

Almadina Language Charter Academy

Board Policy Manual

November 2014

CHARTER BOARD POLICIES

These policies have been developed to highlight and support the very important governance function of the Almadina Language Charter Academy Board. It clearly defines the role of the Board, the role of the Superintendent and the delegation of authority from the Board to the Superintendent.

Policy 1 – Charter Board Foundational Statements

Policy 2 – Role of the Board

Policy 3 – Role of the Director

Policy 4 – Director Code of Conduct

Policy 5 – Role of the Board Chair

Policy 6 – Role of the Vice Chair

Policy 7 – Board Operations

Policy 8 – Board Committees

Policy 9 – Policy Making

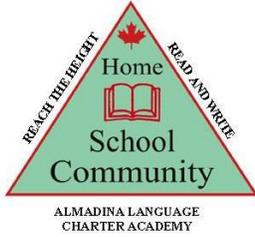
Policy 10 – Role of the Superintendent

Policy 11 – Appeals and Hearings Regarding Student Matters

Policy 12 – Recruitment and Selection of Human Resources

Policy 13 – Student Transportation Services

These policies are supplemented by Administrative Procedures, the primary written document by which the Superintendent directs staff.



Almadina Language Charter Academy Policy Manual

POLICY #1 CHARTER SCHOOL FOUNDATIONAL STATEMENTS

MISSION

The Almadina School Society through its partnership with the Minister of Education and all stakeholders, ensures that our students whose second or third language at home is English reach their full potential as they prepare to meet the challenges of high school, lifelong learning and citizenship in a dynamic, democratic knowledge-based society that respects each child's special gifts and the commitment to promote diversity in shared values.

VISION FOR LEADING AND SUPPORTING LEARNING

To strive to operate as Canada's best K to 9 Public Charter School by providing students, whose second or third language at home is English, with the opportunities to reach their full potential.

OPPORTUNITY

Learners are provided with rich learning experiences that enable them to discover their unique gifts, abilities and passions and to achieve at their highest potential.

DIVERSITY

Learners' differing needs, cultures and abilities are respected and valued within inclusive learning environments.

EXCELLENCE

Learners achieve high standards.

BELONGING

Learners take pride in being a part of the Almadina Language Charter Academy. They feel a part of a safe and caring learning community. They demonstrate care, compassion and mutual respect towards themselves and others.

INTEGRITY AND COMPETENCE

Learners model sincerity, reliability, and honesty in their interactions with others. As well, they are both skillful and effective in their work.

CITIZENSHIP

Learners work to improve their community, both locally and globally. They engage with other stakeholders and share in the responsibility for creating healthy communities.

GUIDING

The Board of Directors uses the following guiding principles to help promote a common understanding of policy directions and as the basis for making sound and consistent decisions:

LEARNER-CENTERED

The needs of our students are first and foremost when making decisions. Students are assisted to reach their full learning potential by language acquisition learning strategies.

Students are assisted to reach their full learning potential through language acquisition learning strategies.

INNOVATION TO PROMOTE AND STRIVE FOR EXCELLENCE

Almadina Language Charter Academy is a learning organization committed to creative, innovative and entrepreneurial approaches, which are promoted and supported to achieve high standards and excellence in education.

FLEXIBLE AND RESPONSIVE

Learning opportunities are meaningful and appropriate for each learner's needs and abilities. The education system must also be flexible in responding to the changing needs of both local and global communities in order for learning opportunities to remain current and relevant.

FAIR AND EQUITABLE

Each learner has fair and reasonable access to educational opportunities. Some learners will need additional specialized support in order to fully access these opportunities.

SUSTAINABLE AND EFFICIENT USE OF RESOURCES

Resources (both financial and human) are optimized to support student learning.

ENGAGED COMMUNITIES

Stakeholders work together as collaborative partners to advance common goals that promote and support learning.

ACCOUNTABLE AND TRANSPARENT

Outcomes of our students' achievements and use of funding are clearly communicated to stakeholders. Transparency of results and decision-making processes are foundational in our work. Research, evidence and analysis are used to ensure that resources are allocated for the maximum benefit of students.

DIVERSITY

Diversity in shared values is promoted by implementation of moral intelligence, Zero Tolerance, and democratic citizenship strategies.

KEY PRIORITIES

Priority One: Ensure broader access to consistent and high quality learning for all students.

- Offer programming that leads to success and emphasizes genuine learning.
- Recognize and build on the use of technology to support emerging learning needs and innovation.
- Intellectual engagement for ALL learners.
- Focus on quality assessment practices.

Priority Two: Continue with excellence in teaching and leadership.

- Attract and retain top talent into teaching and school leadership positions.
- Support effective, high quality professional development/ learning opportunities for all staff.
- Focus on developing leadership capacity.
- Build sustainable mentorship programs for new teachers and new leaders.
- Make appropriate succession plans for Almadina Language Charter Academy leadership teams.

