



## Public Board Meeting – In-person

Wednesday, June 22, 2022, at 6:30 p.m

Location: FFCA Central Office  
110, 7000 Railway Street SE

**Invited Participants:** All Directors, Central Office Executive Team

**Invited Attendees:** All interested FFCA stakeholders

**Presenter:** Sandi Serr, Lead of ASC's 25<sup>th</sup> Anniversary Committee

## AGENDA

**CALL TO ORDER:** 6:30 p.m.

### LAND ACKNOWLEDGEMENT

We would like to begin by recognizing the Traditional Territory on which we are gathered today. FFCA would like to acknowledge and thank the diverse Indigenous peoples whose footsteps have marked this territory for centuries such as the Blackfoot Confederacy, the Tsuut'ina, the Stony Nakoda Nations, and the Métis Nation of Alberta, Region III.

1. Review of Meeting Agenda ..... Chair Wilson
2. Approval of Consent Agenda ..... Chair Wilson
  - Public Board Meeting Minutes of May 25, 2022 (attached);
  - Resignation of employee 10690, effective May 31, 2022.

**2022-06-22-1CA** Approve Consent Agenda Draft Motion  
I MOVE that the Consent Agenda for June 22, 2022, be approved by the Board as presented. MOVED by Director \_\_\_\_\_ and seconded by Director \_\_\_\_\_.
3. 25th Anniversary Recap..... Sandi Serr
4. Superintendent's Report ..... CEO Nippard
5. Information Items
  - 5.1. Standing Item: Administrative Procedures Update ..... COO Leinweber
  - 5.2. Standing Item: Strategic/Education Plan Update..... CEO Nippard
  - 5.3. Standing Item: NHS and SHS Update ..... CEO Nippard
  - 5.4. Standing Item: COVID Response..... COO Leinweber
6. Discussion Items
  - 6.1. Review of 2022-23 Meeting Calendar (attached) ..... Director Jin
  - 6.2. Approval of Locally Developed courses ..... CI Kool

| Course Code | Course Name                     | Credit | Acquired or Developed | Authorization Start Date | Authorization End Date | School Authority |
|-------------|---------------------------------|--------|-----------------------|--------------------------|------------------------|------------------|
| LDC1979     | Musical Theatre 15-3            | 3      | Acquired              | Sep. 1, 2022             | Aug. 31, 2026          | CCSD             |
| LDC1979     | Musical Theatre 15-5            | 5      | Acquired              | Sep. 1, 2022             | Aug. 31, 2026          | CCSD             |
| LDC2979     | Musical Theatre 25-3            | 3      | Acquired              | Sep. 1, 2022             | Aug. 31, 2026          | CCSD             |
| LDC2979     | Musical Theatre 25-5            | 5      | Acquired              | Sep. 1, 2022             | Aug. 31, 2026          | CCSD             |
| LDC3979     | Musical Theatre 35-3            | 3      | Acquired              | Sep. 1, 2022             | Aug. 31, 2026          | CCSD             |
| LDC3979     | Musical Theatre 35-5            | 5      | Acquired              | Sep. 1, 2022             | Aug. 31, 2026          | CCSD             |
| LDC1599     | Learning Strategies (2018) 15-3 | 3      | Acquired              | Sep. 1, 2022             | Aug. 31, 2026          | CCSD             |

|         |                                 |   |           |              |               |      |
|---------|---------------------------------|---|-----------|--------------|---------------|------|
| LDC1599 | Learning Strategies (2018) 15-5 | 5 | Acquired  | Sep. 1, 2022 | Aug. 31, 2026 | CCSD |
| LDC2599 | Learning Strategies (2018) 25-3 | 3 | Acquired  | Sep. 1, 2022 | Aug. 31, 2026 | CCSD |
| LDC2599 | Learning Strategies (2018) 25-5 | 5 | Acquired  | Sep. 1, 2022 | Aug. 31, 2026 | CCSD |
| LDC3599 | Learning Strategies (2018) 35-3 | 3 | Acquired  | Sep. 1, 2022 | Aug. 31, 2026 | CCSD |
| LDC3599 | Learning Strategies (2018) 35-5 | 5 | Acquired  | Sep. 1, 2022 | Aug. 31, 2026 | CCSD |
| LDC1987 | Technical Theatre 15-3          | 3 | Acquired  | Sep. 1, 2022 | Aug. 31, 2026 | CBE  |
| LDC1987 | Technical Theatre 15-5          | 5 | Acquired  | Sep. 1, 2022 | Aug. 31, 2026 | CBE  |
| LDC2987 | Technical Theatre 25-3          | 3 | Acquired  | Sep. 1, 2022 | Aug. 31, 2026 | CBE  |
| LDC2987 | Technical Theatre 25-5          | 5 | Acquired  | Sep. 1, 2022 | Aug. 31, 2026 | CBE  |
| LDC3987 | Technical Theatre 35-3          | 3 | Acquired  | Sep. 1, 2022 | Aug. 31, 2026 | CBE  |
| LDC3987 | Technical Theatre 35-5          | 5 | Acquired  | Sep. 1, 2022 | Aug. 31, 2026 | CBE  |
| LWC 9   | Leadership with Character 9     | - | Developed | Sep. 1, 2022 | Aug. 31, 2026 | FFCA |
| LCL 5-8 | Life Choices and Leadership 5-8 | - | Developed | Sep. 1, 2022 | Aug. 31, 2026 | FFCA |

**2022-06-22-1RA** Locally Developed Courses Draft Motion

I MOVE that the acquired and developed middle and high school courses from the indicated school authorities for use at NHS, SHS, SMS, NMS campuses for the authorization period listed above be approved by the Board as presented.

MOVED by \_\_\_\_\_ and seconded by \_\_\_\_\_.

