, or suggestion may be directed to that employee's supervisor (follow-up contact).

4. The following table identifies the initial and follow-up contacts for questions, concerns or suggestions:

Person for which there is a question, concern or suggestion	Initial contact	Follow-up contact (Escalation) if needed
Campus staff member	Staff member	Principal Educator
Principal Educator	Principal Educator	Superintendent / CEO
Central Office Staff Member	Staff member	Deputy Superintendent / COO OR Secretary-Treasurer / CFO
Deputy Superintendent / COO	Deputy Superintendent / COO	Superintendent / CEO
Secretary Treasurer / CFO	Secretary Treasurer / CFO	Superintendent / CEO
Superintendent / CEO	Superintendent / CEO	Board Chairperson
Board or Board Chairperson	Board or Board Chairperson	Superintendent / CEO <u>and</u> Board Chairperson
School Council	School Council Chair	School Council Chair <u>and</u> Principal Educator
Transportation	See the Transportation Parent Handbook, Section 8.0	
Uncertain who to contact?	Executive Assistant to the Superintendent (403-520-3206, ext. 8154).	

5. If a resolution is not reached through dialogue with the follow-up contact, the suggestion or concern may be direct, in writing, to the Deputy Superintendent / COO outlining the:
- 5.1. nature of the question, concern or suggestion, and
 - 5.2. previous steps taken to address the matter directly with the employee(s) involved.

APPEALS TO BOARD

In the event that an individual has followed the process above without resolution, they may contact the Superintendent / CEO to discuss the appropriateness of lodging an appeal to the Board (*Policy 13*).

PUBLIC INTEREST DISCLOSURE (WHISTLEBLOWER PROTECTION)

FFCA provides an environment in which individuals 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. FFCA maintains a culture characterized by integrity, respect, trust and care, and expects all employees to demonstrate high ethical standards in their work. Employees should expect in return a positive workplace. Any employee who is aware of a situation that falls in the area of Public Interest Disclosure should refer to FFCA's *Administrative Procedure AP-G-801.1*.

Original Approval Date: Third Reading January 26, 2022

Revision Dates:

References:

Policy 13 Appeals and Hearings Regarding Student Matters
 Policy 18 Parental Partnership
 Policy 19 Welcome Caring Respectful Safe Inclusive Learning and Working Environments
 AP-G-601.1 Discrimination and Harassment
 AP-G-801.1 Public Interest Disclosure (Whistleblower Protection)
 Province of Alberta: Public Interest Disclosure (Whistleblower Protection) Act



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:
 - 1.1.1 Parenting
The school supports parents in establishing home environments to support their children's development and learning as students.
 - 1.1.2 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.
 - 1.1.3 Learning at Home
Parents help their children at home with homework and other curriculum-related activities, decisions and planning.
 - 1.1.4 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:
 - 1.2.1 Volunteering
Parents are welcome, and their support and assistance are meaningful and valued. Volunteering 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.
 - 1.2.2 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. School Decision-making and Advocacy include, but are not limited to: participation at Board, Council, and committee meetings, town halls, providing feedback on school reports and policies under review, or completing surveys, etc.

1.2.3 Community Building, Collaboration and Celebration

Parents and the campus work together to build a strong sense of the 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, performing arts, and school celebrations, etc.

2. FFCA will foster and support parental engagement by providing:
 - 2.1 Information to incoming parents of the types of parental partnership and associated roles and responsibilities that are available.
 - 2.2 Parents with regular, clear and accessible communications about available opportunities for parental partnership.
 - 2.3 Opportunities for the parental community to gather, consolidate, and strengthen.
 - 2.4 Parents with opportunities and avenues to provide feedback and offer suggestions on how to strengthen parental partnerships.
 - 2.5 Translated information when reasonable and feasible.
 - 2.6 Supports to School Councils to help meet their mandates.
3. An aggregate level of parental partnership will be made public and reported annually.

Original Approval Date: May 16, 2017

Revision Dates: Third Reading January, 26, 2022

References: Education Act Sections 27, 32, 53, 55, 222

FFCA Charter Document 2012-2027

Policy 19 Welcome Caring Respectful Safe Inclusive Learning and Working Environments



AP-C-201.1 Critical Response Plan Administrative Procedures

BACKGROUND & RATIONALE

FFCA is committed to providing a safe and caring workplace and learning environment for our students and staff. Campus Administration will ensure that emergencies, threats, and critical incidents receive a reasoned and timely response. There will be zero tolerance for not responding to an emergency, threat or identified critical incident. FFCA's *Emergency Response*, *Critical Incident Response*, and *Suicide Threat and Prevention and Non-Suicidal Self-Injury (NSSI)* manuals are to be used when responding to any of the identified situations.

PROCEDURES

1. The Principal Educator will annually, or more frequently as needed, review and maintain awareness of all elements, identify any changes or updates to the *Emergency Response*, *Critical Incident Response*, and *Suicide Threat and Prevention and Non-Suicidal Self-Injury (NSSI)* manuals
2. The Principal Educator will assign any roles associated with the *Emergency Response* manual.
3. The Principal Educator will annually, or more frequently as needed, review with staff the entire *Emergency Response* manual and the following key components of the *Critical Incident Response* manual either during the organizational days or as a part of the first staff meeting of the year:
 - 3.1. What is a critical incident?
 - 3.2. What is Calgary Charter School Critical Incident Response Team (CCCIRTeam)?
 - 3.3. If any staff member feels like a critical incident has occurred (outside an event that resulted in the campus using the Emergency Response manual), they need to inform the Principal Educator as soon as possible.
4. The Principal Educator will annually, or more frequently as needed, review the Suicide Threat and Prevention and Non-Suicidal Self-Injury (NSSI) manual with the appropriate members of the Campus-Based Response Team.
 - 4.1. The identified members of the Campus-Based Response Team will annually take the NSSI Protocol and SI Protocol courses by Alberta Health Services that reflect their role within the school, located at MORE: Mental health Online Resources for Educators <https://more.hmhc.ca/courses/>.
5. All campus administrative teams are required to develop, implement and continually evaluate practices to prevent and respond to incidents or situations that disrupt campus safety or teaching and learning.
6. The Superintendent, or designate, shall provide direction, support, and staff development opportunities to campuses in developing and implementing critical response plans and teams.

Original Approval Date: January 14, 2013
Revision Dates: January 6, 2022; April 1, 2019;
References: <https://more.hmhc.ca/courses/>

Manual Links: SECURE ACCESS ONLY	Emergency Response Manual Critical Incident Response Manual Suicide Threat and Prevention and NSSI Manual
--	---



AP-C-201.1.1 Critical Incident Reporting Form

Administrative Procedures

Revised January 4, 2022

The information collected below will be used to attain particulars about a critical incident that has occurred at an FFCA site and as directed by the Emergency Response Manual. All of the information collected will be protected and used in compliance with the Freedom of Information and Protection of Privacy (FOIPP) Act.

Date of the Incident: _____

Type of Incident: _____

Details of the Incident:

Response/Intervention(s) Taken:

Was the CC-CIRTeam engaged?

YES NO

Report completed by: _____

Position: _____

Administration: _____

Campus: _____

A copy of this report shall be provided to the Superintendent or designate, and another kept on file at the campus.



AP-I-801.1.3 Student/Volunteer Accident/Injury Reporting Form Administrative Procedures

Revised January 4, 2022

The information collected below will be used for the purpose of attaining particulars about the accident/injury of a student or volunteer. All of the information collected will be protected and used in compliance with the Freedom of Information and Protection of Privacy (FOIPP) Act.

Name of Individual completing this form: _____ Phone: _____

Name of Injured: _____

School: _____

Date Form Completed: _____ Personal Health # (Optional): _____

Student ID# _____ Gender: _____

Age: _____ Grade: _____ Date: _____ Time: _____

Location of Accident/Injury: _____

Indicate the one (or more) most appropriate statement(s) from each of the following sections (with an 'x'):

1. Body Region(s) Injured:

If applicable, please indicate:

Right OR Left

- | | | | |
|---------------------------------------|------------------------------------|-----------------------------------|------------------------------------|
| <input type="checkbox"/> Head | <input type="checkbox"/> Neck | <input type="checkbox"/> Hand | <input type="checkbox"/> Groin |
| <input type="checkbox"/> Face | <input type="checkbox"/> Shoulder | <input type="checkbox"/> Finger | <input type="checkbox"/> Thigh |
| <input type="checkbox"/> Nose | <input type="checkbox"/> Upper Arm | <input type="checkbox"/> Chest | <input type="checkbox"/> Knee |
| <input type="checkbox"/> Eye | <input type="checkbox"/> Elbow | <input type="checkbox"/> Abdomen | <input type="checkbox"/> Lower Leg |
| <input type="checkbox"/> Ear | <input type="checkbox"/> Forearm | <input type="checkbox"/> Back | <input type="checkbox"/> Ankle |
| <input type="checkbox"/> Teeth | <input type="checkbox"/> Wrist | <input type="checkbox"/> Buttocks | <input type="checkbox"/> Foot |
| <input type="checkbox"/> Other: _____ | | | |

Please provide specific relevant details of the injury: _____

2. Type of Injury:

- Abrasion/Scrape
- Burn
- Bone bruise – swelling and/or discoloration of bony area
- Concussion – temporary loss of orientation or unconsciousness
- Discoloration/separation – deformity of a joint
- Fracture
- Laceration/incision/puncture – an open wound
- Muscle strain (pull or tear) – due to use rather than blow
- Nose bleed
- Sprain – twisting or moving of a joint beyond normal range
- Teeth – loosened or broken
- Other: _____

3. Facility Area:

- | | | |
|---|---|---|
| <input type="checkbox"/> Gymnasium | <input type="checkbox"/> Off-site Pool | <input type="checkbox"/> In transit to or from school |
| <input type="checkbox"/> Playing Field/Tarmac | <input type="checkbox"/> Off-site Rink | <input type="checkbox"/> Classroom |
| <input type="checkbox"/> Hallway/Stairway | <input type="checkbox"/> Locker Room/Shower | <input type="checkbox"/> Other: _____ |

4. Probable Direct Cause:

- Accidental collision between participants
- Blow delivered by an object, e.g. ball, bat
- Body contact (not considered a collision) in the normal course of an activity
- Carelessness on part of participants
- Fall/trip not due to an observed external factor
- Fall or loss of balance where apparatus is concerned
- No clear or apparent cause
- Obstruction on playing area (object or spectator)
- Strain or overexertion
- Other: _____

Briefly describe the incident: _____

5. Disposition of Injured:

- | | |
|---|--|
| <input type="checkbox"/> Returned to event/activity | <input type="checkbox"/> Recommended to stop participation |
|---|--|

6. Mode of Transport:

- | | | | |
|---|------------------------------------|---|---------------------------------------|
| <input type="checkbox"/> Not Applicable | <input type="checkbox"/> Ambulance | <input type="checkbox"/> Team Transport | <input type="checkbox"/> Other: _____ |
|---|------------------------------------|---|---------------------------------------|

7. First Aid Treatment:

- | | |
|---|---------------------------------------|
| <input type="checkbox"/> I.C.E. | <input type="checkbox"/> Sling |
| <input type="checkbox"/> Airway management/AR/CPR | <input type="checkbox"/> Crutches |
| <input type="checkbox"/> Immobilization | <input type="checkbox"/> Stretching |
| <input type="checkbox"/> Wound management | <input type="checkbox"/> Counseling |
| <input type="checkbox"/> Splint/Tape/Tensor | <input type="checkbox"/> Other: _____ |

8. Name of attendant/caregiver: _____

Signature: _____ Date: _____

- | | | |
|--|---|---------------------------------------|
| <input type="checkbox"/> Physician | <input type="checkbox"/> Sports Therapist | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Certified First Aider | <input type="checkbox"/> Trainer | |

9. Follow up Treatment:

- | | |
|---|---------------------------------------|
| <input type="checkbox"/> Hospital | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Family Physician | <input type="checkbox"/> None |

10. Home Instructions: _____

Note: No teacher or school staff shall give consent to a doctor for medical treatment of a student.