Priority Three: Ensure that all students learn at high levels and are held to high standards.

- Focus on raising the bar and closing the gaps in achievement; there should not be a ceiling on learning that prevents the most talented from achieving exceptional performance.
- Recognize the importance of establishing and supporting safe, caring and healthy learning environments.

Priority Four: Establish the capacity to engage parents and the broader community as partners in promoting, supporting and informing educational excellence.

- Stakeholder groups work collaboratively with each other and other education partners to advance common goals.
- Greater commitment to cross-ministry collaboration between education, health, and social agencies as well as not-for-profit organizations (e.g. “wrap around” services).
- Communications Plan guides Almadina Language Charter Academy strategies and tactics to communicate with and inform our audiences/stakeholders.
- Create avenues to explore to incorporate student voice into our input mechanisms.

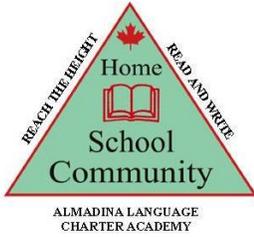
Legal Reference: Sections 8, 13, 39, 60, 78 and 113 *School Act*

Cross Reference:

Date of Approval: November 20, 2014

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Due for Review:



Almadina Language Charter Academy

Policy Manual

POLICY #2

ROLE OF THE BOARD

As the corporate body elected by the electors that support Almadina Language Charter Academy, the Board of Directors shall provide overall direction and leadership to Almadina Language Charter Academy and is accountable for the provision of appropriate educational services and programs to students attending Almadina Language Charter Academy, in keeping with the requirements of government legislation and the values of the electorate.

The work of the Board will be characterized by thinking and acting in ways that embrace being realistic, adaptable, optimistic, responsive, accountable and clearly focused on the future.

SPECIFIC AREAS OF RESPONSIBILITY

ACCOUNTABILITY FOR STUDENT LEARNING

1. Provide overall direction for Almadina Language Charter Academy by establishing mission and vision.
2. Annually approve the process and timelines for the refinement of the Three-Year Education Plan and Annual Education Results Report.
3. Identify Board priorities at the outset of the annual Almadina Language Charter Academy planning and reporting process.
4. Monitor the achievement of outcomes.
5. Annually evaluate the effectiveness of Almadina Language Charter Academy in achieving established priorities and desired results.
6. Annually approve the rolling Three-Year Education Plan and Annual Education Results Report for submission to Alberta Education and for distribution to the public.

ACCOUNTABILITY TO COMMUNITY

MAKE INFORMED DECISIONS THAT CONSIDER COMMUNITY VALUES AND REPRESENT THE INTERESTS OF THE ENTIRE COMMUNITY THAT ALMADINA LANGUAGE CHARTER ACADEMY SERVES.

1. Establish processes and provide opportunity for focused community input.
2. Promote school programs, needs and desires to the community.

3. Report Almadina Language Charter Academy outcomes to the community at least annually.
4. Develop appeal procedures and hold hearings as required by statute and/or Board policy.
5. Model a culture of respect and integrity.

ACCOUNTABILITY TO PROVINCIAL GOVERNMENT

1. Act in accordance with all statutory requirements to implement provincial and educational standards and policies.
2. Perform Board functions required by governing legislation and existing Board policy.

ADVOCACY

1. Act as an advocate for public education and the Almadina Language Charter Academy.
2. Identify issues for advocacy on an ongoing basis.
3. Plan for advocacy including focus, key messages, relationships and mechanisms.
4. Promote regular meetings and maintain timely, frank and constructive communication with locally elected officials.

POLICY

1. Develop, approve and monitor the implementation of policies to guide Almadina Language Charter Academy and the Board.
2. Provide direction in those areas over which the Board wishes to retain authority.

BOARD/SUPERINTENDENT RELATIONS

1. Select the Superintendent.
2. Provide the Superintendent with clear corporate direction.
3. Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the School Act.
4. Respect the authority of the Superintendent to carry out executive action and support the Superintendent's actions which are exercised within the delegated discretionary powers of the position.
5. Demonstrate mutual respect and support, which is conveyed to the staff and the community.
6. Annually evaluate the Superintendent.
7. Annually review compensation of the Superintendent.

BOARD DEVELOPMENT

1. Develop a plan for Board/Director development.

2. Develop an annual work plan with timelines.
3. Annually evaluate Board effectiveness.

FISCAL ACCOUNTABILITY

1. Approve budget assumptions and establish priorities at the outset of the budget process.
2. Approve annual budget and allocation of resources to achieve desired results.
3. Approve substantive budget adjustments when necessary.
4. Monitor the fiscal management of Almadina Language Charter Academy through receipt of quarterly variance analyses and year-end projections.
5. Approve the appointment of the Auditor.
6. Receive Audit Report and ensure the terms of engagement are met.
7. Approve annually the Three-Year Capital Plan for submission to Alberta Education.
8. Set the parameters for negotiations after soliciting advice from the Superintendent and others.
9. Approve compensation changes for employees/groups.
10. Approve transfer of funds to/from reserves.