6.3. Q3 Report (attached) ..... CFO Estrada

**2022-06-22-2RA** Q3 Report Draft Motion

I MOVE that the Board receive for information the FFCA 2021-22 Third Quarter Financial Report as presented. MOVED by Director \_\_\_\_\_ and seconded by Director \_\_\_\_\_.

7. Committees/Liaison Reports

- 7.1. Executive Committee ..... Chair Wilson
- 7.2. Communications and Community Relations (CCR) ..... Director Fisher

7.2.1. CCR Committee's Terms of Reference (TOR)

**2022-06-22-3RA** CCR Committee's TOR for approval Draft Motion

I MOVE that the Board approve the CCR Committee's Terms of Reference as presented. MOVED by Director \_\_\_\_\_ and seconded by Director \_\_\_\_\_.

7.3. Policy and Performance Review (PPR) ..... Director Jin

7.3.1. PPR Committee's Terms of Reference (TOR)

**2022-06-22-4RA** PPR Committee's TOR for approval Draft Motion

I MOVE that the Board approve the PPR Committee's Terms of Reference as presented. MOVED by Director \_\_\_\_\_ and seconded by Director \_\_\_\_\_.

7.3.2. Policy 1 Foundational Statement

**2022-06-22-5RA** Policy 1 Foundational Statement for approval Draft Motion

I MOVE that Policy 1 Foundational Statement be approved with non-substantive changes as presented. MOVED by Director \_\_\_\_\_ and seconded by Director \_\_\_\_\_.

7.3.3. Policy 19 Welcoming Caring Respectful Safe Inclusive

**2022-06-22-6RA** Policy 19 for approval Draft Motion

I MOVE that Policy 19 Welcoming Caring Respectful Safe Inclusive Learning and Working Environments be approved with non-substantive changes as presented.

MOVED by Director \_\_\_\_\_ and seconded by Director \_\_\_\_\_.

7.4. Audit Committee ..... Director Qureshi

7.4.1. Audit Committee's Terms of Reference (TOR)

**2022-06-22-7RA** Audit Committee's TOR for approval Draft Motion

I MOVE that the Board approve the Audit Committee's Terms of Reference as presented. MOVED by Director \_\_\_\_\_ and seconded by Director \_\_\_\_\_.

7.5. TAAPCS Board Rep Report..... Vice-Chair Hill

7.6. ASC Rep Report..... Director Qureshi

8. Director Highlights ..... Chair Wilson

9. Open to Gallery..... Chair Wilson

10. Chairperson's Remarks ..... Chair Wilson

**ADJOURNMENT:** by 9:00 p.m.

**NEXT MEETING:** September 28, 2022 (pending Board Meeting Calendar approval)

**FUTURE AGENDA ITEMS:**



## Public Board Meeting

Wednesday, May 25, 2022

6:30-9:00 p.m.

Online via Zoom

**Participants:** Chair Wilson, Vice-chair Hill, Director Qureshi, Director Fisher, Director Spahl, Director Lakhani, Director Makwana, Director Saini, CEO Nippard, COO Leinweber, CFO Estrada, CI Justin Kool, CSS Bharati Singh, Jeff Cullen Director of IT, Josh Foat Director of Facilities

**Attendees:** Anil Nayak, Candice Parno, Crystal Okasha, Denise Budgen, Jim Poirier, Joshua Symonds, Krista Lee, Meredith Poole, Rachel Bradley, RM, Shawna Drummond, Sue Boyd, Tanya

**Special Guest:** Sandi Serr, 25<sup>th</sup> Anniversary Committee Lead

## MINUTES

**CALL TO ORDER:** 6:32 p.m.

### LAND ACKNOWLEDGEMENT

1. Review of Meeting Agenda
2. Approval of Consent Agenda – Motion
  - Public Board Meeting Minutes of Mar 16, 2022 (attached);
  - FFCA CFO Appointment Letter (attached);
  - Letter to Minister McIver – MGA Amendments (attached).

#### **2022-05-25-1CA** Approve Consent Agenda

I move that the Consent Agenda for May 25, 2022, be approved by the Board as presented.

**MOVED** by Director Makwana and seconded by Vice-Chair Hill. **CARRIED.**

3. ASC Presentation: 25<sup>th</sup> Anniversary Event: Jun 4, 2022, from 10:00 to 4:00. Sold out event. Magazine created to give a high-level synopsis of our 25 years will be distributed at the event and will be made available electronically.
4. Staff/Campus Reports
  - 4.1. SHS Fire Update: Successfully re-located SHS to MRU to finish the year off in person in order to have the least amount of disruption to learning and exams. All soft materials have extensive smoke damage. Items are currently being cleaned, where possible. Waiting on final news regarding the structural status of the building.
5. Superintendent's Report: Admin Leading Learning Meetings in campuses in April. NHS building completion on schedule despite supply chain issues, pre-ordering everything to keep it moving forward, estimated date of students in the building is Dec 1, 2023; Minister approved using some reserve dollars for solar panels and upgraded window glass; working on the land title transfer. Sod-turning ceremony for NHS on Apr 28, 2022, with Ministers LaGrange and Panda in attendance as well as some grade 12 students and grade 10 art students. Two shout-outs: Empathy Paw-ject on display at CPL, Grade 4 students learning about empathy by painting adoptable dogs spearheaded by Rebecca Caruthers. One-Act performances presented by Arlene Orchard and Chris Stockton were held at NHS and then in Red Deer at the Provincial One-Act Festival.
6. Information Items
  - 6.1. Standing Item: Administrative Procedures Update – no updates
  - 6.2. Standing Item: Strategic/Education Plan Update – no updates
  - 6.3. Standing Item: High School Update – see Superintendent Report #5.
  - 6.4. Standing Item: COVID Response – no updates

7. Discussion Items

7.1. 2022-23 FFCA Budget (attached)

**2022-05-25-1RA** 2022-23 FFCA Budget

**MOVED** by Director Makwana and seconded by Director Lakhani that the 2022-23 FFCA Budget be approved as presented. **CARRIED.**

7.2. Annual Education Plan (attached)

**2022-05-25-2RA** Annual Education Plan

**MOVED** by Vice-Chair Hill and seconded by Director Spahl that the Annual Education Plan be approved as presented. **CARRIED.**

8. Committees/Liaison Reports

8.1. Executive: has met one time. No decisions were taken.

8.2. Communications and Community Relations (CCR): has met one time. Looked at what the next election could bring for FFCA. Excited about Board Crawl resuming in 22/23. Putting together a year-end message for parents.