AP-C-201.2 Emergency School Closure Administrative Procedures

BACKGROUND & RATIONALE

The safety of students and staff is of paramount importance at FFCA. The Board has delegated the authority to close a school building, several campuses, or the entire system:

1. where an emergency situation arises and presents a danger to students and staff, and/or
2. where classroom conditions become intolerable due to mechanical failure, security threats, or health risk, and/or
3. where inclement weather makes transportation unfeasible or puts student safety at risk.

PROCEDURES

1. The decision to close one or more campuses, or any portion thereof, will be made as early as possible by the Superintendent or designate, in consultation with the Secretary-Treasurer and the Transportation Director.
2. The Superintendent will inform our designated Alberta Education Director of the closure and the reason for it.
3. If the building is unsafe, the campus will follow their established critical response evacuation procedures.
4. If closure is recommended but the building is safe (such as an inclement weather closure),
 - 1.1. students will not be expected to attend.
 - 1.2. teachers should report for duty if it is feasible for them to travel.
 - 1.3. the campus(es) shall be kept open until regular dismissal time to provide access to students and staff who are not aware of the emergency school closure.
 - 1.4. the Principal Educator shall arrange with staff to provide supervision for students who arrive at school until it is safe for the students to return home.
2. The Superintendent or designate will use the CONFIDENTIAL AP-C-201.2.1 to initiate phone, email, and social media communications.
 - 2.1. AP-C-201.2.1 Emergency School Closure Contact Information will be updated annually or when needed and provided to campus administrators for placement in campus Emergency Response Manual.
3. The Secretary-Treasurer will ensure that parents and/or guardians at the affected campus(es) are informed through the FFCA Online System.
4. Announcements of any campus closure(s) shall be made to all staff via email through the "FFCA ALL" distribution list.
5. Notice of the closure will be posted on our main FFCA website and a link to this notice will be sent from the "@ffcaedu" Twitter account and the relevant campus Twitter account(s).

Original Approval Date: September 20, 2016;

Revision Dates: January 6, 2022;

References: [AP-C-201.2.1 Emergency School Closure Contact Information](#)



AP-C-202.1 Pandemic Planning

Administrative Procedures

BACKGROUND & RATIONALE

This information should foster a basic understanding of a pandemic and allow planning and preparation to unfold in a more informed manner.

An epidemic is a disease that affects a large number of people within a community, population, or region. A **PANDEMIC** is an epidemic that spreads over multiple countries or continents.

Planning scenarios are not predictions and will be replaced with evidence when a pandemic occurs. The basic scenarios cannot incorporate all potential factors that can affect the impact of a pandemic. Some factors are population-wide and could affect all scenarios, such as seasonality, pre-existing immunity or antiviral resistance, whereas others may be setting-specific, such as the effects on a remote community.

INFLUENZA FACTS

Taken from <https://www.albertahealthservices.ca/influenza/>

What is influenza?

Influenza is an infection of the nose, throat, and lungs that is caused by a virus. Symptoms start suddenly and may include fever, sore throat, runny nose, cough, headache, muscle aches, poor appetite, feeling tired, vomiting and loose stool (diarrhea) - This is more common in young children. In some cases, influenza can lead to an infection of the lungs (pneumonia) or make other health problems worse. Influenza can make healthy, young people very sick.

How does it spread?

Influenza spreads when an infected person sneezes, coughs, or even talks; if you breathe in the virus; if you touch something that carries the virus like hands or a door knob, then touch your eyes, mouth, or nose. It is important to know that influenza can spread before symptoms start.

How can I prevent influenza from spreading?

To prevent influenza from spreading get immunized; wash your hands with warm water and soap or use an alcohol-based hand sanitizer often; cover your cough or sneeze into your arm or a tissue, not your hand; and stay home when you are sick.

Influenza vs. Common Cold vs. Stomach “Flu”

	Seasonal Influenza	Common Cold	Stomach “Flu”
Caused by	Influenza A or Influenza B viruses	Many different kinds of viruses such as rhinovirus, coronavirus, adenovirus, etc. NOT CAUSED BY INFLUENZA VIRUS	Norovirus (or Norwalk-like viruses) is the most common; however, there are many causes of stomach upset. NOT CAUSED BY INFLUENZA VIRUS
Prevention	Annual influenza immunization protects against virus strains circulating that season	Cannot be prevented by immunization	Cannot be prevented by immunization
Involves whole body	Usually	Never	Never
Symptoms appear quickly	Yes	No, gradually	Yes
Headache	Yes, and can be severe	Rarely	Sometimes
Chills, aches, pain	Yes, and often severe	Rarely	Common
Extreme tiredness	Yes, may last two to three weeks or more	Rarely	Sometimes
Fever	Yes. High fever, beginning suddenly and lasting three to four days, is common	Sometimes	Rarely
Cough	Usually	Sometimes	Rarely

PROCEDURES

Influenza Pandemic Plan

An influenza pandemic (worldwide flu) occurs when a new strain of influenza virus emerges and spreads quickly around the world. People have little or no natural immunity, so large numbers of people may become ill.

The impact of pandemic influenza depends on the influenza strain, how easily it spreads, which groups of people are the most affected, and how effectively we respond.

Pandemic influenza is a global epidemic that can happen at any time of the year. It typically occurs 3 to 4 times each century when a completely new strain of influenza type A virus emerges. People generally do not have any natural immunity, that is, protection against a pandemic virus. If this new virus spreads easily from person to person, it could quickly travel around the world.

Pandemic influenza differs from seasonal influenza in that everyone is at risk of infection with the new strain and larger numbers of people catch it. Current vaccines for seasonal influenza will not offer protection against pandemic influenza and need to be developed to target the specific virus.

<https://www.alberta.ca/pandemic-influenza.aspx>

The following is a chronological list of important step-by-step actions campuses MUST take before, during and after a Pandemic Influenza outbreak. Some elements of this plan require actions to be taken annually. Pandemic Influenza can have several cycles or waves so this list may need to be repeated.

Important to note is that Campus closures may occur at any time under the direction of the Medical Officer of Health and/or the Superintendent or designate.

Preparedness & Planning Phase

- Ensure that the Pandemic Influenza Plan is initiated and communicated at your campus as a part of your Emergency Response Planning for the year.
- Educate staff, students and parents about: the differences between seasonal influenza, bird flu and pandemic influenza; best hygienic practices to prevent any sort of influenza; what could occur in a pandemic. Work with Alberta Health Services local health officials and your school nurses.
- Educate parents about the need to describe their child's actual symptoms when reporting them absent to the school or leaving a message on the "attendance line".
- Prior to September 30th, Parent Letter #1 needs to be sent to parents as a means of preparedness. Send home pamphlets available from the Alberta Health Services and a copy of the 'Alberta Health Services Symptoms Pages'
- Decide the roles and responsibilities of campus staff to prevent the spread of influenza.
- Train staff in influenza-symptom recognition. Remember that a person who is infected does not show symptoms right away. But children who are getting ill may show different behavior than usual, such as eating less or being irritable.
- Educate staff that symptomatic students need to be referred to the office for the purpose of attendance tracking and contact with parents.
- Improve the hygiene of students and staff. Use simple non-medical ways to reduce the spread of Influenza by "cough and sneeze etiquette," clean hands, and clean work areas. Seek the assistance of your school health nurse to provide posters and sessions for your campuses.
- Determine, in consultation with the Director of Facilities, whether the campus should be cleaned differently or more often. Review the health needs of students. Some students may have a greater risk of infections. Encourage those families to talk to their health care provider. Some parents may need to be more cautious in keeping their children out of school.
- The Campus Secretary must track students' names on an 'Influenza Reporting Log' sheet.
- Ensure that Standard Surveillance/Disease Recognition Procedures are in place and implemented.

Outbreak of Influenza Disease - LESS THAN 10% STUDENTS

- Continue Standard Surveillance Reporting. (See surveillance definitions)
- Report any required surveillance information to the Alberta Health Services Communicable Disease Unit /School Health Nurse.
- Send out letters of communication to parents if and when instructed by officials of Alberta Health Services and/or FFCA Central Office personnel.
- Any communication with the media is to be made by the Superintendent or designate. Direct any calls to the Superintendent's office for information.

Expansion of the Outbreak - 10% OR MORE OF STUDENTS ILL (but less than 30%)

- Absenteeism, as collected by the Campus Secretary on the 'Influenza Reporting Log' sheet, is reported to your School Health Nurse/Alberta Health Services Communicable Disease Unit on a daily basis.
- Begin Intensive Surveillance Reporting. (See surveillance definitions)
- Send out letters of communication to parents if and when instructed by officials of Alberta Health Services and/or FFCA Central Office personnel.
- Continued Expansion of the Outbreak - Campus Closure May Become Necessary
- Campus closures may become necessary, either on an individual basis or system wide.
- Campus closures will be determined by the Superintendent or designate, or by Alberta Health Services in communications with the Superintendent.
- Send out letters of communication to parents if and when instructed by officials of Alberta Health Services and/or FFCA Central Office personnel.

Following the Outbreak

- Alberta Health Services and/or the Superintendent issue declaration that a campus or campuses can open.
- Contact/convene the FFCA Critical Response Team to address school needs for recovery.
- Send out letters of communication to parents if and when instructed by officials of the Alberta Health Services and/or FFCA Central Office personnel.
- Continue communicating with School Health Nurse/Alberta Health Services Communicable Disease Unit.
- Return to Standard Surveillance Reporting. (See surveillance definitions)

Non-Influenza Pandemic Plan

Upon direction of the Superintendent or designate, the following important step-by-step actions campuses MUST take in preparation for and/or response to a Non-Influenza Pandemic outbreak. Pandemics can have several cycles or waves so this list may need to be repeated.

Important: Campus closures may occur at any time under the direction of the Medical Officer of Health and/or the Superintendent or designate.