REGULAR BOARD MEETINGS

1. Regular Board meetings shall be held on the third Thursday of each month from August to June, or as otherwise approved by the Board.
2. All regular meetings of the Board are open to the media and the public. The Board has the right to adjourn or recess a meeting at any time to discuss issues that would be more appropriately considered in-camera session.
3. The meeting agenda will be provided to all Directors one week prior to the date and time of each meeting.
4. Minutes shall be adopted by the Board at its next regular Board meeting.

SELECTED RESPONSIBILITIES

The Board shall:

1. Appoint necessary board committees (Finance, Transportation, Policy and Facilities)
2. Acquire and dispose of land and buildings.
3. Approve the Almadina Language Charter Academy school-year calendar.

4. Provide for recognition of students, staff and community.
5. Make a recommendation to the Minister of Education for the dissolution of a School Council.
6. Approve contracts and agreements as required by the Government of Alberta.
7. Approve joint-use agreements.
8. Approve locally developed courses.
9. Approve student transportation fees.
10. Approve expense reimbursement rates.
11. Approve purchases in excess of fifty thousand dollars (\$50,000) above the overall existing budget allocation.

POLICY 2 – APPENDIX A

BOARD ANNUAL WORK PLAN

SEPTEMBER

Regular Board Meeting Agenda Items

- Approve Board Annual Work Plan
- Approve Policy Review Schedule
- Approve process/timelines for the refinement of the Three Year Education Plan/Annual Education Results Report

Events/Action

- Coordinate Meetings with Municipal, Provincial and Community partners

OCTOBER

Regular Board Meeting Agenda Items

- Receive September 30 Enrolment Report
- Receive Achievement Exam Reports

Events/Action

- New Director Orientation

NOVEMBER

Regular Board Meeting Agenda Items

- Approve Annual Education Results Report/Three Year Education Plan
- Approve Transfers from Reserves
- Receive Audit Committee Report
- Approve Audited Financial Statements
- Evaluation of Superintendent

Events/Action

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DECEMBER

Regular Board Meeting Agenda Items

- Review annual School Education Plans

Events/Action

JANUARY

Regular Board Meeting Agenda Items

- Review selected annual School Education Plans

Events/Action

- Tour of Almadina Language Charter Academy Facilities

FEBRUARY

Regular Board Meeting Agenda Items

-

Events/Action

-

MARCH

Regular Board Meeting Agenda Items

- Reflection – Board Self-Evaluation

Events/Action

-

APRIL

Regular Board Meeting Agenda Items**Events/Action**

- Approve School Year Calendar and School Day
- Review Budget Assumptions and Preliminary Budget and make adjustments if required
- Review Board Committees

MAY

- | | |
|---|---|
| Regular Board Meeting Agenda Items <ul style="list-style-type: none"> • Approve Budget • Approve Transportation Fees • Receive School Budget Report • Recognize Staff Award Recipients • Approve Schedule of Meetings | Events/Action <ul style="list-style-type: none"> • Employee Recognition Evening |
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JUNE

- | | |
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| Regular Board Meeting Agenda Items <ul style="list-style-type: none"> • Review Director Remuneration • Summary of Out of School Suspensions/Trends • Summary of Professional Development Allocations | Events/Action <ul style="list-style-type: none"> • Service Awards Presentations • Conduct Organizational Meeting of the Board |
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ONGOING

- | | |
|---|---|
| Regular Board Meeting Agenda Items | Events/Action <ul style="list-style-type: none"> • Hold discipline hearings, as needed • Receive Superintendent’s Monthly Schedule • Receive Financial Update Report • Review Board Annual Work Plan • Attend school celebrations, upon request |
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POLICY 2 – APPENDIX B