8.3. Policy and Performance Review (PPR): has met one time. They are looking at the committee's role, skill set requirements, and what policies to review next.

8.4. Audit: Looking at Terms of Reference and the committee's priorities. Committee has three independent members (non-Directors).

8.5. TAAPCS Board Rep Report: Executive Director position to be filled. Looking at a Government Relations firm as they consider the upcoming election. Spring General Meeting is on May 28, 2022.

8.6. ASC Rep Report: update re: 25<sup>th</sup> Anniversary.

9. Director Highlights

10. Open to Gallery

11. Chairperson's Remarks

**ADJOURNMENT:** 8:18 p.m.

**NEXT MEETING:** Jun 22, 2022

**FUTURE AGENDA ITEMS:**



## 2022-23 Public Board Meeting Schedule

Public Board Meetings begin at 6:30 p.m. at the noted location/address below.

Please check back prior to each meeting for updates to time or location.

| MEETING TYPE                    | DATE                      | LOCATION | ADDRESS                 |
|---------------------------------|---------------------------|----------|-------------------------|
| Public Board Meeting            | <b>September 28, 2022</b> | SHS      | TBD                     |
| NO OCTOBER MEETING              |                           |          |                         |
| Public Board Meeting            | <b>November 30, 2022</b>  | NMS      | 211 McKnight Blvd NE    |
| Annual General Meeting          | <b>December 14, 2022</b>  | CO       | 110, 7000 Railway St SE |
| Public & Organizational Meeting | <b>January 25, 2023</b>   | NEE      | 1140 Mayland Dr NE      |
| Public Board Meeting            | <b>February 22, 2023</b>  | NHS      | 2116 MacKay Rd NW       |
| Public Board Meeting            | <b>March 22, 2023</b>     | SEE      | 9711 Academy Dr SE      |
| NO APRIL MEETING                |                           |          |                         |
| Public Board Meeting            | <b>May 24, 2023</b>       | NWE      | 719 44 Ave NW           |
| Public Board Meeting            | <b>June 21, 2023</b>      | SMS      | 8710 Ancourt Rd SE      |



- Home
  - Courses
  - Requests
  - Notifications
  - Reports
  - Administration
- Help

- LDCCMS
  - LOC Courses
  - Requests
    - Received
      - Adapt/Acquire Request
    - Responded
      - Adapt/Acquire Request
        - The Calgary Roman Catholic Separate School Division
          - February 13, 2013
          - May 21, 2013
          - February 6, 2015
          - May 5, 2016
          - May 4, 2018
          - May 10, 2022
            - Learning Strategies 15-3
            - Learning Strategies 15-5
            - Learning Strategies 25-3
            - Learning Strategies 25-5
            - Learning Strategies 35-3
            - Learning Strategies 35-5
            - Musical Theatre 15-3
            - Musical Theatre 15-5
            - Musical Theatre 25-3
            - Musical Theatre 25-5
            - Musical Theatre 35-3
            - Musical Theatre 35-5

### Responded Acquire Course Request

**Request Detail**

Good Afternoon,  
 We are looking to acquire your Musical Theatre and Learning Strategies Courses. Please let me know if this is possible.  
 Thank You,  
 Justin Kool  
 403-529-3206 ext. 8161  
 justin.kool@fca-calgary.com

Disclaimer: The actual Start Date will be set with the course submission date.  
 The following courses are included in the request.

| Approve/Decline | Adapt   | Course Name              | Start Date   | End Date      |
|-----------------|---------|--------------------------|--------------|---------------|
| Approved        | Acquire | Musical Theatre 15-5     | May 10, 2022 | Aug. 31, 2026 |
| Approved        | Acquire | Musical Theatre 25-5     | May 10, 2022 | Aug. 31, 2026 |
| Approved        | Acquire | Musical Theatre 35-5     | May 10, 2022 | Aug. 31, 2026 |
| Approved        | Acquire | Learning Strategies 35-3 | May 10, 2022 | Aug. 31, 2026 |
| Approved        | Acquire | Learning Strategies 35-5 | May 10, 2022 | Aug. 31, 2026 |
| Approved        | Acquire | Musical Theatre 25-3     | May 10, 2022 | Aug. 31, 2026 |
| Approved        | Acquire | Learning Strategies 25-5 | May 10, 2022 | Aug. 31, 2026 |
| Approved        | Acquire | Musical Theatre 15-3     | May 10, 2022 | Aug. 31, 2026 |
| Approved        | Acquire | Learning Strategies 15-3 | May 10, 2022 | Aug. 31, 2026 |
| Approved        | Acquire | Learning Strategies 15-5 | May 10, 2022 | Aug. 31, 2026 |
| Approved        | Acquire | Musical Theatre 35-3     | May 10, 2022 | Aug. 31, 2026 |
| Approved        | Acquire | Learning Strategies 25-3 | May 10, 2022 | Aug. 31, 2026 |