Preparation Phase

- Ensure that the Pandemic Plan is reviewed and communicated at your campus.
- Educate staff, students and parents about: the known nature of the pandemic risk, where to locate current information on the risk (e.g. Alberta Health Services website), best hygienic practices to prevent any sort of influenza; what could occur in a pandemic. Work with Alberta Health Services local health officials and your school nurses.
- Educate parents about the need to describe their child's actual symptoms when reporting them absent to the school or leaving a message on the "attendance line".
- Follow Alberta Health Services direction in determining the roles and responsibilities of campus staff to prevent the spread of infection.
- Educate staff in symptom recognition of the pandemic infection. Remember that a person who is infected does not show symptoms right away. But children who are getting ill may show different behavior than usual, such as eating less or being irritable.
- Educate staff that symptomatic students need to be referred to the office for the purpose of attendance tracking and contact with parents.
- Increase focus on the hygiene of students and staff. Use simple non-medical ways to reduce the spread of disease by "cough and sneeze etiquette," clean hands, and clean work areas. Seek Alberta Health Services Guidance and materials to support this education.
- Determine, in consultation with the Director of Facilities, whether the campus should be cleaned differently or more often. Review the health needs of students. Some students may have a greater risk of infections. Encourage those families to talk to their health care provider. Some parents may need to be more cautious in keeping their children out of school.
- The Campus office must track students' names on an 'Influenza Reporting Log' sheet. (Appendix B).
- Although the infection may not be influenza, this form will suffice for tracking purposes.
- Ensure that Standard Surveillance/Disease Recognition Procedures are in place and implemented. (See surveillance definitions)

Out of Infection – LESS THAN 10% STUDENTS

- Continue Standard Surveillance Reporting. (See surveillance definitions)
- Report any required surveillance information to the AHS Communicable Disease Unit/School Health Nurse.
- Send out letters of communication to parents if and when instructed by officials of the AHS and/or FFCA Central Office personnel.
- Any communication with the media is to be made by the Superintendent or designate. Direct any calls to Superintendent's office for information.
- Expansion of the Outbreak - 10% OR MORE OF STUDENTS ILL (but less than 30%)
- Absenteeism, as collected by the Campus office on the 'Influenza Reporting Log' sheet, is reported to your School Health Nurse/AHS Communicable Disease Unit on a daily basis.
- Begin Intensive Surveillance Reporting. (See surveillance definitions)

- Send out letters of communication to parents if and when instructed by officials of Alberta Health Services and/or FFCA Central Office personnel.
- Continued Expansion of the Outbreak - Campus Closure May Become Necessary
- Campus closures may become necessary, either on an individual basis or system wide.
- Campus closures will be determined by the Superintendent or designate, or by the Alberta Health Services in communication with the Superintendent.
- Send out letters of communication to parents if and when instructed by officials of Alberta Health Services and/or FFCA Central Office personnel.
- Following the Outbreak
- AHS and/or the Superintendent issue declaration that a campus or campuses can open.
- Contact/convene the FFCA Critical Response Team to address school needs for recovery.
- Send out letters of communication to parents if and when instructed by officials of the Alberta Health Services and/or FFCA Central Office personnel.
- Continue communicating with School Health Nurse/AHS Communicable Disease Unit.
- Return to Standard Surveillance Reporting. (See surveillance definitions)

Pandemic Plan Surveillance Levels

Standard Surveillance

Influenza activity reported in the Alberta Health Services (less than 10% school absenteeism due to influenza-like illness).

- Monitor daily attendance with the Influenza Reporting Log.
- Do not report absences to the Health Nurse/Alberta Health Services unless they are greater than 10% or required by Alberta Health Services.
- Have teachers monitor students during school hours for influenza-like symptoms (or other identified symptoms in the case of non-influenza pandemic circumstances). Students who appear symptomatic must be referred to the office for purposes of attendance tracking and contact with parents.
- Send home students/staff who display influenza-like symptoms (or other identified symptoms in the case of non-influenza pandemic circumstances).

Intensive Surveillance

High numbers of influenza-like illnesses are reported in the Alberta Health Services (10% or greater school absenteeism due to influenza-like illness).

- Monitor daily attendance with the Influenza Reporting Log.
- Send daily absence reports (Influenza Reporting Log) to the School Health Nurse/Alberta Health Services Communicable Disease Unit.
- Continue morning 'Influenza check' (or check for other identified symptoms in the case of non-influenza pandemic circumstances).
- Send home students/staff who display Influenza-like symptoms (or other identified symptoms in the case of non-influenza pandemic circumstances).
- Begin preparations for potential school closure.

Roles and Responsibilities

Superintendent (CEO) – the FFCA superintendent will serve as the pandemic manager during the crisis. This would include two major responsibilities:

- All major decisions including school closures would be made by the superintendent or the Medical Officer of Health as part of a public health measure.
- All communications, as outlined in Section 1.9 Communication of Information. The superintendent will be the only person issuing press releases or speaking with the media.

CFO and Director of Facilities – as leaders on the FFCA Occupational Health and Safety Committee, these individuals will be responsible for insuring that all OHS protocols were followed during the pandemic crisis

Deputy Superintendent (COO) – as the Critical Response Coordinator, the COO would coordinate support services of the Critical Response Team as needed.

*The role of this team is to provide understanding of the FFCA Pandemic protocol for all FFCA campuses, and to work in conjunction with the guidelines of Alberta Health Services.

Central Office and Critical Response Team

Role
Superintendent
Deputy Superintendent
Secretary Treasurer
Director, Facilities
Director, Technology
Director, Transportation
Coordinator, Instruction
Executive Assistant

In addition to the people identified above, each campus has also designated a person to serve on the Critical Response Team.

Campus	Role
Northeast Elementary	Principal Educator
Northwest Elementary	Youth Development
Southeast Elementary	Youth Development
Southwest Elementary	Youth Development
North Middle School	Family Liaison
South Middle School	Family Liaison
North High School	Family Liaison
South High School	Family Liaison

Planning Considerations

In responding to a pandemic situation, the following should be considered, with guidance provided by governmental, ministerial, jurisdictional or health directives:

- Academic Programming Considerations
- AHS Exemptions
- AHS Guidelines
- Assessment and Reporting

- Building site/facility
- Bussing
- Close contact tracing
- Cohorting
- Communication and community engagement
- Entry / Dismissal
- Extra-Curricular Programming Considerations
- Facilities
- Health screening and responding for
 - Students
 - Essential and non-essential visitors
 - Staff
- Human Resources
- In-school learning
- Information Communication Technology considerations
- Instruction
- Learning Resources and Equipment (shared or otherwise)
- Monitoring/Tracking/Reporting for
 - Students
 - Staff
 - Essential and non-essential visitors
- Online learning
- Personal hygiene
- Personal protective equipment/Masks
- Physical distancing/Gathering
- Programming
- Scheduling
- School calendar
- Vaccinations

Important Resources

- Alberta Health Services: www.albertahealthservices.ca
- MyHealth Alberta: <https://myhealth.alberta.ca/>
- Calgary, call 403-943-LINK (5465)
- Calgary 3-1-1 (City Information)
- Calgary 2-1-1 (Mental Health and Social Services)
- Health Canada: <https://www.canada.ca/en/public-health/services/diseases/flu-influenza>
- World Health Organization: Influenza (seasonal), Avian and other zoonotic influenza

In a pandemic, information and advice on how best to protect individual citizens and their families will be made widely available through information leaflets, websites and the media. Such advice will include where and how to seek medical assistance.

*The primary source of information will be Alberta Health Services.

Original Approval Date: January 6, 2022

Revision Dates:

Resources <https://www.albertahealthservices.ca/influenza/>
<https://www.alberta.ca/pandemic-influenza.aspx>

Appendix A – Influenza Letter to Parents

Dear Parents:

As a part of our mandate to provide a safe and healthy school environment for all students, Foundations for the Future Charter Academy in conjunction with the Alberta Health Services has prepared a plan to minimize the spread of influenza disease. For this reason, it is important for us to be proactive in our communications with each family, and to confirm the importance of promoting healthy habits to be used by school and home to help prevent the spread of germs.

What is influenza?

Influenza is an infection of the nose, throat, and lungs (respiratory tract) that is caused by a virus. Influenza can happen any time during the year, but most cases happen in the winter.

What are the symptoms of influenza?

People suffering with influenza may exhibit symptoms including headache, chills, cough followed rapidly by fever, loss of appetite, muscle aches and fatigue, runny nose, sneezing, watery eyes and throat irritation. Nausea, vomiting and diarrhea may also occur especially in children. People can spread influenza (are contagious) the day before they have symptoms and for 5 days after symptoms start.

How can influenza be prevented?

As a proactive measure, health officials want people to protect themselves against influenza disease. Here are some ways to protect your family:

- Get the influenza vaccine. The vaccine is a very effective way of protecting people from getting sick with influenza. Annual immunization is required because the viruses change.
- Wash your hands with soap and water or use a hand sanitizer that has alcohol in it.
- Cover your mouth and nose with your arm or a tissue when you cough or sneeze.
- Staff/students that are sick should stay home and avoid other people until they are free of symptoms, feeling well and are able to fully participate in all normal daily activities.
- For more information, please visit one of the following sources:
- MyHealthAlberta, Alberta Health Services (AHS) – call 811 or visit the website <https://myhealth.alberta.ca/>
- Alberta Health Services <https://www.albertahealthservices.ca>
- Immunization information <https://immunizealberta.ca/home>

School absence:

When reporting your child's absence from school, list your child's symptoms. This provides important data for Alberta Health Services. Further assessment may be required to determine if they have symptoms consistent with influenza-like illness or gastrointestinal illness.

Thank you for helping to prevent the spread of germs by practicing healthy habits at home.

Yours in Education,
Principal Educator

Appendix B – Absence Reporting

For Absences Related to Communicable Diseases
 Campus _____ Dates _____ - _____

**Students listed have influenza-like symptoms (fever, body aches with cough)

**	Student Name	M/F	DOB Y/M/D	Postal Code	Grade/ HR	Symptoms	Onset	Comments

Date	# of staff absent for COVID-like symptoms (NO TEST)	# of staff absent with positive COVID test (IF VOLUNTARILY DISCLOSED)	# of students absent for COVID-like symptoms (NO TEST)	# of students absent with positive COVID test (IF VOLUNTARILY DISCLOSED)	# of students voluntarily self-isolating due to close-contact (IF VOLUNTARILY DISCLOSED)	# of students prohibited from attending school following international travel
September 3, 2021						
September 7, 2021						
September 8, 2021						
September 9, 2021						
September 10, 2021						
September 13, 2021						
September 14, 2021						
September 15, 2021						
September 16, 2021						
September 17, 2021						

COVID-19 RESPONSE PLAN

2020-21

January 15, 2021 UPDATE

Disclaimer

This document is developed based on the most recent information received related to the COVID-19 pandemic. It is subject to change as new information is obtained and/or updated direction is provided by Alberta Education and/or Alberta Health Services, in particular, the Chief and Local Medical Health Officers. As well, this plan may be updated as we learn what practices work well or less well during implementation.

This plan reflects the guidelines for school re-entry at FFCA given the government's directive to open in Scenario 1 (near-normal) with the additional expectation of providing at-home learning support for students who opt-out of in-school learning. Most of the information contained herein focuses on the opening of our schools in this scenario with additional information provided to outline what will occur should we need to transition into scenario 2 or 3.

Changes from previously published versions of this plan are highlighted for ease of identification.

Preamble

The principles and practices outlined in this document support FFCA's core mission of *providing a safe and caring environment where academic excellence, character development, parental involvement and staff leadership are valued and fostered*. FFCA has followed the guidance of Alberta Education and the Chief Medical Officer in developing this re-entry plan that considers the safety and well-being of our students, staff and parents and continuity of learning.