ALMADINA LANGUAGE CHARTER ACADEMY BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE		
Role Expectation: Accountability for Student Learning	Evaluation Evidence	Quality Indicators
<p>The Board shall:</p> <p>1.1 Provide overall direction for the Almadina Language Charter Academy by establishing mission and vision.</p> <p>1.2 Annually approve the process and timelines for the refinement of the Three-Year Education Plan and Annual Education Results Report.</p> <p>1.3 Identify Board priorities at the outset of the annual Three-Year Education Planning and Reporting process.</p> <p>1.4 Monitor the achievement of outcomes.</p> <p>1.5 Annually evaluate the effectiveness of the Almadina Language Charter Academy in achieving established priorities and desired results.</p> <p>1.6 Annually approve the “rolling” Three-Year Education Plan/Report for submission to Alberta Education and for distribution to the public.</p>	<ul style="list-style-type: none"> • Foundational statements • Annual goals and priorities • Three-Year Education Plan • Budget Report Form • Three-Year Capital Plan • Facilities Master Plan • Annual Education Results Report • Three-Year Education Plan Reports • Superintendent’s evaluation • Relevant correspondence • Board self-evaluation questionnaire results <ul style="list-style-type: none"> ○ Board role 	<ul style="list-style-type: none"> • Foundational statements for the Almadina Language Charter Academy are established which allow it to move forward to a future that continues to enhance student learning and to achieve the Almadina Language Charter Academy’s educational goals. • Planning process and timelines allow for development with appropriate Board and stakeholder input. • The Three-Year Education Plan identifies annual educational goals and priorities which move the Almadina Language Charter Academy forward. • The allocation of resources reflects an effort to ensure student achievement. • Almadina Language Charter Academy performance and achievement is monitored, evaluated and reported on an annual basis.

ALMADINA LANGUAGE CHARTER ACADEMY BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE

Role Expectation: Accountability to Community	Evaluation Evidence	Quality Indicators
<p>The Board shall:</p> <p>2.1 Make informed decisions that consider community values and represent the interests of the entire Almadina Language Charter Academy</p> <p>2.2 Establish processes and provide opportunity for focused community input</p> <p>2.3 Promote school programs, needs and desires to the community.</p> <p>2.4 Report Almadina Language Charter Academy outcomes to the community at least annually.</p> <p>2.5 Develop appeal procedures and hold hearings as required by statute and/or Board policy.</p> <p>2.6 Model a culture of respect and integrity</p>	<ul style="list-style-type: none"> • Briefing notes and reports • Public meetings/focus groups/surveys • Accountability Pillar • Three-Year Education Plan/Report • Audited Financial Statements • Almadina Language Charter Academy publications • Appeal processes in place • Press releases • Media reports • Superintendent’s evaluation • Relevant correspondence • Board self-evaluation questionnaire results <ul style="list-style-type: none"> ○ Board role ○ Community engagement 	<ul style="list-style-type: none"> • Decisions are based on relevant data and are representative of the interests of the entire community. • Mechanisms for community input are readily available. • Processes are established to communicate Board decisions to its constituents. • Promotional materials are developed. • Information is disseminated to appropriate publics. • Appeal hearing processes are transparent and cognizant of due process. • The Board and individual Directors model a culture of respect and integrity and operate in an open, transparent fashion.

ALMADINA LANGUAGE CHARTER ACADEMY BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE

Role Expectation: Accountability to Provincial Government	Evaluation Evidence	Quality Indicators
<p>The Board shall:</p> <p>3.1 Act in accordance with all statutory requirements to implement provincial and educational standards and policies.</p> <p>3.2 Perform Board functions required by governing legislation and existing Board policy.</p>	<ul style="list-style-type: none"> • Three-Year Education Plan/Report • Budget Report Form • Audited Financial Statements • Accountability Pillar • Published academic results • Superintendent’s evaluation • Policy review • Almadina Language Charter Academy litigation status • Relevant correspondence • Board self-evaluation questionnaire results • Board role 	<ul style="list-style-type: none"> • Statutory obligations are fully met in a timely manner. • Legislated functions are performed in an exemplary fashion. • All students are provided an education program consistent with the School Act and the statutory regulations. • Board governance policies clearly specify required Board functions.

ALMADINA LANGUAGE CHARTER ACADEMY BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE

Role Expectation:	Evaluation Evidence	Quality Indicators
<p>Advocacy</p> <p>The Board shall:</p> <p>4.1 Act as an advocate for public education and the Almadina Language Charter Academy.</p> <p>4.2 Identify issues for advocacy on an ongoing basis.</p> <p>4.3 Plan for advocacy including focus, key messages, relationships and mechanisms.</p> <p>4.4 Promote regular meetings and maintain timely, frank and constructive communication with locally elected officials.</p>	<ul style="list-style-type: none"> • Board Work Plan • Advocacy issues identified • Meetings with MLAs, Ministers, municipal partners, neighbouring educational/public service authorities • Relevant correspondence • Media releases • Active participation in regional, provincial and national organizations • Board self-evaluation questionnaire results • Board role 	<ul style="list-style-type: none"> • Strategies for advocacy are developed. • The Board participates in advocacy processes at the local, provincial and national levels. • The Board conveys key messages regularly to MLAs, municipal partners and the media. • The Board conveys key messages to its MPs when appropriate.