**Response Comments**

Calgary Catholic School District is pleased to give permission for your jurisdiction to acquire this course, for use in your district until August 31, 2026.  
 Your school division is acquiring these courses with the understanding that the Calgary Catholic School District is acknowledged as the originator of the courses and copyright privileges are honored.  
 Revisions to all or part of these course outlines are not permitted.  
 Please contact Carol Robertson, Administrative Assistant, at carol.robertson@csd.ab.ca with questions or concerns. 403-500-2742



- Home
  - Courses
  - Requests
  - Notifications
  - Reports
  - Administration
- Help

- LDCOMS
  - LDC Courses
  - Requests
    - Received
    - Adapt/Acquire Request
    - Responded
      - Adapt/Acquire Request
        - The Calgary Roman Catholic Separate School Division
          - February 13, 2013
          - May 21, 2013
          - February 6, 2015
          - May 5, 2016
          - May 4, 2018
          - May 10, 2022
            - Learning Strategies 15-3
            - Learning Strategies 15-5
            - Learning Strategies 25-3
            - Learning Strategies 25-5
            - Learning Strategies 35-3
            - Learning Strategies 35-5
            - Musical Theatre 15-3
            - Musical Theatre 15-5
            - Musical Theatre 25-3
            - Musical Theatre 25-5
            - Musical Theatre 35-3
            - Musical Theatre 35-5

- The Calgary School Division
- February 25, 2013
- April 8, 2013
- March 9, 2015
- May 11, 2015
- November 4, 2015
- April 12, 2016
- April 24, 2018
- April 25, 2018
- April 25, 2019
- April 25, 2019
- May 10, 2022
- The Edmonton School Division
- The Rocky View School Division

### Responded Acquire Course Request

**Request Detail**

Good Afternoon,  
 We are looking to acquire your Technical Theatre Courses. Please let me know if this is possible.  
 Thank You,  
 Justin Kool  
 403-520-3206 ext. 8162  
 justin.kool@fcca-calgary.com

Disclaimer: The actual Start Date will be set with the course submission date.  
 The following courses are included in the request

| Approve/Decline | Adapt   | Course Name                   | Start Date   | End Date      |
|-----------------|---------|-------------------------------|--------------|---------------|
| Approved        | Acquire | Technical Theatre (2022) 25-5 | May 10, 2022 | Aug. 31, 2026 |
| Approved        | Acquire | Technical Theatre (2022) 15-3 | May 10, 2022 | Aug. 31, 2026 |
| Approved        | Acquire | Technical Theatre (2022) 25-3 | May 10, 2022 | Aug. 31, 2026 |
| Approved        | Acquire | Technical Theatre (2022) 15-5 | May 10, 2022 | Aug. 31, 2026 |
| Approved        | Acquire | Technical Theatre (2022) 35-3 | May 10, 2022 | Aug. 31, 2026 |
| Approved        | Acquire | Technical Theatre (2022) 35-5 | May 10, 2022 | Aug. 31, 2026 |

**Response Comments**  
 Your request for permission to acquire the requested course outline is granted. These courses are available for use until their expiry date and at that time the Calgary Board of Education will evaluate renewing this course. Your school division is acquiring these courses with the understanding that the Calgary Board of Education is acknowledged as the originator of the courses and copyright privileges are honoured. Revision to all or part of these course outlines is not permitted.  
 Please contact Barb Harder, Administrative Assistant, at bharder@cbe.ab.ca with questions or concerns



**Foundations for the Future Charter Academy  
YTD and for the three months ending May 31, 2022**

|                                      | <b>Annual Budget</b> | <b>September to May YTD</b> | <b>March - May Q3</b> | <b>Forecast to Aug 2022</b> | <b>YTD % of budget</b> | <b>Notes</b>   |
|--------------------------------------|----------------------|-----------------------------|-----------------------|-----------------------------|------------------------|--|
| <b>Income</b>                        |                      |                             |                       |                             |                        |  |
| <b>AB Grant Revenue</b>              | 33,555,414           | 25,555,052                  | 8,525,811             | 35,335,564                  | 76.16%                 | Forecast includes SLS funding  |
| <b>Transportation Fees</b>           | 2,138,100            | 1,712,016                   | 539,231               | 1,939,400                   | 80.07%                 | Fees collected in advance, adjusted to match expenditures (88.3% of collected)     |
| <b>Resource Fees</b>                 | 543,020              | 520,336                     | 231,003               | 578,200                     | 95.82%                 | Fees collected in advance, adjusted to match expenditures                          |
| <b>Other School Jurisdiction</b>     | 400,000              | 484,719                     | 178,645               | 556,000                     | 121.18%                | Now includes STEM which was not budgeted   |
| <b>Campus Funds</b>                  | 1,359,635            | 1,013,236                   | 251,500               | 1,359,635                   | 74.52%                 |  |
| <b>Other Revenue</b>                 | 140,825              | 353,582                     | (139,368)             | 1,750,000                   | 251.08%                | Includes rebates, donations, kindergarten payments for those not covered, etc.     |
| <b>Total Income</b>                  | <b>38,136,994</b>    | <b>29,638,941</b>           | <b>9,586,822</b>      | <b>41,518,799</b>           | <b>77.72%</b>          | we do not budgeted for   |
| <b>Expense</b>                       |                      |                             |                       |                             |                        |  |
| <b>Salaries &amp; Benefits</b>       | 27,834,964           | 20,296,415                  | 6,937,824             | 27,573,300                  | 72.92%                 | Some positions not filled (O&M, payroll, school development)                       |
| <b>Inclusion</b>                     | 144,500              | 111,383                     | 19,167                | 131,000                     | 77.08%                 |  |
| <b>Professional Development</b>      | 70,074               | 24,836                      | 6,260                 | 40,000                      | 35.44%                 | Expected to do more PD then accomplished to date                                   |
| <b>Technology</b>                    | 566,794              | 346,335                     | 72,303                | 1,671,800                   | 61.10%                 | Refresh of IT equipment begins in the summer months - includes special project     |
| <b>Transportation</b>                | 3,760,735            | 3,116,565                   | 925,174               | 3,675,000                   | 82.87%                 | Sept to May was 158 of 179 bus days = 88.3%  |
| <b>Facilities</b>                    | 1,985,359            | 1,681,713                   | 481,530               | 1,900,000                   | 84.71%                 | Lots of projects are scheduled for the summer                                      |
| <b>Facilities - CMR Amortization</b> | 916,525              | 923,335                     | 4,540                 | 923,335                     | 100.74%                | Offset revenue in AB ED Grant Revenue  |
| <b>Board</b>                         | 105,000              | 93,197                      | 38,723                | 110,000                     | 88.76%                 | Sept to May is approx. 90% of school year - expense in line with school activities |
| <b>Admin Building</b>                | 144,817              | 141,832                     | 59,877                | 185,000                     | 97.94%                 | Insurance and Utilities have gone up compared to budget                            |
| <b>General &amp; Admin</b>           | 328,553              | 247,857                     | 77,414                | 325,000                     | 75.44%                 |  |
| <b>Campus Funds</b>                  | 1,359,635            | 634,965                     | 254,535               | 1,359,635                   | 46.70%                 | Field trip activity much lower than in previous years                              |
| <b>Campus Expenditures</b>           | 920,038              | 661,656                     | 108,071               | 920,038                     | 71.92%                 |  |
| <b>Total Expense</b>                 | <b>38,136,994</b>    | <b>28,280,088</b>           | <b>8,985,417</b>      | <b>38,814,108</b>           | <b>74.15%</b>          |  |
| <b>Surplus(Deficit)</b>              | <b>0</b>             | <b>1,358,853</b>            | <b>601,405</b>        | <b>2,704,691</b>            |                        |  |
|                                      | <u>Instruction</u>   | <u>PO&amp;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: Jhamily Estrada  
June 8 2022