The health, safety and well-being of students, staff and community members is of paramount importance at FFCA. FFCA will adhere to the standards, guidelines and direction received from the Chief Medical Officer of Health (CMOH) and Calgary and Area Local Medical Officer of Health (LMOH). Psychological safety, and trauma-informed practice, with direction and assistance provided by the Calgary Charter Schools Crisis Intervention Response Team (CIRT), will be incorporated into school re-entry processes in FFCA.

Continuity of learning will be a key focus of FFCA's re-entry strategy. Staff, students, and families will be prepared to respond to possible changes in teaching and learning circumstances over the course of the school year as long as COVID-19 remains a significant health and safety concern. While FFCA will work to ensure the highest level of learning continuity it can, all stakeholders need to be prepared for situations in which transitions are not seamless as challenges present themselves.

Protection Layers

Although the elimination of all risk isn't possible, steps have been taken to support the establishment of a safe environment and enable high-quality instruction to be delivered.

This re-entry plan is based on the concept of overlapping layers of protection. Measures such as facility hygiene, personal hygiene, protective equipment (including masks), physical distancing and cohorting are all used to reduce the risk of exposure to COVID-19. None of these measures is sufficient in isolation. For example, the use of masks does not negate

the need to focus on personal hygiene and physical distancing. However, by overlapping these measures with each other, we are able to maximize the protection of our students and staff.

Parent & Student Resources / Link to Additional Information

Several online resources are available to help prepare and support students, families, and staff with COVID health and wellness and school re-entry. Some of those resources include:

- *COVID-19 screening tool (UPDATED DECEMBER 2020):
<https://open.alberta.ca/publications/covid-19-information-alberta-health-daily-checklist>
- Alberta K-12 school re-entry information: <https://www.alberta.ca/k-to-12-school-re-entry-2020-21-school-year.aspx>
- Alberta Education Returning to School Safely Video (Elementary students):
<https://www.youtube.com/watch?v=GLaj98wmgRc&feature=youtu.be>
- Alberta Education Returning to School Safely Video (Jr./Sr. High School students):
<https://www.youtube.com/watch?v=CwYmS-P3Nn0&feature=youtu.be>
- Alberta Education COVID-19 Information for Young Children and Students:
<https://www.alberta.ca/assets/documents/covid-19-information-for-kids.pdf>
- Use of Hand Sanitizer: <https://www.albertahealthservices.ca/assets/healthinfo/ipc/if-hp-flu-hand-rub-how-to.pdf>
- Washing Hands with Soap and Water: <https://www.albertahealthservices.ca/assets/healthinfo/ipc/if-hp-ipc-flu-handwash-how-to.pdf>
- Cover Your Cough: <https://www.albertahealthservices.ca/assets/healthinfo/ipc/if-hp-ipc-cover-your-cough-general.pdf>
- COVID-19 info for Albertans: <https://www.alberta.ca/coronavirus-info-for-albertans.aspx>

Communication / Parental Engagement

Guidelines
Scenario 1, 2 & 3
<ol style="list-style-type: none">1. Updates to this plan will be posted to the FFCA website under Important Information >>>COVID Information as needed. <p>KEY MESSAGING</p> <ol style="list-style-type: none">1. While our plan is shared to provided clarity for our staff and families, everyone needs to be prepared for changes as the COVID environment is highly fluid and constantly evolving.2. Our plan is developed in alignment with the most recent direction of Alberta Education and the Chief Medical Officer and will be updated as needed.3. While risk can never be eliminated, we believe that we have structures and procedures in place that will allow us to open and operate in the directed scenario with a high degree of safety for our students, staff and their families.4. Cases of COVID-19 have and will be identified in schools, including FFCA, but our structures and procedures should reduce the risk of spreading, and maintain a high degree of safety for our students, staff and their families.

School Calendar

Guidelines
Scenario 1, 2 & 3
<ol style="list-style-type: none">1. Calendar changes have been made which include:<ol style="list-style-type: none">a. Delaying the start of school to provide extra preparation time for administration and staffb. Creation of 'soft-start' days with designated reduced cohort size for the initial return to classesc. Moving of PD days to earlier in the year to facilitate review and revision of our practices and proceduresd. Reduction in the duration of the November break

In-school Participation / Opting for Online Learning

Guidelines
Scenario 1
<ol style="list-style-type: none">1. Most students will be expected to return to school for in-class teaching and learning to occur. The education priority of FFCA staff will be to provide excellent in-class learning experiences for our students consistent with the expectations of our charter.2. Students who are required to self-isolate (short term) will be supported in their independent at-home learning by their teacher(s).3. Classes that are directed to isolate will continue in a modified manner through short term online learning, primarily using Google Meets, G-Suite for Education, and independent work.4. Students with health concerns who wish (or whose parents wish for them) to opt out of in-class learning but remain an FFCA student will need to:<ol style="list-style-type: none">a. Understand that:<ol style="list-style-type: none">i. they will need to opt-out of in-school learning for a minimum duration of a whole term (K-8) or semester (9-12), andii. FFCA cannot guarantee the opportunity to change the mode of learning at a later date once staff redeployments are in placeb. Declare their intentions by the deadlines established by the school:<ol style="list-style-type: none">i. K-8 Term 1 / 9-12 Semester 1 Opt-out declaration deadline – August 24ii. Confirmation communication sent once clarity around programming is determined – August 27iii. K-8 Term 2 Opt-out / Opt-in declaration deadline – November 2, 2020iv. 9-12 Semester 2 Opt-out / Opt-in declaration deadline – December 18, 2020v. K-8 Term 3 Opt-out / Opt-in declaration deadline – February 16, 20215. Depending on the number of students at-home, support for at-home learning may include a number of approaches (<i>see At-home learning for additional details</i>). These could include any or all of the following:<ol style="list-style-type: none">a. Providing work to be completed and collected onlineb. Providing times for online check-in to support at-home learningc. Providing access to recordings of classroom instructiond. Providing dedicated teacher(s) who coordinate on-line and at-home learning for students<ol style="list-style-type: none">i. Requires minimum threshold of students to permit reallocation of staff
Scenario 2 (In addition to Scenario 1...)
<ol style="list-style-type: none">1. Students will be divided in to two cohorts (A & B) to reduce the average number of students on the busses and in classes by half on any given day to facilitate physical distancing.2. Cohort A will attend in-school classes on the first two school days of the week and cohort B will attend in-school classes on the last two days of the week.3. If there are five school days in a week, the Wednesdays will be assigned to alternating cohorts OR may be used to provided staff organizational time to support the management of multiple cohorts and support the at-home learning of students when their cohort is not attending classes.4. Students will sit in checkerboard arrangement (nobody directly in front, behind, or beside) to increase physical distancing within classrooms.
Scenario 3
<ol style="list-style-type: none">1. All students will be supported in an at-home learning environment.

At-home (Online) Learning

Guidelines

Scenario 1

Online Learning Class Designation / Setup

1. All students opted into at-home (online) learning will be placed in a designated virtual classroom which in most cases will not be taught by their previously assigned in-school teacher(s).
 - a. Where sufficient numbers of students opted out of in-school instruction from a campus/grade, one or more dedicated cohorts consisting of only online learning students from that campus will be established. Students in these campus specific online cohorts will be taught by a teacher(s) from their home campus.
 - b. Where insufficient numbers of students opted out of in-school instruction from a single campus/grade, cohorts of consisting of students from multiple campuses will be combined to create a single online learning cohort with a dedicated teacher. Some students in these cohorts will be temporarily transferred to a different 'home' campus at which their teacher(s) will be based.
 - c. In some cases, multiple cohorts of students at a grade level may be taught by a team of teachers that include teachers from their home campus and another campus to leverage teachers' expertise and experience.
2. Full daily participation will be expected and daily attendance will be recorded.

At-home Daily Instruction

1. Daily classroom instruction **MAY** include any or all of the following delivery methods:
 - a. Live-streamed (online video) instruction specific to at-home learners (if numbers permit)
 - b. Live-streamed (online video) classroom instruction
 - c. Recorded video lessons
 - d. Online posted instruction
 - e. Assigned independent work
 - f. Assigned co-operative or collaborative work
2. At-home physical education, Spanish, Art, Music and other non-core courses will be mandatory but the methodology may differ from the other core courses.
3. There will be a significant reduction in the number of high-school electives provided to at-home students which may affect the number of credits they are able to earn. The first semester will provide a core program of ELA, Social Studies, Math, and Physical Education/Leadership in the hopes that more students are able to rejoin in-school learning for elective courses in the second semester.

At-home Learning Student Expectations

1. Students will be expected to be available for all in-class instruction throughout the day (from the beginning to the end of the school day – approx. 8:30 – 3:30). Classroom instruction will occur at scheduled times during the regular school hours. This may include up to ten 30-minute blocks (K-4), five 60-minute blocks (5-8), and four 90-minute blocks (9-12).
2. Students will be expected to have access to the following technology during the school day:
 - a. A Chromebook, or other laptop or desktop device (with keyboard) with the Chrome browser installed, for each child in your household.
 - b. A stable and consistent internet connection with enough capacity to handle multiple video streams (for all students) at the same time.
 - c. A web camera for synchronous video live-streaming.
 - d. Access to Google Classroom, Google G-Suite, Google Meet and Edsby (using their FFCA accounts)
 - e. Access to Microsoft Teams / Office 365 (high school students only as required)
 - f. Access to other approved online resources as required, e.g. Kahoot, Spelling City, Brain Pop, etc.).
 - g. FFCA will have a limited number of devices available for students/families that are unable to secure suitable device(s). Parents for whom this applies are to contact the campus administration to discuss their options.

3. Students will be expected to have all school supplies available to them throughout the school day
 - a. A resource kit, including specialty supplies, will be made available to students.
4. If using the live-streaming option in class:
 - a. At-home students will be muted during all live instruction, but will be able to ask questions through the chat feature of the online video (Google Meet) meeting.
 - b. The teacher may or may not be able to respond to the student immediately, depending on the nature of the instruction or activity in the class.
 - c. Students will be expected to follow all FFCA Digital Citizenship and Network Use Expectations, online etiquette, and any additional requirements for online learning outlined by their teachers and/or campus administrators.
 - d. Students, with the support of their supervising adult/guardian, will be responsible for uploading all assignments and assessments to the teacher as instructed.
Parents/Guardians will be responsible for the integrity of any formal assessments that must be administered at-home / online and will abide by the assessment expectations outlined by the teacher, including, but not limited to, refraining from helping their child during the assessment.

Scenario 2 (In addition to Scenario 1...)

1. Students will be divided in to two cohorts (A & B) to reduce the average number of students on the busses and in classes by half on any given day to facilitate physical distancing.
2. Cohort A will attend in-school classes on the first two school days of the week and cohort B will attend in-school classes on the last two days of the week. Students in the cohort not attending in-school classes will engage in at-home learning.
3. If there are five school days in a week, the Wednesdays will be assigned to alternating cohorts OR may be used to provide staff organizational time to support the management of multiple cohorts and support the at-home learning of students when their cohort is not attending classes.