ALMADINA LANGUAGE CHARTER ACADEMY BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE

Role Expectation: Policy	Evaluation Evidence	Quality Indicators
<p>The Board shall:</p> <p>5.1 Develop, approve and monitor the implementation of policies to guide the Almadina Language Charter Academy and the Board.</p> <p>5.2 Provide direction in those areas over which the Board wishes to retain authority</p>	<ul style="list-style-type: none"> • Policy development and review • New policies • Revised policies • Board motions summary • Superintendent’s evaluation • Board self-evaluation questionnaire results • Board role 	<ul style="list-style-type: none"> • Established policies facilitate smooth, effective provision of quality educational services for the Almadina Language Charter Academy. • Policy impact is regularly monitored to determine if policy is producing the desired results. • Board governance policies clearly specify required Board functions and implementation standards. • The Superintendent’s roles and responsibilities are clearly outlined in Board policy.

ALMADINA LANGUAGE CHARTER ACADEMY BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE

Role Expectation: Board/Superintendent Relations	Evaluation Evidence	Quality Indicators
<p>The Board shall:</p> <p>6.1 Select the Superintendent.</p> <p>6.2 Provide the Superintendent with clear corporate direction.</p> <p>6.3 Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the School Act.</p> <p>6.4 Respect the authority of the Superintendent to carry out executive action and support the Superintendent's actions which are exercised within the discretionary powers of the position.</p> <p>6.5 Demonstrate mutual respect and support, which is conveyed to the staff and the community.</p> <p>6.6 Annually evaluate the Superintendent.</p> <p>6.7 Annually review compensation of the Superintendent</p>	<ul style="list-style-type: none"> • Hiring and re-appointment process • Policy review • Board motions summary • Superintendent's evaluation • Board self-evaluation questionnaire results • Board role • Board/ Superintendent relations • Succession planning 	<ul style="list-style-type: none"> • The Board has the responsibility for Superintendent selection subject to Minister of Education's statutory authority. • Clear corporate direction is provided to the Superintendent. • The Superintendent has been provided responsibility for all executive functions together with the authority as directed by legislation and regulation. • The Superintendent is supported in actions exercised within the discretionary powers of the position. • The Chief Executive Officer role of the Superintendent is respected and conveyed to the staff and the community. • The Superintendent is evaluated annually, fairly and thoroughly in relation to specific roles and responsibilities and Board direction. • Where possible by a third party

ALMADINA LANGUAGE CHARTER ACADEMY BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE

		<p>Quality Indicators (continued)</p> <ul style="list-style-type: none">• The Superintendent's compensation package is reviewed annually with due consideration for fairness, equity and economic conditions.• Provision is made for Superintendent succession planning as required.
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ALMADINA LANGUAGE CHARTER ACADEMY BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE

Role Expectation: Board Development	Evaluation Evidence	Quality Indicators
<p>The Board shall:</p> <p>7.1 Develop a plan for Board/Director development.</p> <p>7.2 Develop an annual work plan with timelines.</p> <p>7.3 Regularly evaluate Board effectiveness.</p>	<ul style="list-style-type: none"> • Board Work Plan • Board Three-Year Education planning and reporting sessions • Board workshops • Conference/Activity Reports • Board self-evaluation questionnaire results <ul style="list-style-type: none"> ○ Board role ○ Interpersonal Working Relationships 	<ul style="list-style-type: none"> • A yearly plan for Board/Director development is established. • Individual directors participate in conferences and other activities to further Board and director effectiveness. • Planning sessions and workshops are scheduled to enhance Board effectiveness. • An annual work plan is developed. • Interactions amongst directors demonstrate respect, understanding and integrity. • A regular Board self-evaluation, which defines a positive path forward, is completed.

ALMADINA LANGUAGE CHARTER ACADEMY BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE

Role Expectation: Fiscal Accountability	Evaluation Evidence	Quality Indicators
<p>The Board shall:</p> <p>8.1 Approve budget assumptions and establish priorities at the outset of the budget process.</p> <p>8.2 Approve annual budget and allocation of resources to achieve desired results.</p> <p>8.3 Approve substantive budget adjustments when necessary.</p> <p>8.4 Monitor the fiscal management of Almadina Language Charter Academy through receipt of quarterly variance analyses and year-end projections.</p> <p>8.5 Approve the appointment of the Auditor.</p> <p>8.6 Receive Audit Report and ensure the terms of engagement are met.</p> <p>8.7 Approve annually the Three-Year Capital Plan for submission to Alberta Education.</p> <p>8.8 Set the parameters for negotiations after soliciting advice from the Superintendent and others.</p> <p>8.9 Approve compensation changes for employees/groups.</p>	<ul style="list-style-type: none"> • Quarterly Financial Reports • Semi-annual Year-End Projections • External Audit Report • Audited Financial Statements • Annual Education Results Report • Negotiations mandates • Collective agreements • Classified Handbook • Board Work Plan • Relevant correspondence • Superintendent’s evaluation • Board self-evaluation questionnaire results <ul style="list-style-type: none"> ○ Board role 	<ul style="list-style-type: none"> • Budget assumptions are clearly understood by the Board. • Needs are determined and prioritized. • The basis for resource allocations within Almadina Language Charter Academy is established by the Board. • The approved budget clearly reflects the Board’s priorities. • Capital and facility plans allow for suitable student and program accommodation. • An auditor is appointed. • Quality indicators for financial operations are established by the Board and confirmed by internal and/or external audits. • Resources are used efficiently and effectively. • Quarterly variance analyses and year-end projections are received. • Tenders are approved as required.