## **TERMS OF REFERENCE: COMMUNICATIONS & COMMUNITY RELATIONS (CCR) COMMITTEE**

### **I. Mandate**

- The mandate of the CCR Committee is to actively engage the board's various stakeholders, including, but not limited to, the FFCA community.

### **II. Composition**

- 3 Directors (minimum), Superintendent or designate.

### **III. Meetings**

- The committee will meet a minimum of 3 times per year.
- Notes on committee proceedings will be kept for all meetings and will be filed with the board secretary.
- Reports on this committee will be presented during Public Board Meetings.

### **IV. Duties and Responsibilities**

1. Annually review and revise a Communications and Community Relations plan for approval by the board and execute accordingly. Elements of the Plan may also include Government Relations and Media Relations.
2. Provide updates to the school community on the work of the Board.
3. Provide opportunities for two-way dialogue with the FFCA community.
4. Liaise with School Administration to Coordinate Board Involvement in School Events.
5. Liaise with other committees to show support and ensure consistency of messaging
  - i) ASC
  - ii) TAAPCS
  - iii) Charter School Advocacy Group
  - iv) Fund Development Committee

### **V. Accountability**

- The committee will report to the Board at public meetings, and whenever requested by the Board chair.



## **TERMS OF REFERENCE: POLICY AND PERFORMANCE REVIEW COMMITTEE**

Revised June 15, 2022

Committee Type: Standing

### **I. Purpose**

The purpose of the Policy and Performance Review Committee (“the committee”) is to provide leadership and support for Board Governance with matters pertaining to:

- a. Society Bylaws
- b. Board Policies
- c. Board Structure & Operations
- d. Stakeholder Engagement, School Assurance, & Accountability

### **II. Priorities**

- a. Evolve the understanding and execution of board governance as a whole and clarify the work scope of the committee in leading and supporting board governance
- b. Engage board in professional development about Governance
- c. Support leadership succession planning including election engagement and participation

### **III. Duties and Responsibilities**

With regard to board operations, policy and performance review matters, and subject to the authority delegated to the committee by the Board, the committee will:

- a. Oversee and support the development, review and recommendations for revisions to the Society foundational principles, bylaws, and policies.
- b. Oversee and support director orientation, governance training and professional development including review and revision of the Directors’ Handbook and SharePoint site, as necessary.
- c. Oversee and support Board and Board leadership succession planning and recruitment.
- d. Oversee the board election process
- e. Oversee annual performance review of the Board.
- f. Oversee processes for the recruitment and hiring of the Superintendent as necessary.
- g. Oversee processes for the development and review of Superintendent contract terms as necessary.
- h. Oversee the annual performance review of the Superintendent.

#### IV. Composition

The committee will be comprised of no fewer than three (3) Board Directors. *Ex-officio* members of this committee will include the Board Chair, the Superintendent (or designate), and any other interested Society members as deemed necessary by the committee.

#### V. Meetings

The committee will meet at least once prior to each public board meeting with additional meetings as required.

#### VI. Accountability

The committee will provide:

- a. written reports of all committee meetings to the Board using the [report template](#) as per Policy 7 Appendix 1,
- b. a verbal summary of its work during public board meetings as per Policy 8, General Requirement 7.6., and
- c. a written or verbal report of its work at such time as requested by the Board Chair.