Scenario 3

1. All students will be supported in an at-home learning environment.

Health Screening & Responding – Students (DAILY PARENT RESPONSIBILITY)

Guidelines
Scenario 1
<ol style="list-style-type: none">1. Exterior doors will remain locked except during supervised entry and exit times.2. All parents/guardians are to assess the health of their child <u>each day</u> prior to permitting the student to get on a school bus or enter their campus using the COVID-19 Screening Questionnaire which can be found online at https://open.alberta.ca/publications/covid-19-information-alberta-health-daily-checklist.3. Parents will be required to complete a form confirming their understanding and commitment to completing this screening assessment daily.4. Any student with positive reporting of symptoms is to <u>not</u> enter a bus or campus and is to self-isolate at home and notify their campus as soon as possible.5. Any student who develops symptoms during the day will be asked to vacate the campus as soon as possible minimizing contact while exiting, and self-isolate at home. Students will be placed in an isolated setting with a mask until picked up by a parent/guardian. If more than one student becomes symptomatic between isolation room cleanings, students will be placed in different areas of the room. Simultaneously symptomatic students will be spaced apart as much as possible.<ol style="list-style-type: none">a. All items a symptomatic student touched/used while in the classroom will be cleaned and disinfected as soon as possible after the student has left the room.b. All items a symptomatic student touched/used while in the isolation room must be cleaned and disinfected as soon as possible after the student has left the room and been picked up.c. All items from the isolation area or classroom that cannot be cleaned and disinfected (e.g. paper, books, cardboard puzzles) should be removed and/or stored in a sealed container:<ol style="list-style-type: none">i. for a minimum of 10 days, orii. until a student meets one of the conditions for safe return to school.6. Parents/Guardians of any student displaying symptoms is to schedule a COVID-19 test by calling 8-1-1 or online at https://myhealth.alberta.ca/Journey/COVID-19/Pages/COVID-Self-Assessment.aspx.7. Parents of students with pre-existing conditions having symptoms similar to COVID are <u>expected</u> to inform the campus administration. Additional medical documentation confirming the diagnosis may be required. Any parent of a student who displays symptoms but believes they are from a pre-existing condition (e.g. allergies) is to confirm by having the student tested for COVID at least once and then work with their campus administration once a negative result is confirmed to develop a personal plan going forward.8. Any student reporting symptoms is to self-isolate in accordance with current AHS student illness guidelines9. Any student identified by AHS as having had close contact with someone testing positive for COVID-19 is to remain in self-isolation for at least 14 days following their most recent contact with that person.10. Regional Health Office will be notified of any positive COVID-19 test result and FFCA will communicate an ALERT message to the impacted campus community. Further communication and action taken by FFCA will be directed by AHS following their case investigation and close-contact tracing in accordance with the current guidelines: https://open.alberta.ca/dataset/covid-19-in-school-k-12-resource-guide-for-schools-before-during-and-after-a-covid-19-outbreak.11. Daily measuring of student temperatures beyond their required parental self-screening will not occur in campuses. *All students with personal mobile devices will be encouraged, but not required, to use the Alberta Tracing App on their mobile devices to support contact tracing.
Scenario 2
<ol style="list-style-type: none">1. Only students attending in-school classes on their designated days need to be assessed as in scenario 1.

Health Screening & Responding – Essential Visitors

Guidelines
Scenario 1, 2 & 3
<ol style="list-style-type: none"> 1. Exterior doors will remain locked except during supervised entry and exit times. 2. Only essential personnel are to enter the building. This includes FFCA staff, students and visitors who have essential business in the campus (e.g. delivery personnel). Volunteers will not be utilized in the campuses and parents are only to enter the campus with the advance approval of campus administration (e.g. to pick up an ill student). 3. All essential visitors will self-assess their health prior to entering their campus (or central office) using the COVID-19 Screening Questionnaire which can be found online at https://www.alberta.ca/covid-19-testing-in-alberta.aspx#toc-0. 4. All essential visitors will call the posted office phone number to confirm they have no concerns on the screening questionnaire & get approval to enter the building <u>prior</u> to doing so. 5. A log of all essential visitors accessing the building including Full Name, Agency/Role, Contact Number, Confirmation of Clear Screening will be maintained at the office. 6. Any persons with positive reporting of symptoms is to <u>not</u> enter the building. The office phone number will be posted so the visitor can call the office and alternative arrangements for their business will be made. 7. Measuring of visitor temperatures beyond their pre-entry self-screening will not occur in campuses.

Health Screening & Responding - Staff

Guidelines
Scenario 1
<ol style="list-style-type: none"> 1. Exterior doors will remain locked except during supervised entry and exit times. 8. All staff will self-assess their health <u>each day</u> prior to entering their campus (or central office) using the COVID-19 Screening Questionnaire which can be found online at https://www.alberta.ca/covid-19-testing-in-alberta.aspx#toc-0. 2. Any staff member with positive reporting of symptoms is to <u>not</u> enter the building, to self-isolate at home and notify their administration as soon as possible. 3. Any staff member who develops symptoms during the day is to notify their administration, put on a mask (if not on already), vacate the campus as soon as possible minimizing contact while exiting, and self-isolate at home. Administration will initiate supplementary cleaning/sanitizing procedures as determined necessary. 4. Any staff member displaying symptoms is to schedule a COVID-19 test by calling 8-1-1 or online at https://myhealth.alberta.ca/Journey/COVID-19/Pages/COVID-Self-Assessment.aspx. 5. Staff members with pre-existing conditions having symptoms similar to COVID are expected to inform the campus administration. Additional medical documentation confirming the diagnosis may be required. Any employee who displays symptoms but believes they are from a pre-existing condition (e.g. allergies) is to confirm by getting tested for COVID at least once to establish a negative baseline and then work with their campus administration to develop a personal plan going forward. 6. Any staff member reporting symptoms is to self-isolate in accordance with current AHS isolation guidelines: https://www.alberta.ca/isolation.aspx 7. Any staff member identified by AHS as having had close contact with someone testing positive for COVID-19 is to remain in self-isolation for at least 14 days following their most recent contact with that person. 8. Regional Health Office will be notified of any positive COVID-19 test result and FFCA will follow their directions for responding including contact tracing. 9. Daily measuring of staff temperatures beyond their own personal self-screening will not occur. 10. *All staff are encouraged, but not required, to use the Alberta Tracing App on their mobile devices to support contact tracing.
Scenario 2 & 3
<ol style="list-style-type: none"> 1. Only staff needing to work on-site will be required to self-assess as in scenario 1.

Bussing

Guidelines
Scenario 1
<ol style="list-style-type: none">1. Students with health concerns who wish (or whose parents wish for them) to opt out of bussing will need to:<ol style="list-style-type: none">a. Understand that they will need to opt-out of bussing for the entire 2020-21 school year and that FFCA cannot guarantee the opportunity to change their mind at a later date once routes are in placeb. Declare their intentions by the deadline established by the school: Bus Opt-out declaration deadline – August 242. Parents who wish to have their children bussed to school will need to commit to bussing and pay fees for the entire year<ol style="list-style-type: none">a. Payment plans will still be followed for families who have selected such.b. No refunds will be issued after September 11, 2020.3. The FFCA <i>Transportation Handbook</i> will be updated to reflect the most recent procedures and shared with all families via the FFCA website {https://www.ffca-calgary.com/important_information/bus_information}.4. Students are to remain 2m apart (or as far as possible) while waiting for, loading, and unloading the bus.5. Students (in grades 4-12) are to wear a mask at all times while loading, unloading or sitting on a school bus.6. Students will be <u>assigned</u> a designated bus stop and will not be allowed to change from that stop without approval of the transportation director.7. Students will be <u>assigned</u> a designated seat on the bus (2-3 students per seat) according to loading/unloading order. Students residing in a common residence (e.g. siblings) will share seats as much as possible. This seating plan will be documented and enforced.8. When loading the bus, students will enter from the front and load the back seat first and fill from the back to the front according to the seating plan. (Some exceptions may be made on shuttle busses or busses that serve more than one campus.)9. When unloading the bus, students will unload the front seat first and then from the front to the back according to the seating plan. (Some exceptions may be made on shuttle busses, busses that serve more than one campus or circle routes in which students afternoon route is not a reverse of the morning route.)10. Students will enter school immediately after unloading upon arrival. They are not to congregate outside the school.11. End of day dismissal will be staggered (e.g. by grade, class, bus route, seat rows, etc.) to minimize students congregating in bus loading area.12. Non-bussed students' will be dismissed after bussed students.13. No food or drink will be permitted on the bus.
Scenario 2 (In addition to Scenario 1...)
<ol style="list-style-type: none">1. Students will be placed in two bussing cohorts (A & B) developed in collaboration with campus administration to align with the cohorts required for attending classes.2. On their designated school days, students will sit 1 per seat (with students residing in a common residence sharing seats as much as possible.) This seating plan will be documented and enforced.
Scenario 3
<ol style="list-style-type: none">1. Bussing will be cancelled while a campus or multiple campuses are directed to operate in scenario 3.2. Should an extended period of operation in scenario 3 reduce contracted bussing costs, FFCA will credit bus families accordingly.

Building Site / Facility

Guidelines

Scenario 1

PRIOR TO RE-ENTRY

1. All school facilities will be thoroughly cleaned prior to re-entry.
2. Pipe flushing will occur if buildings have had reduced or no water flow through the plumbing water system during the pandemic, leading to the stagnation of water in the pipes.
3. No-touch faucets will be installed in sinks (asap)
4. HVAC systems will be checked to ensure good ventilation.
5. Hand sanitizing stations will be placed at all designated entrances and exits and where hand washing is unavailable.
6. A reliable source of appropriate cleaning and sanitizing products will be established.
7. Classrooms will be configured to provide maximum physical distancing between student desks as well as staff desks and teaching spaces. Student desks will be oriented to minimize students facing each other.
8. Unnecessary furnishings will be removed from classrooms to provide maximum space for desks.
9. Appropriate signage and floor markings will be placed to identify and support physical distancing.
10. Appropriate signage is placed in key areas reminding people of proper hand hygiene and respiratory etiquette (wash hands frequently, sneeze/cough into their elbow, put used tissues in a waste receptacle, and wash hands immediately after using tissues).
11. Removable carpeting and soft furnishings have been removed from all spaces.
12. Removing and restaging seating in public areas to prevent gathering will occur.
13. Displays and bulletin boards can still be used if what is being displayed sits 24 hours prior to posting, does not obstruct the hallway, and the display items sit for 24 hours after being taken down before it is handed back to a student.
14. Water fountains will be turned off, but water bottle filling stations will remain open, with frequent cleaning.
15. Playgrounds:
 - a. Signage is in place advising of risks and recommended personal hygiene procedures for users.
 - b. No extra cleaning of playground equipment will occur.
 - c. Students are to sanitize before and after usage.
 - d. Campuses will communicate playground expectations to students and parents.

ONGOING

1. Enhanced environmental cleaning and disinfecting recommendations will be followed, with cleaning schedules that ensure all high touch points are frequently cleaned and deep sanitization occurs when students are not present.
 - a. Additional mid-day cleaning of washrooms, sick rooms, kindergarten classrooms, and common area high-touch surfaces by custodial staff or contractors
 - b. Mid-day cleaning of desks and classroom sinks by classroom teachers (spray) and students (wipe). (PPE for students or staff using desk cleaner is not necessary as the disinfectant in the spray bottle will be diluted to a safe level.)
 - c. High School desks cleaned between classes by teachers (spray) and incoming students (wipe). (PPE for students or staff using desk cleaner is not necessary as the disinfectant in the spray bottle will be diluted to a safe level.)
2. Monitoring process is in place to ensure all people entering and exiting the building are accounted for.