ALMADINA LANGUAGE CHARTER ACADEMY BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE

Role Expectation: Fiscal Accountability (Continued)		Quality Indicators (Continued)
8.10 At its discretion, ratify Memoranda of Agreement with bargaining unit(s). 8.11 Approve transfer of funds to/from reserves.		<ul style="list-style-type: none">• Successful completion and execution of collective agreement and compensation changes for employee/groups occurs.

POLICY 2 – APPENDIX C

COMMUNICATION PROTOCOLS

TEAM COMMUNICATION WITH OUR PUBLIC

1. To ensure consistency, we will agree upon and communicate “key messages” as a Board/Executive Team when responding to the public around specific topics/issues. Board chair or his designate will speak on behalf of the board
2. We will err on the side of over communicating; use good judgment; no surprises!
3. It is important that emergent issues/concerns forwarded to our offices are both acknowledged and dealt with in a timely, consistent fashion.

GENERAL GUIDELINES

1. Communication dealing with emergent issues/concerns between directors and Executive Team members are for information gathering/sharing purposes.
2. If a director(s) feels that direction needs to be given around the work of the Executive Team, the director needs to communicate directly with the Superintendent. The Superintendent will follow up with the appropriate Executive Team member.
3. Directors are to voice concerns and seek out information around emergent issues/situations specific to certain schools and staff with our Executive Team first as opposed to contacting the school’s administration.
4. Directors must stay clear of becoming involved in issues/concerns in sensitive areas that are governed by FOIP and legal requirements.

DIRECTOR – DIRECTOR

1. A director will communicate with the appropriate director of a particular Ward should an emergent issue/concern be brought up with a director outside of one’s Ward.
2. The director will also ensure that the Superintendent and if applicable, the Board is made aware of the situation.
3. The Superintendent will communicate directly with the appropriate Executive Team member with lead responsibility in the area in question for either information and/or follow-up.

EXECUTIVE TEAM – DIRECTORS

1. The Executive Team member with lead responsibility in the area in question will communicate emergent issues/concerns directly with the Superintendent.
2. The Superintendent and/or Executive Team member will communicate with the director of the affected Ward.

3. Should the issue/concern be something that has the potential to impact or spill into other Wards, then the information will also be shared with all of the directors by the Superintendent or Executive Team member with lead responsibility. This information will be shared either by phone or email, depending on the confidential nature of the message.

DIRECTOR – EXECUTIVE TEAM

1. Directors will communicate with the Superintendent and/or the appropriate Executive Team member who has lead responsibility in the area in question.
2. The Executive Team member will ensure that the Superintendent is aware of the situation.
3. The Executive Team member with lead responsibility in the area in question will follow up on the concern and report back to both the director and the Superintendent as to the outcome.

RESPONDING TO EMAILS FROM PARENTS SENT TO DIRECTORS AND/OR THE EXECUTIVE TEAM

1. If the Executive Team has not been copied on the email:
 - a) The director(s) will communicate the issue to the Superintendent and/or the Executive Team member who has the lead responsibility in the area in question for follow up.
 - b) The Executive Team member will respond informing all in the email that s/he will be following up on the concern.
2. If the Executive Team has been copied on the email (as well as the directors):
 - a) The Executive Team member with lead responsibility will respond to all in the email indicating that s/he will follow up on the concern.
3. In both situations, the Executive Team member with lead responsibility in the area in question will follow up on the concern and report back to both the director(s) and the Superintendent as to the outcome.
4. If the parent continues to communicate directly with the directors, the director will respond to the parent that s/he has forwarded the concern/issue to the Superintendent and/or appropriate Executive Team member and that the parent needs to communicate directly with this person.
5. The director is then to follow up with the Superintendent and/or Executive Team member to find out where s/he is at in the response to the emergent issue/concern.

POLICY 2 – APPENDIX D

BOARD SELF-EVALUATION

COMMUNITY ENGAGEMENT QUESTIONNAIRE

1. What community engagement initiatives has the Board undertaken during this past year?

2. What have been the results of the community engagement initiatives?

3. What other methods does the Board use to gather input?

4. What methods does the Board use to communicate to its constituents?

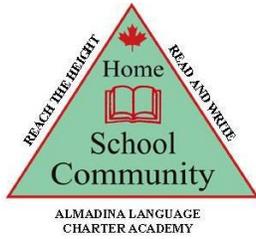
Legal Reference: Sections 39, 56, 60, 78 and 147 *School Act*

Cross Reference:

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Date of Revision: November 8, 2014

Due for Review:



Almadina Language Charter Academy Policy Manual

Policy # 3 Role of the Director

The role of the director is to contribute to the Board as it carries out its mandate in order to achieve its mission.