## Appendix – Key Deliverables / Lead Responsibilities 2022

- Governance Clarification Development & Training (Shahid / Ketan)
  - Board Learning Plan
  - 'Governance Handbook'
- Election / Succession (Sam / Ketan)
  - Review / Revise Elections Plan
    - Including Engagement Plan
  - Develop Board Executive Succession Plan
- Policy Review Coordination (Randall)



## Policy 1 – FOUNDATIONAL STATEMENTS

### PREAMBLE

This Public Charter School is operated by the Foundations for the Future Charter Academy Charter School Society, a body incorporated in Alberta under the Societies Act (March 21, 1996). The official name of the school is "Foundations for the Future Charter Academy" (FFCA). The FFCA Board of Directors governs the school in accordance with the Alberta Education Act, the Societies Act, the FFCA Charter, the By-Laws of the Society, and Board Policy.

FFCA's current Charter was renewed under Section 7.1 of Alberta Regulation 212/2002 (Charter Schools Regulation) for a term of 15 years (until June 30, 2027).

### VISION

Excellence in student achievement and character development through distinctive teaching and learning.

### MISSION

To provide a safe and caring environment where academic excellence, character development, parental involvement and staff leadership are valued and fostered.

### GUIDING PRINCIPLES

FFCA fosters **strong, positive, respectful partnerships** among students, staff, parents and community. These relationships are characterized by trust, integrity, openness and collaboration and exist to support learning for all stakeholders ([Policy 9 Being Heard & Administrative Procedure AP-G-801.1 Public Interest Disclosure \(Whistleblower Protection\)](#)). FFCA encourages **leadership** among all stakeholders through shared decision-making.

FFCA strives for **excellence** in:

- academic development and independent learning.
- personal and character development.
- the development of outstanding staff.

FFCA creates a **caring and optimal learning environment** for students by:

- setting clearly defined learning standards.
- building students' belief in their ability to learn.
- developing confidence through competence.
- fostering positive thinking and providing encouragement.
- optimizing learning time and student engagement.
- tailoring class size and composition to reflect the learning needs of students.

FFCA is "**one school**" on multiple campuses. We are coherent in our vision and unified in our practices, including the following:

- a common approach to instruction and classroom management.

- common core character virtues K-12 (respect, responsibility, integrity, self-discipline, compassion).
- cross-campus grade level and subject area collaboration.
- formal orientation, coaching and mentoring for teachers.
- use of subject specialists (e.g. Art, PE, Music, Spanish).
- parental commitment to a high level of involvement.
- wearing of student uniforms.

FFCA is purposeful and strategic in the selection and utilization of **teaching methods and resources**, including the following:

- direct instruction (explicit learning targets, continuous formative assessment, and sequential mastery learning).
- inquiry and cooperative learning.
- the infusion of creative and critical thinking.
- early literacy development (explicit phonics).
- integration of instructional technologies.
- homework that promotes the attainment of student learning targets.

## OUR BRAND

Our wordmark and the name “Foundations for the Future Charter Academy” were trademarked on August 31, 2016, followed by our logo and acronym (“FFCA”) as of September 6, 2017; they are therefore protected by law under Canada’s Trademarks Act\* (Appendix). **Only FFCA is permitted to use (or give permission to use) our name, wordmark, acronym and logo.**

The FFCA Logo:

As the name of FFCA implies, the primary focus of the organization is the future. This is represented in the logo by the black road leading into the distance. The burgundy section at the top of the logo represents FFCA students’ futures and all they will achieve. The green section at the bottom represents the strong learning foundation FFCA builds within students through its distinctive approach to teaching and learning.



The FFCA logo has three distinctive elements:

- the sky, road and earth
- the border
- type font (Eurostile)

The FFCA Wordmark:

In addition to the Logo meaning above, the wordmark has been specifically designed to communicate the full name of Foundations for the Future Charter Academy to external audiences, and to build awareness of FFCA within the larger community.



Original Approval Date: March 16, 2016

Revision Dates: [Recommended for approval with non-substantive changes June 22, 2022;](#)  
May 13, 2020

References: *Education Act* Preamble, Sections 3, 7, 18, 26, 27, 53, 67, 222  
FFCA Charter Document 2012-2027

\*Register of Trademarks Dossiers #923833, 923834, 923835 & 923836

~~Policy 1, Appendix A: Being Heard (ELIMINATED REDUNDANCY WITH POLICY 9)~~

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~~Policy 1, Appendix B: Public Interest Disclosure (Whistleblower Protection)  
(ELIMINATED REDUNDANCY WITH AP-G-801.1)~~

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Policy 1, Appendix C: Our Brand Trademarks



Innovation, Sciences et  
Développement économique Canada  
Office de la propriété intellectuelle du Canada

Innovation, Science and  
Economic Development Canada  
Canadian Intellectual Property Office

*Certificat*

Il est par la présente certifié que, dans le Journal des marques de commerce daté du 31 août 2016, le registraire des marques de commerce a donné, en vertu du sous-alinéa 9(1)(n)(iii) de la *Loi sur les marques de commerce*, un avis public d'adoption et emploi au Canada par l'autorité publique identifiée ci-dessous de la marque reproduite ci-après comme marque officielle pour des produits et services.



*Certificate*

This is to certify that in the Trade-marks Journal dated August 31, 2016, the Registrar of Trade-marks gave public notice under subparagraph 9(1)(n)(iii) of the *Trade-marks Act* of the adoption and use in Canada by the public authority identified below of the mark shown below as an official mark for goods and services.

**FOUNDATIONS FOR THE FUTURE CHARTER ACADEMY**

Número de dossier  
File Number **923833**

Autorité publique  
Public Authority **Foundations for the Future Charter Academy Charter School Society**

Registraire des marques de commerce  
Registrar of Trade-marks  
CPO 106 05-16

**Canada**



## *Certificat*

Il est par la présente certifié que, dans le Journal des marques de commerce daté du 31 août 2016, le registraire des marques de commerce a donné, en vertu du sous-alinéa 9(1)(n)(iii) de la *Loi sur les marques de commerce*, un avis public d'adoption et emploi au Canada par l'autorité publique identifiée ci-dessous de la marque reproduite ci-après comme marque officielle pour des produits et services.