Scenario 2 (In addition to Scenario 1...)

1. Students will be placed in two cohorts scheduled to attend classes on separate days reducing class size by approximately half.
2. Students will sit in checkerboard arrangement to increase physical distancing within classrooms.

Scenario 3

1. Building is closed to students and determination is made who can have building access.

Personal Hygiene

Guidelines
Scenario 1 & 2
<ol style="list-style-type: none">All staff and students will be instructed on / regularly reminded of effective hand and respiratory hygiene practices including:<ol style="list-style-type: none">Hand-washing & sanitizingCoughing and sneezingPutting on / Removing face masksStudents will be provided time during the day to regularly wash or sanitize their handsGrade 5-12 students who have physical education class will be expected to wear appropriate gym strip as acceptable daily wear on the relevant days as change rooms / lockers will not be available. Guidelines for acceptable gym strip will be shared with parents as part of orientation and will include FFCA-branded gym strip and other weather-appropriate items as necessary.The formal uniform will be worn to school only one day per week (as long as a student does not have physical education class) and allowed to naturally sanitize between wearings for at least 72 hours.Students are encouraged to bring at least 2 masks and a place to separately store clean and dirty masks (e.g. Ziploc bag, washable bag, etc.) each day.Students / parents will be encouraged to launder masks and clothing worn at school immediately upon returning home each day.

Cohorting

Guidelines
Scenario 1
<ol style="list-style-type: none">A cohort will be defined as a single class. When classes need to be combined, based on campus programming and limitations, it will be done so in a way to keep the number as small as possible.Cohorting should be maintained during activities outside the classroom, such as recess and lunch breaks. The cohort concept encourages individuals who cannot maintain 2m physical distance when in group settings to interact with the same people within their own cohort group. If students from two different cohorts wish to socialize, they should remain 2 meters apart.Teachers/staff should not be in a cohort with each other, unless it is <u>required</u> for operational purposes (i.e., a teacher and a teacher's assistant who work with the same classroom cohort).<ol style="list-style-type: none">Staff meetings should be held virtually, unless deemed operationally necessary and staff should be 2 meters apart.Procedures and schedules will be established at each campus to minimize the number of students and staff who are in close proximity to each other (their cohort(s) including):<ol style="list-style-type: none">Building entry/exitClass to class hallway transitionWashroomClassroom entry/exitRecessLunchK-8 specialty teachers (e.g. Art, Music, Spanish) will go to student cohort homerooms instead of students relocating to a specialty room.K-8 Physical Education classes will occur in homeroom cohorts only or combined with the same other classes only.Middle School Electives will be restructured to avoid re-grouping students outside of their HR cohort.High school classes will be configured to reduce exposure to other students and staff as much as possible, but the ability to do so and provide the program options required is minimal. Distancing, Personal Protective Equipment, and Personal Hygiene will be emphasized at the high school level. <p>* In situations when people from different cohorts are required to come within 2m of one another, mask use will be required and additional protections may be instituted such as Plexiglas barriers or partitions) or the use of face shields.</p>
Scenario 2 (In addition to Scenario 1...)
<ol style="list-style-type: none">Cohort sizes will be reduced by approximately ½ as designated attendance is split into Campus Cohorts A & B

Close Contact Tracking

Guidelines
Scenarios 1 & 2
<ol style="list-style-type: none">1. All FFCA staff working outside of a classroom cohort (i.e. campus administrators, office staff, learning/ESL assistants, counsellors, library technicians, & out-of-cohort teachers) are to minimize close-contact with colleagues and students as much as possible and will track (in a written log) when, where, and with whom close-contact occurs to facilitate contact-tracing should it be necessary.<ol style="list-style-type: none">a. Support staff are encouraged to do as much of their work as possible from a distance of at least 2mb. Support staff should limit the number of close contacts and cohorts that they interact with as much as possiblec. Support staff individual interactions should be with the highest priority students, with other support methods being utilized as much as possibled. Support staff workers must log a record of all interactions with students at close range (<2m) for future referencee. Support staff workers must log a record of all classroom visits for future referencef. Support staff logs must be available to administrators at all timesg. Brief casual interactions and conversations in open areas from a distance greater than 2m do not need to be logged.2. All visiting Occupational Therapists will follow the distancing and PPE expectations of their professional association. OT is usually conducted with individual cohorts or students.<ol style="list-style-type: none">a. Campuses should prioritize work that has the greatest priority and smallest contact footprint as much as possibleb. If possible, OT work should be conducted from distances greater than 2mc. If the prioritized work requires closer contact, the OT is then considered to be a part of the local cohort3. All visiting Speech Therapists will follow the distancing and PPE expectations of their professional association. ST is usually conducted with several individuals at multiple grade levels.<ol style="list-style-type: none">a. If possible, ST work should be conducted from distances greater than 2mb. If the prioritized work requires closer contact, the ST is then considered to be a part of the local cohortc. If possible, arranging services for students based around grade level or from the same cohorts would be preferredd. If possible, having shorter, more concentrated, more intensive ST sessions would be preferred

Scheduling

Guidelines

Scenario 1

1. Bell Times will change at some campuses to allow for increased transition times caused by new distancing and hygiene procedures.
2. Bus pickup and drop of times for some routes may be earlier and/or later than in past years to accommodate the longer school day.
3. As much as feasible:
 - a. flexible schedules will be developed to account for a variety of circumstances.
 - b. recess, lunch, exiting and entering the building, unloading and loading busses will be staggered.
 - c. transition times will be built in to allow for proper hand hygiene and distancing protocols.
 - d. washroom schedules will be developed.
 - e. large gatherings will not be scheduled (e.g. (assemblies, theatrical performances, dances, awards ceremonies, learning conferences, etc.).
4. AM/PM Kindergarten schedules need to provide for appropriate cleaning / sanitization time between cohorts.
5. Those campuses who are on day rotation (Day 1, 2, 3, etc.), will have the two soft starts as day one to facilitate specialist conversations with the students.
6. Scheduling will consider:
 - a. Maximizing flexibility by keeping class blocks the same length of time allowing for staggered lunch and recess breaks.
 - b. Scheduling unstructured time (even if they have to stay in the class/desks) to provide students with social breaks.
7. Schedules will be developed to minimize exposure of grade K-8 students to other students beyond their cohort during recess breaks.
8. All students are to remain on campus over lunch unless advance permission of administration is obtained.

HIGH SCHOOL SCHEDULING CONSIDERATIONS

1. Advisory will be suspended until further notice
2. Lunch hour may be reduced to add more times to transitions
3. Students are to remain on campus over lunch.

Scenario 2 (In addition to Scenario 1...)

ELEMENTARY SCHEDULING CONSIDERATIONS

1. 2-day schedule with classroom-based instruction primarily focused on literacy/numeracy.
2. Science/social studies instructions provided for at-home learning are given during in-class time.
3. PE provided in school if possible.
4. Art/music provided as at-home learning.

MIDDLE SCHOOL SCHEDULING CONSIDERATIONS

1. 2-day schedule with classroom-based instruction of ELA, Math, Social and Science being taught face to face.
2. Art, Music, PE, Spanish to be taught through an at-home learning environment.
 - a. Preps for face-to-face teacher will be given by specialist and no lunch recess supervision.

HIGH SCHOOL SCHEDULING CONSIDERATIONS

1. High School courses will be live-streamed / recorded for access by at-home students.

Physical Distancing

Guidelines
Scenario 1
<ol style="list-style-type: none">1. Building Entry and Exit procedures will be established at each campus to maximize the physical distancing of staff and students.2. Traffic flow in hallways will be signed where necessary and structured to promote physical distancing as much as possible. In hallway transitions, especially at high school, <u>spacing may be less than 2m</u>.3. Classroom entrance exit procedures will be established that maximize physical distancing as much as possible.4. Desks will be spread and oriented to eliminate student face-to face orientation but <u>spacing will be less than 2m</u> when the full complement of students are seated in classrooms.5. Lockers will be zip-tied and not used.6. Hallway coat hooks and boot racks may not be used depending on ability to stagger or physically distance.7. Libraries will remain closed in Elementary and Middle school to facilitate catch up from last year. Once decided, they will reopen based on supplied principles.8. K-8 Art and music rooms will not be used by multiple cohorts.9. Student vending machines and student microwaves will not be used.10. Staff meetings and Administrative Council meetings will be held online via video conferencing unless there is an essential reason to require an in-person meeting. If deemed necessary, in-person meetings will be held in the gymnasium or other large space where physical distancing of 2m can be maintained.11. Staff rooms will require hand sanitization prior to entry/exit. Staff rooms are not to be used to congregate. All staff are to remain distanced by at least 2m while in the staff room. If additional spaces are available, cohorting of staff into multiple staff room locations will be considered. Equipment such as microwave, fridge, single cup coffee makers, kettle, etc. can be used, but a process needs to be in place to sanitize before and after each use. Shared dishes and utensils are not to be used.12. There will be no shared foods or beverages on campuses.13. Plexiglas barriers will be placed/installed at frequent 1 on 1 service locations in campuses such as: main offices, libraries, counsellor offices and other locations as determined necessary. Any additional requests by teachers will be considered on a needs-basis.14. Lost and Found<ol style="list-style-type: none">a. All items students bring to school should be clearly labelled.b. Only labelled items will be returned to students.c. All unlabeled items will be considered lost and stored.d. If possible, a process of identifying lost and unlabeled items MAY be developed.e. Campuses will communicate these expectations to students, parents/guardians, and custodians. <p>* In situations where physical distancing is not possible, extra emphasis will be placed on personal protective equipment use, including masks, and personal hygiene (hand cleaning & respiratory etiquette).</p>
Scenario 2 (In addition to Scenario 1...)
<ol style="list-style-type: none">1. The reduced number of students attending each day will be seated in a checkerboard arrangement and oriented to eliminate student face-to face orientation allowing <u>2m spacing to be maintained</u> in most cases.

Masks, other Personal Protective Equipment, and Personal Hygiene

Guidelines
Scenario 1
<ol style="list-style-type: none"> 1. Masks will be worn by all staff and grade 4-12 students while on buses and in all common (non-classroom) spaces in the campus. <ol style="list-style-type: none"> a. Masks with valves are not appropriate. b. Neck gators are not appropriate. c. Face shields are not acceptable in place of masks. 2. Masks wearing in physical education class will be optional. 3. Masks will be worn by all grades 4-12 students in classrooms unless 2m spacing can be maintained OR students are engaged in sustained independent work, seated at their desks, not facing each other, and spaced as far apart as possible. If grades 4-12 students are working at their desks spaced less than 2m apart, they must put their mask on prior to speaking or getting up from their desk. Teachers will teach and reinforce these expectations to students as part of their regular classroom management routines. 4. During outdoor recess, students will be expected to remain 2m apart and masks will be optional. 5. During indoor recess, masks will be required for grade 4-12 students unless 2m spacing can be maintained. 6. All campus staff will be provided face shields for additional protection which they can wear if desired. They are not required to be worn in any situation. 7. In classroom situations in which visibility of the teacher’s or instructional support staff member’s mouth is deemed critical, and 2m spacing cannot be maintained, ‘clear view’ masks will be considered/provided to staff. 8. An identified taping of where the 2m limit can be marked as a visible reminder to afford the teacher to remove their mask for direct teaching while students are seated at their desks. 9. Masks may be removed to eat/drink, but extra attention will be given to physical distancing and other hygiene measures. 10. Teachers will provide guidance to K-3 students who choose to wear masks as to when may be most suitable times to take a mask break consistent with the grade 4-12 expectations above. 11. Accommodations will be made upon administrator approval for students who have a documented pre-existing medical condition that may be adversely impacted by wearing a mask.
Scenario 2 (In addition to Scenario 1...)
<ol style="list-style-type: none"> 1. The reduced number of students attending each day will be seated in a checkerboard arrangement and oriented to eliminate student face-to face orientation allowing <u>2m spacing to be maintained</u> in most cases.