The Board of Directors is a corporation. The decisions of the Board in a properly constituted meeting are those of the corporation. Individual directors exercise an effective decision making role in the context of corporate action. A director who is given authority by Board motion to act on behalf of the Board may carry out duties individually but only as an agent of the Board. In such cases, the actions of the director are those of the Board, which is then responsible for them. A director acting individually has only the authority and status of any other citizen of the Almadina Language Learning Academy. Individual directors do not have the authority to direct the Almadina Language Learning Academy's administration and staff.

SPECIFIC RESPONSIBILITIES OF INDIVIDUAL DIRECTORS

1. Become familiar with Almadina Language Learning Academy policies and procedures, meeting agendas and reports in order to participate in Board business.
2. Provide for the engagement of parents, students, staff and various communities.
3. Respectfully bring forward and advocate for local issues and concerns.
4. Refer matters not covered by Board policy, but requiring a corporate decision to the Board for discussion.
5. Refer administrative matters to the Superintendent.
6. The director, upon receiving a complaint or an inquiry from a parent, staff member or community member about operations, will refer the parent, staff member or community member back to the teacher or Principal, and will inform the Superintendent or designate of this action.
7. Keep the Superintendent and the Board informed in a timely manner of all matters coming to his/her attention that might affect the Almadina Language Learning Academy. Human Resource matters are to be brought to the attention of the Superintendent only.

8. Attend Board meetings, and committee meetings as assigned, prepared to participate in, and contribute to, the decisions of the Board in order to provide the best solutions possible for education within the Almadina Language Learning Academy.
9. Recognize his/her Almadina Language Learning Academy fiduciary responsibility and act in the best interests of the Almadina Language Learning Academy understanding that Almadina Language Learning Academy needs are paramount.
 - a) Vote on every Board motion, unless there is a conflict of interest.
 - b) Support a majority vote of the Board as if the vote had been unanimous.
10. When delegated responsibility, will exercise such authority within the defined terms of reference in a responsible and effective way.
11. Participate in Board/director development sessions so the quality of leadership and service in the Almadina Language Learning Academy can be enhanced.
12. Be cognizant of provincial, national and international educational issues and trends.
13. Share the materials and ideas gained with fellow directors at a Board meeting following a director development activity.
14. Strive to develop a positive and respectful learning and working culture both within the Board and the Almadina Language Learning Academy.
15. Liaise with School Council as assigned and attend meetings, when possible.
16. Attend when possible:
 - a) Provincial Association functions.
 - b) Almadina Language Learning Academy functions/events.
 - c) Extra-curricular school activities
17. Attend when designated by the Board or formally invited by the Principal as Board representative:
 - a) Staff social functions.
18. Participate in community initiatives/activities as a member of the community when possible.
19. Become familiar with, and adhere to, the Director Code of Conduct.
20. Report any violation of the Director Code of Conduct to the Board Chair, or where applicable, to the Vice-Chair.

ORIENTATION

As a result of elections, the Board may experience changes in directorship. To ensure continuity and facilitate smooth transition from one Board to the next following an election, directors must be adequately briefed concerning existing Board policy and practice, statutory requirements, initiatives and long-range plans. The Board believes an orientation program is necessary for effective directorship. All directors are expected to attend all aspects of the orientation program.

1. In the year of an election, the Almadina Language Charter Academy will host a preliminary orientation session for all elected candidates prior to the Organizational Meeting which will include a review of and an expression of interest in Board assignments and committees.
2. The Almadina Language Charter Academy will offer an orientation program for all directors that provides information on:
 - a) Role of the director and the Board;
 - b) Board policy, agendas and minutes;
 - c) Organizational structures and procedures of the Almadina Language Charter Academy;
 - d) Existing Almadina Language Charter Academy initiatives, annual reports, budgets, financial statements and long-range plans;
 - e) Almadina Language Charter Academy programs and services;
 - f) Board's function as an appeal body; and
 - g) Statutory and regulatory requirements, including responsibilities with regard to conflict of interest;
 - h) Director remuneration and expenses.
3. The orientation program may also include:
 - a) A tour of the office and the opportunity to meet Almadina Language Charter Academy Office staff.
 - b) A tour of the schools and the opportunity to meet principals and staff.
4. The Board Chair and Superintendent are responsible for ensuring the development and implementation of the Almadina Language Charter Academy's orientation program for directors. The Superintendent shall provide each director with access to the references listed in Policy 3 Appendix at the Organizational Meeting following a general election or at the first regular meeting of the Board following a by-election.
5. The Almadina Language Charter Academy will provide support within the Board governance budget for directors attending provincial association sponsored orientation seminars.
6. Incumbent directors are encouraged to help newly elected directors become informed about history, functions, policies, procedures and issues.