## *Certificate*

This is to certify that in the Trade-marks Journal dated August 31, 2016, the Registrar of Trade-marks gave public notice under subparagraph 9(1)(n)(iii) of the *Trade-marks Act* of the adoption and use in Canada by the public authority identified below of the mark shown below as an official mark for goods and services.

Numéro de dossier  
File Number  
Autorité publique  
Public Authority

**923836**

Foundations for the Future Charter Academy Charter School Society

Registraire des marques de commerce  
Registrar of Trade-marks

CIPO 199-95-18

**Canada**



## Certificat

Il est par la présente certifié que, dans le Journal des marques de commerce daté du 02 août 2017, le registraire des marques de commerce a donné, en vertu du sous-alinéa 9(1)(n)(iii) de la *Loi sur les marques de commerce*, un avis public d'adoption et emploi au Canada par l'autorité publique identifiée ci-dessous de la marque reproduite ci-après comme marque officielle pour des produits et services.



## Certificate

This is to certify that in the Trade-marks Journal dated August 02, 2017, the Registrar of Trade-marks gave public notice under subparagraph 9(1)(n)(iii) of the *Trade-marks Act* of the adoption and use in Canada by the public authority identified below of the mark shown below as an official mark for goods and services.

FFCA

Numéro de dossier  
File Number  
Autorité publique  
Public Authority

923834

Foundations for the Future Charter Academy Charter School Society

  
Registraire des marques de commerce  
Registrar of Trade-marks

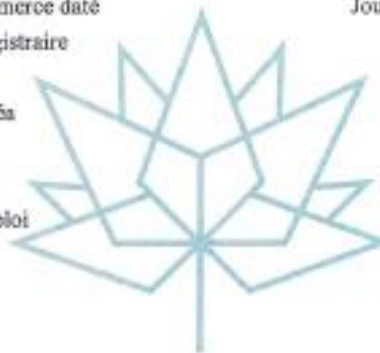
(CPO - 196)  
12-12-16

Canada



## Certificat

Il est par la présente certifié que, dans le Journal des marques de commerce daté du 06 septembre 2017, le registraire des marques de commerce a donné, en vertu du sous-alinéa 9(1)(n)(iii) de la *Loi sur les marques de commerce*, un avis public d'adoption et emploi au Canada par l'autorité publique identifiée ci-dessous de la marque reproduite ci-après comme marque officielle pour des produits et services.



CANADA 150



FFCA

Numéro de dossier  
File Number  
Autorité publique  
Public Authority

923835

Foundations for the Future Charter Academy Charter School Society

Enregistreur des marques de commerce  
Registrar of Trade-marks

## Certificate

This is to certify that in the Trade-marks Journal dated September 06, 2017, the Registrar of Trade-marks gave public notice under subparagraph 9(1)(n)(iii) of the *Trade-marks Act* of the adoption and use in Canada by the public authority identified below of the mark shown below as an official mark for goods and services.



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

### **Preamble**

Inclusion and a sense of belonging for all staff and students stems from creating an environment in which we focus on all the ways in which everyone has an equal right to be a welcomed, respected and cared for member of the Foundations for the Future Charter Academy (FFCA) staff or student body.

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

The Board is further obligated to protect all students from harassment, discrimination and violence during FFCA's campus-related activities whether on campus or off. All those involved with FFCA, including Director~~directors~~, employees, students, parents, volunteers, contractors and visitors, must share in the responsibility for eliminating bullying, discrimination, harassment, and violence. The Board prohibits bullying, harassment, discriminatory, and violent behaviours and expects allegations of such behaviours to be investigated in a timely and respectful manner. The Board expects complainants to follow Policy 09 the Being Heard~~process~~ and will make every effort to protect individual's identities.

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

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

### **Specifically**

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

communication. Threatening, harassing, intimidating, assaulting or bullying, in any way, any person within the FFCA community, including aggressive behaviours by any person within the FFCA community, is prohibited. Bullying is defined in the *Education Act* (Section 1.1 (d.)).

3. The Board encourages reporting to a member of school staff or administration all incidents of threats, harassment, intimidation, assault, violent behaviour and/or bullying, regardless of the identity of the alleged harasser or offender in accordance with *Policy 09 Being Heard or AP-G-801.1 Public Interest Disclosure (Whistleblower)*.
4. The Board supports the establishment of student organizations and student-led activities that promote equality and non-discrimination, including but not limited to gay-straight alliances, queer-straight alliances, diversity clubs, anti-racism clubs and anti-bullying clubs.

|                                |   |
|--------------------------------|---|
| <u>Original Approval Date:</u> | <u>February 17, 2016</u>  |
| <u>Revision Dates:</u>         | <u>Recommended for approval with non-substantive changes June 22, 2022;<br/>May 12, 2021</u>    |
| <u>References:</u>             | <u><i>Education Act</i> Sections 11, 27, 31, 33, 35, 36, 37, 53, 58, 196, 197, 213, and 222</u> |
|                                | <u><i>Alberta Human Rights Act</i></u>  |
|                                | <u><i>Occupational Health and Safety Act</i></u>  |
|                                | <u><i>Canadian Charter of Rights and Freedoms</i></u>   |
|                                | <u><i>Criminal Code</i></u>   |
|                                | <u><i>Preamble, Youth Criminal Justice Act (S.C 2002, c. 1)</i></u>                             |
|                                | <u><i>Freedom of Information and Protection of Privacy Act</i></u>                              |
|                                | <u><i>Practice Review of Teachers and Teacher Leaders Regulations</i></u>                       |
|                                | <u><i>Policy 9 Being Heard</i></u>  |