Programming Considerations

Guidelines
Scenario 1 & 2
<ol style="list-style-type: none"> 1. Art, Music, Spanish programs will be modified given facility, equipment, and supply limitations as specialists teach in homerooms minimize movement in the hallways and cross-contamination of specialty spaces (except gym). 2. Middle School elective courses will be reduced and not be ‘optional’ as student re-grouping is eliminated to reduce mixing of student cohorts. 3. Instructional programs (especially in specialty subjects) be impacted by restrictions on distancing, facility, contact with equipment and supplies and the need/ability to sanitize these between uses. Once sanitization protocols are in place, shared equipment may be slowly reintroduced. 4. Shared equipment in physical education is permitted within cohorts as long as it is sanitized between cohorts. <ol style="list-style-type: none"> a. Sanitize with either ES364, Arix 15 or equivalent b. Custodians will be responsible for filling the sprayers with the appropriate dilution. c. The fact sheets on the product state that there is a 3-year shelf life on the concentrate, and our supplier recommends that a 2 weeks old dilution should be replaced. d. The disinfectant needs a set time of 5 min for ES364 and 10 min for Arix 15 e. Both do not have to be wiped off but can dry instead, and it only needs to be wiped if it’s not dry and needs to be used.

5. The campus will provide a limited supply of DPA/Recess equipment for recess, and a plan at each campus will be developed to ensure that the equipment will be sanitized after its use.
6. Competitive elements of PE that would cause students to potentially come face to face within 2m (student versus student basketball, soccer, etc.) will be postponed.
7. Students should sanitize their hands before the start of PE, and after. During physical activity, students should remain 2 meters apart; when this is not possible due to the activity and physical space (i.e. during indoor PE), students will stay as far apart as possible.
8. Singing within music & performing arts programs will be postponed at this time.
9. Offsite and onsite activities must abide by the following expectations:
 - a. Off-site activities (e.g., field trips) must follow the school guidance, as well as any sector-specific guidance relevant to the location of the field trip, including physical distancing, use of non-medical face masks, cohorting, hand hygiene, respiratory etiquette and enhanced cleaning and disinfection.
 - i. Individual classroom cohorts should be maintained during transportation to and from any external field trip site, as well as at the location of the field trip site.
 - ii. Organizations providing off-site activities should comply with the general relaunch guidance and sector-specific guidance, and should implement the same measures in the school guidance.
 - iii. An organization or facility should only host one classroom cohort at a time, or should take clear steps to separate multiple groups to ensure they do not use shared areas (e.g., washrooms, lunch rooms, etc.).
 - iv. Staff at the off-site activity must maintain physical distancing of at least 2 meters from the students and staff in the classroom cohort.
 - v. Hold activities outdoors as much as possible.
 - vi. Organizations providing off-site activities must develop procedures to address staff that become symptomatic during the field trip.
 - vii. Schools must develop procedures to address students or staff developing symptoms during the field trip; plans should include a designated area to isolate the ill individual, what extra supplies may be needed (e.g., mask for the child, mask/face shield for the individual attending to the child, etc.), how to notify a parent/guardian and how the ill child will be transported home from the off-site activity.
10. Guest presenter or external programs, such as: Teacher’s Pet, Alien In-line, etc., may occur. All visitors to the school are expected to follow the public health measures that are in place for the school.
11. At this time, the use of DPA bins and shared recess equipment will be postponed until a sanitization protocol can be developed at the campus level, in consultation with Josh Foat.
12. Intramural programs will only occur if cohorting and physical distancing can be maintained.
13. Extra-curricular programs (e.g. athletics, performing arts, in-person student union) will be postponed upon re-entry through at least October 30th. If future circumstances permit, some extra-curricular activities may resume with administrator approval as long as they can operate within the parameters of the current health guidelines and expectations established by AHS and any relevant governing bodies (e.g. Alberta Schools Athletic Association).

Scenario 2 (In addition to Scenario 1...)

1. Instruction in some non-core courses may be reduced or eliminated to allow prioritization of teaching and learning in core courses (English, Math, Social, and Science).
2. At high school, the Principal Educator may award up to 15 unassigned credits to students in Grade 12 if necessary

Scenario 3 (In addition to Scenario 2...)

1. Additional reduction or elimination of instruction in non-core courses may occur. The program at each level will, as a minimum, be as follows:
ECS – Grade 3

- a. focus on language and mathematics learning outcomes that strengthen the development of literacy and numeracy
- b. incorporate health curriculum outcomes (with a focus on mental health)

Grades 4-6

- a. focus on language and mathematics learning outcomes that strengthen the development of literacy and numeracy
- b. incorporate science, social studies and wellness (with a focus on mental health) curriculum outcomes

Grades 7-9

- a. focus on core mathematics, language/literacy, science, social studies and wellness (with a focus on physical and mental health) curriculum outcomes

Grades 10-12

- a. focus on specified and core course requirements for high school graduation, including language (English, social studies, mathematics, and science (biology, chemistry, physics and science))

Instruction**Guidelines****Scenario 1**

1. Scope of instruction will focus on the outcomes as specified in the Alberta education program of studies for students' current grade levels.
2. FFCA will focus on providing common learning experiences that are equitable for all students.
3. The FFCA Teaching and Learning Framework will continue to be the primary guide for designing learning. Considering all aspects of the framework will allow for coherent instruction to be developed and delivered across FFCA campuses
 - a. Feedback is crucial and an important part of our Teaching and Learning Framework. Ongoing formative feedback will be provided in all scenarios
 - b. Routines for assignment delivery and collection needs to be developed and communicated to families at the onset of the school year. Technology will be leveraged for this purpose when possible.
 - c. Embedded review in long range planning and daily lessons will be evident.
4. To accelerate closure of student learning gaps from missed 2019-20 learning, 2020-21 teaching and learning will:
 - d. Prioritize the most critical prerequisite skills and knowledge for each subject area and grade level
 - a. Some less-critical outcomes from the previous grade and current grade will NOT be covered to allow learning time to focus on most critical outcomes.
 - b. Determination of the high priority outcomes will be done collaboratively by staff and administration across campuses.
 - e. Diagnose students' unfinished learning in that prerequisite content knowledge and those prerequisite skills.
 - f. Adapt sequence and pacing for each subject / grade level to provide embedded review and/or acceleration support at the appropriate times during the year.
 - g. Be monitored and adjusted based on students' progress on grade-appropriate outcomes.
5. Instructional activities may be modified to accommodate distancing and sanitizing requirements including the reduction or elimination of the use of shared surfaces, equipment or supplies frequently touched by hands including ICT and books.
6. If and when shared equipment is required to be used within a cohort, users will wash or sanitize their hands before and after use.
7. When marking student work in hardcopy format that requires physical contact, the teacher will wash or sanitize their hands before and after marking student work. Teachers may choose to wait 24h between collecting and marking student work, but this is not necessary or required. It may be more applicable for specialist who teach across multiple student cohorts.
8. The use of online learning environments to support the management of teaching and learning will be developed and integrated early in the school year and continuing throughout to familiarize students and families with online platforms to support student learning in situations where they may be ill, need to self-isolate, or scenario 2 or 3 is implemented.
 - a. Edsby will be the priority platform for ongoing parent communication.
 - b. Google Classroom/G-Suite and Microsoft Teams/365 will be the priority platforms for supporting online teaching, learning, and management of at-home learning resources.
 - c. Expectations for student use of these platforms will be explicitly taught (CHAMPS/ACHIEVE)

Scenario 2 (In addition to Scenario 1...)

1. Further prioritization of critical learning outcomes may occur should we be in scenario 2 for an extended period of time.

Scenario 3

1. Online platforms that have been established in scenario 1 continue to be used to support at-home learning.
2. Instruction will be adjusted to align with any programming modifications if necessary.
3. Instruction will be a combination of asynchronous and synchronous learning with a minimum of two synchronous video opportunities per teacher scheduled per week similar to scenario 2's in-school schedule.
4. Some considerations for the application of the FFCA Teaching and Learning Framework to at-home learning may include:

Distinctive Learning Cycle Planning Considerations (for teachers)

Learning Cycle	Considerations	Digital Tools
I Do	<ol style="list-style-type: none"> 1. How will attendance be tracked? 2. How will you establish digital citizenship expectations? 3. What expectations for learning will be communicated? 4. What learning needs to be reviewed and how will that be done? 5. How will student readiness for this learning be addressed, considering the context, skills and needs of the students? Keeping things simple will be important. 6. How will you monitor progress? 7. What evidence will you accept as learning and how is that communicated? 	<ul style="list-style-type: none"> • Edsby • Google Meets • Google Classroom (K-12) • Google G-Suite • Microsoft Teams / 365 (Gr. 9-12) • Other supplementary approved online resources <ul style="list-style-type: none"> ○ See-Saw ○ Flip Grid ○ Reflex ○ Turnitin
We Do	<ol style="list-style-type: none"> 1. What additional scaffolding will be made available to support learning? 2. How can parents be supported to be partners in their child's learning? 3. Will online collaboration occur? 	
You Do	<ol style="list-style-type: none"> 1. How will you proactively address academic integrity? 2. How will student access resources and support? 3. How will feedback be provided (teacher, peer, self)? 4. How will learning be monitored and assessed in an ongoing, reasonable way? 5. How will students share learning? 	

Learning Resources

Guidelines
Scenario 1
To ensure appropriate health safety and protocol is in place, measures need to be taken to prevent students from sharing surfaces, equipment, and materials including ICT devices. <ol style="list-style-type: none">1. Student supplies will be kept separate and only used by the designated student.2. Critical resources will be identified, and students will take those home nightly.3. If and when shared equipment is required to be used within a cohort, users will wash or sanitize their hands before and after use.4. High touch equipment will be eliminated as much as possible or properly sanitized between users if sharing is necessary (e.g. physical education equipment will be spray sanitized with ES364 or Arix15)5. A phased implementation of a BYOD program will be considered (see ICT Considerations) to support seamless transitions between in-school and at-home learning and reduce the need for student sharing of ICT devices.6. Library and library-managed text resources will be isolated for 24h after return prior to processing by library staff.
Scenario 2 (In addition to Scenario 1...)
<ol style="list-style-type: none">1.
Scenario 3
<ol style="list-style-type: none">1. Measures will be in place to ensure students have necessary resources with them at home.2. Students will be expected to engage in all learning.
Assessment & Reporting
Guidelines
Scenario 1
<ol style="list-style-type: none">1. Assessments will reflect the outcomes in the Alberta Program of Studies2. The FFCA Assessment and Reporting Framework will guide assessment practices in all scenarios including scenario 1.3. Grade level /course level collaboration will occur to determine what assessments will be required and means of administering assessments will be guided by current health recommendations.4. Development of common assessments will be emphasized to support consistency in situations where some or all students may be engaged in short term or long term at-home learning.5. Maplewood's digital reporting capabilities including online progress monitoring for parents will piloted6. Learning Conferences will occur using online video conferencing.7. Online assessment tools will be explored in preparation for situations where some or all students may be engaged in short term or long term at-home learning8. Grade 3 students will not complete the SLAs.9. Grade 6 and 9 students will complete the Provincial Achievement Tests in English Language Arts and Mathematics.10. Grade 11 & 12 students in diploma courses will complete the diploma exams or opt-out if they choose. Students choosing to write will have their school-based mark count for 70% and their exam mark count for 30% of their final grade. Students opting out will have their school-based mark count for 100% of their final grade.
Scenario 2 (In addition to Scenario 1...)
<ol style="list-style-type: none">1. The volume of assessment data may be reduced but focus will be on collecting and using high quality formative and summative assessment.2. Online assessment tools may be utilized as needed.
Scenario 3
<ol style="list-style-type: none">1. The volume of assessment data may be further reduced but focus on collecting and using high quality formative and summative assessment will continue.2. Online assessment tools may be utilized as needed.3. Grade 11 & 12 students in diploma courses may or may not write diploma exams. Alberta Education will consider the administration of diploma exams, one semester at a time.4. Grade 6 & 9 PAT may or may not be cancelled by the province depending on the duration and timing.5. Grade 3 SLA's will be cancelled.

Information Communication Technology (ICT) Considerations

Guidelines

Scenario 1, 2 & 3

EDUCATIONAL TECHNOLOGY

1. Tech Services will follow similar access to campus expectations as regular staff assigned to a campus with the addition step of informing the campus administration prior to entry.
2. Guidelines for cleaning and sanitizing of shared devices:
 - a. All devices will only be used by a single user during a school day
 - b. All devices used during a school day will be sanitized following the Tech Services guidelines before being made available to other students the next day
 - c. HSC lab keyboards will be sanitized between classes
3. Tech Services will develop processes for addressing service requests that require the access to / intake of devices / equipment.
4. Tech Services will develop plans to support use of technology to support instruction as needed (See Instruction section). This may include:
 - a. Bandwidth, cameras, and microphones to support live-streaming of classes;
 - b. Cameras and microphones to support video-recording of classes (via Google / YouTube);
 - c. Student devices to support equitable access to online learning in at-home learning scenarios
5. A phased implementation of a BYOD program will be considered to support seamless transitions between in-school and at-home learning and reduce the need for student sharing of ICT devices.
 - a. Parents of at-home learners will be provided with device guidelines to ensure that they are able to engage fully in any online learning platforms.
 - b. Parents of in-school learners will encouraged to supply their students with devices meeting school-provided guidelines that they are able to bring to school to facilitate online learning and minimize the need for sharing of devices.
 - c. For families who are unable to supply their students with suitable devices, arrangements for loaner devices can be made through the campus if resources permit.
6. The Coordinator of Instruction and Coordinator of School Services, in collaboration with Tech Services, will develop base expectations for the use of technology to support both in-school and at-home learning.
7. The Coordinator of Instruction and Coordinator of School Services, in collaboration with Tech Services, will explore the development/provision of digital text and video resources to support student and parent use of technology at-home.
8. The Coordinator of Instruction and Coordinator of School Services, in collaboration with Tech Services, will develop a pool of resources to support teachers in the acquisition and development of their skills to leverage educational technology to support both in-school and at-home learning (e.g. Google - <https://storage.googleapis.com/teachfromhome.appspot.com/en-toolkit.pdf>; Office 365 - <https://www.fresnou.org/supports/Pages/teacher-training.aspx#8>)
9. The Coordinator of Instruction and Coordinator of School Services, in collaboration with Tech Services, will develop a plan for electronic communication of learning (e.g. digital report cards).
10. The Deputy Superintendent and Director of Technology will identify practices and procedures to mitigate the significant security risks that arise from remote work.
11. A standardized method for the identification of school/bus cohorts will be determined/developed (e.g. Family Login / Maplewood)
12. A standardized method for recording COVID-relevant pre-existing health conditions will be determined (e.g. non-emergency medical information in SIS)
13. Technological alternatives to restricted activities (e.g. singing, cheering, shouting, playing wind instruments, etc.) will be explored.



AP-G-301.2 Local Authorities Pension Plan (LAPP)

Administrative Procedures

BACKGROUND & RATIONALE

FFCA believes that to be a responsible employer, it must make financial contributions towards a pension plan for its support staff.

DEFINITION & PURPOSE

Effective January 1, 2005, FFCA joined the Local Authorities Pension Plan (LAPP) which is for employees in Alberta whose organization is funded by the Provincial Government (City of Calgary, School Boards, Universities, etc.).

PROCEDURES

For the purposes of determining eligibility to join LAPP, “part-time support staff” is defined as those employees working between 884 and 1560 hours per school year.

Voluntary membership in LAPP was extended to those part-time staff members who were hired prior to January 1, 2005.

Compulsory Membership - All current and future full-time support staff (defined as 30 hours per week or 1560 hours per year) and all part-time employees joining the organization.

Contribution rates are set annually by LAPP. Notification of any rate changes will be given to staff members by LAPP or FFCA.

Original Approval Date: October 27, 2009

Revision Dates: January 6, 2022

References: Public sector pensions: <https://www.alberta.ca/public-sector-pensions-joint-governance.aspx>
LAPP: <https://www.lapp.ca/page/lapp-home>
FFCA's Employee Handbook: <https://www.ffca-calgary.com/cms/One.aspx?portalId=12410411&pageId=13185967>



AP-I-603.1 Managing Risk of Physical Activity Programs

Administrative Procedures

BACKGROUND & RATIONALE

FFCA (Foundations for the Future Charter Academy), as part of its distinctiveness, requires all students to complete leadership and physical education programs, as well as DPA (daily physical activity), at various grade levels in grades 1-12. Outdoor education experiences are also provided as a component of the required physical education program and through elective programs in some grades. Some risk is inherent in any physical activity and cannot be eliminated, but when well-managed, the relative benefits of these activities can be safely realized. This administrative procedure addresses the management of risk within instructional (including DPA) and school-authorized extra-curricular programs.

PROCEDURES

1. To ensure the provision of a reasonably safe learning experience and manage the inherent risk of various physical activities while providing high-quality, comprehensive leadership, physical education, and outdoor education programs, provincial statutory, regulatory, and policy expectations must be considered by the teacher(s) and campus administrators.
2. The Principal Educator and teacher(s) will ensure that all on-site physical activities will be operated in accordance with the guidance in the online [School Physical Activity Health & Education Resource for Safety](#) resource. Additional resources should be consulted when necessary.
3. Activity Selection, Risk Assessment & Management
 - 3.1. The risk classification will be considered by the teacher(s) and campus Principal Educator in the selection, risk assessment, and risk management of all physical activities.
 - 3.2. *AP-I-603.1 Schedule – Risk Classification of Activities* identifies the risk levels of various physical activities as assessed in consultation with FFCA's insurer.
 - 3.2.1. MODERATE / LOW-RISK PROGRAMS are 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.
 - 3.2.2. HIGH-RISK PROGRAMS 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 behaviour guidelines and disciplinary 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.
 - 3.2.3. EXCLUDED ACTIVITIES are activities that are prohibited

3.3. Campus Principal Educators should contact the Secretary-Treasurer / CFO (Chief Financial Officer) to clarify insurance related to activities not included in the *Schedule*.

4. Qualified and Adequate Supervision

4.1. Campus administration and the teacher are responsible for ensuring adequate supervision is provided at all times:

4.1.1. by person(s) with relevant background and training in the activity being undertaken,

4.1.2. at a level suitable to the risk level of the activity.

Original Approval Date: January 21, 2022

Revision Dates:

References: *School Physical Activity Health & Education Resource for Safety*

AP-I-603.1 SCHEDULE RISK CLASSIFICATION OF ACTIVITIES

EXCLUDED ACTIVITIES - Activities where there is NO LIABILITY COVERAGE AVAILABLE

- | | | |
|--|--|---|
| <ul style="list-style-type: none"> • Aviation: small aircraft, helicopter, hot air balloon rides (tethered & untethered), skydiving, parasailing • Automobiles: racing, drag racing, motor cross, snowmobile • Bungee jumping • Boxing • Chuckwagon races | <ul style="list-style-type: none"> • Demolition derbies • Demolition of derelict buildings & equipment • Go-karting • Horseback riding • Lead (no top rope) wall climbing • Mechanical bulls, rallies, off-road all-terrain vehicles | <ul style="list-style-type: none"> • Mountain Climbing: ice climbing, deep caving, repelling/apelling, rock climbing • Paintball / war games • Rodeos • Watercraft racing • Winter biathlon with live ammunition |
|--|--|---|

HIGH-RISK PROGRAMS

Activities that create a high potential for injury. They require a great deal of thought and planning prior to implementation. Qualified / certified instructors must be present at all times or classes must be cancelled / rescheduled. All rules and regulations must be reviewed with students on an ongoing basis. Strict behaviour guidelines and disciplinary 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.

- | | | |
|--|--|---|
| <ul style="list-style-type: none"> • Archery • Cheerleading • Downhill skiing / Snowboarding • Firearms courses / rifle ranges • *Gymnastics (Artistic) • Hunter training • Mountain biking | <ul style="list-style-type: none"> • Parkour • Rollerblading/inline skating • Rope courses: high / low • Sailing • Scuba diving • Skateboarding / skateboard parks • Swimming: Open water | <ul style="list-style-type: none"> • Sport (Top-rope/belay) wall climbing (grades 5+ only) • Trampolines • 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.

- | | | |
|--|--|---|
| <ul style="list-style-type: none"> • Canoeing • Court sports • Cross country skiing • Curling • Diving • Fishing • Golf • Gymnasium programs | <ul style="list-style-type: none"> • **Gymnastics (Developmental) • Hayrides/Sleigh rides • Hiking on trails • Ice hockey • Ice skating • Martial arts: karate, judo, kung fu, tae kwon do • Non-physical educational / cultural programs | <ul style="list-style-type: none"> • Orienteering • Sports field programs: soccer, football, baseball, field hockey • Summer camping • Swimming: public & wave pools, water slides • Tobogganing |
|--|--|---|

*Artistic gymnastics may include aerial activities and the use of apparatus above 42" (107cm) such as, but not limited to, vault, parallel bars, horizontal (high) bar, uneven bars, high beam, rings.

**Developmental gymnastics comprises progressive development of elementary gymnastics skills including, but not limited to forward rolls, shoulder rolls, backwards rolls, cartwheels, round offs, climbing on, balancing on and/or jumping from apparatus lower than 42" (107cm), two-level pyramid-building. It does not include pyramid-building above two levels, aerial activities, or climbing on top of apparatus above 42" (107cm). Hanging activities are permitted (with appropriate safety equipment and instruction) up to a height of 84" (213cm).