~~Approved: February 17, 2016~~

~~Revision: May 12, 2021~~

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

~~*Alberta Human Rights Act*~~

~~*Occupational Health and Safety Act*~~

~~*Canadian Charter of Rights and Freedoms*~~

~~*Criminal Code*~~

~~*Preamble, Youth Criminal Justice Act (S.C 2002, c. 1)*~~

~~*Freedom of Information and Protection of Privacy Act*~~

~~*Practice Review of Teachers and Teacher Leaders Regulations*~~

~~*Policy 1 Appendix 1: Being Heard*~~



## Appendix A

### **STUDENT CODE OF CONDUCT**

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

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

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

#### **Specifically**

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

2. Students are accountable for demonstrating respect for:
  - 2.1 Authority;
  - 2.2 Others and their property;
  - 2.3 School property, equipment and textbooks; and
  - 2.4 Differences in ethnicity, race, religion, gender and sexual orientation.
3. Students are prohibited from engaging in unacceptable behaviour, whether it occurs within the campus building, during school or school-related trips or activities, or by electronic means.

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

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



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

## Appendix B

### STANDARDS OF CONDUCT – ALL STAFF

Statutory and Professional Expectations – All employees are expected to meet all conduct expectations established in relevant statutes such as the [Practice Review of Teachers and Teacher Leaders Regulation](#), as well as any conduct requirements specific to their position as identified by their relevant professional bodies (e.g. College of Alberta Psychologists, Alberta College of Social Workers, etc.).

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

Collegial Collaboration and Conflict – FFCA staff are expected to work collaboratively with their colleagues to serve the best interests of FFCA. Professional disagreements are an expected element of effective collaboration, however conflicts should not have a detrimental effect on professional performance and collaboration. All employees are expected to follow all FFCA policies and procedures relating to stakeholder communication (e.g. [AP-B-401.1 Being Heard Policy 9 Being Heard](#)). Employees will not:

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

Professional Representation – FFCA employees are agents of FFCA and are expected to positively represent FFCA both within and outside the organization. Any concerns that the employee has about FFCA, its Board, administration or the operations of the organization are to be expressed through appropriate channels in an appropriate manner. [AP-B-401.1 Being Heard Policy 9 Being Heard](#) provides direction in this regard.

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

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

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

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

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

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

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

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

*Approved: February 17, 2016*

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

*Alberta Human Rights Act*

*Occupational Health and Safety Act*

*Canadian Charter of Rights and Freedoms*

*Criminal Code*

*Preamble, Youth Criminal Justice Act (S.C.2002, c. 1)*

*Freedom of Information and Protection of Privacy Act*

*Practice Review of Teachers and Teacher Leaders Regulations*



## TERMS OF REFERENCE: AUDIT COMMITTEE

To be presented to the Board at on June 22, 2022, for acceptance.

### **A. Establishment of Committee**

The Audit Committee (Committee) is a standing committee of the board of directors (Board) of the Foundations of Future Charter Academy (FFCA). The chair of the Committee is the FFCA Board Treasurer.

### **B. Purpose**

The purpose of the Committee is to assist and advise the Board with respect to the FFCA's annual financial reporting processes, in doing so, aid the Board in fulfilling its governance responsibilities. The role of the Committee is that of oversight, not management, and in such capacity is to consider, monitor, oversee and make recommendations to the Board concerning various matters including:

- (a) the integrity of the FFCA's annual financial statements
- (b) the adequacy and effectiveness of the FFCA's systems of internal controls, including controls over financial reporting and financial reporting processes generally;
- (c) communications between the Board, the FFCA's external auditor, and management of the FFCA

### **C. Responsibilities and Duties**

The Committee<sup>1</sup> will:

1. Function in accordance with the Bylaws of the FFCA Charter School Article IX - Committees Established by the Board
2. Meet at least 3 times a year
3. Recommend external auditors to the Board<sup>2</sup>
4. Confirm the independence of the auditors
5. Review the audit plan
6. Review conflicts of interest for non-financial audit services provided by the external auditor
7. Review internal financial controls and application of the financial controls
8. Review the risk register for identification of risks and implementation of risk mitigation plans
9. Review Administration Procedures for reporting and ensure compliance with applicable rules and regulations
10. Review Board Director's expense summary at least annually to ensure compliance with applicable laws and report any potential non-compliance to the Board
11. Seek any information it requires from the Superintendent - who is directed to cooperate with the Committee's request
12. Review the annual financial statements and report to the Board<sup>3</sup>
13. Recommend amendments to these terms of reference to the Board as required.

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<sup>1</sup> Education Act Statues of Alberta 2012 Chapter E-0.3 s27(1)(f) and s142

<sup>2</sup> Education Act Statues of Alberta 2012 Chapter E-O.3 s142(1)(a)

<sup>3</sup> Education Act Statues of Alberta 2012 Chapter E-O.3 s142(1)(b)

#### **D. Nomination Process:**

Nomination to the committee is by way of majority support of the Board of Directors upon a review of the applicant pool. In the event of a tie, the Superintendent will decide on the final candidate.

All successful nominees will serve for a two-year term, after which time they can be re-nominated for additional terms.

#### Additional Information:

- Committee members are expected to sign confidentiality agreements
- Honoraria threshold for materiality to be set at the legislated minimum wage in the Province of Alberta
- At least one Committee member must be deemed financially literate.
  - o An individual is financially literate if he or she can read and understand a set of financial statements that present a breadth and level of complexity of accounting issues that are generally comparable to the breadth and complexity of the issues that can reasonably be expected to be raised by the issuer's financial statements.

#### Committee Membership:

Audit Committee shall comprise of at least five members<sup>4</sup> and shall include two members who are not Board of Directors with at least one financial literate member.

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<sup>4</sup> Education Act Statutes of Alberta 2012 Chapter E-O.3 s142(2)