7. Required of each director must have initial and ongoing recognized governance board training

Policy 3 – **Appendix A**

SERVICES, MATERIALS AND EQUIPMENT PROVIDED TO DIRECTORS

Directors shall be provided with the following services, materials and equipment from within the Board governance budget while in office:

1. Access to Reference Materials
 - a) The School Act, the Regulations and related documents
 - b) Board Policy Handbook and Administrative Procedures Manual
 - c) Current Almadina Language Charter Academy documents
 - d) Budget
 - e) Capital Plan
 - f) Three-Year Education Plan/Report
 - g) Collective Agreements
 - h) Audited Financial Statements
 - i) School year and meeting calendars
 - j) The Association of Alberta Public Charter Schools (TAAPCS) information
2. Communications/Public Relations
 - a) Notification of significant media events
 - b) Name tags and business cards
 - c) Key messages as required
 - d) Individual and Board photographs
3. Administrative/Secretarial Services through the Superintendent
 - a) Conference registration, travel and accommodation arrangements
 - b) E-mail address
 - c) Coordination of events sponsored by the Board
4. Equipment
 - a) A laptop with appropriate maintenance, accessories and software may be provided

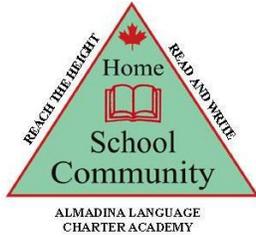
Legal Reference: Sections 60, 80, 81, 82 except Subsection (1) (a) and (2), 83, 84, 85 and 86 except clauses (b) and (c) *School Act*

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Almadina Language Charter Academy Policy Manual

POLICY #4 DIRECTOR CODE OF CONDUCT

The Board commits itself and its members to conduct which meets the highest ethical standards. It is expected that all personal interactions and relationships will be characterized by mutual respect, which acknowledges the dignity and affirms the worth of each person.

1. Directors shall carry out their responsibilities as detailed in Policy 3 – Role of the Director with reasonable diligence.
2. Directors shall endeavour to work with fellow Board members in a spirit of harmony and cooperation in spite of differences of opinion that may arise during debate.
3. Directors shall reflect the Board’s policies and resolutions when communicating with the public.
4. Directors shall respect issues of a sensitive or confidential nature.
5. Directors must represent the best interests of the entire Almadina Language Charter Academy.
6. Fiduciary responsibility supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other Boards or staffs, or acting as an individual consumer of the Almadina Language Charter Academy’s services.
7. Directors shall represent the Board responsibly in all Board-related matters with proper decorum and respect for others.
8. Board members may not attempt to exercise individual authority over the organization except as explicitly set forth in board policies.
 - a) Members’ interaction with the superintendent or with employees must recognize the lack of authority vested in individuals except when explicitly Board-authorized.
 - b) Members’ interaction with public, press or other entities must recognize the same limitations and the inability of any board member to speak for the board, unless designated by the board.
 - c) Members will make no judgments of the superintendent’s or employee’s performance except as that performance is assessed against explicit board policies by the official process.

9. Directors shall disclose the nature of any pecuniary interest, and abstain and absent themselves from discussion or voting on the matter in question.
10. All board members family members cannot be employed at Almadina.
11. Directors shall not use their influence to obtain employment within the Almadina Language Charter Academy for family members or friends.
12. Consequences for the failure of individual directors to adhere to the Director Code of Conduct are specified in Policy 4 Appendix – Director Code of Conduct Sanctions.

Legal Reference: Section 60, 80, 81, 82 except Subsection (1) (a) and (2), 83, 84 School Act

DIRECTOR CODE OF CONDUCT SANCTIONS

1. Directors shall conduct themselves in an ethical and prudent manner in compliance with the Director Code of Conduct, Policy 4. The failure by directors to conduct themselves in compliance with this policy may result in the Board instituting sanctions.
2. A director who believes that a fellow director has violated the Code of Conduct may seek resolution of the matter through appropriate conciliatory measures prior to commencing an official complaint under the Code of Conduct.
3. A director who wishes to commence an official complaint, under the Code of Conduct shall file a letter of complaint with the Board Chair within thirty (30) days of the alleged event occurring and indicate the nature of the complaint and the section or sections of the Code of Conduct that are alleged to have been violated by the director. The director who is alleged to have violated the Code of Conduct and all other directors shall be forwarded a copy of the letter of complaint by the Board Chair, or where otherwise applicable in what follows, by the Vice-Chair, within five (5) days of receipt by the Board Chair of the letter of complaint. If the complaint is with respect to the conduct of the Board Chair, the letter of complaint shall be filed with the Vice-Chair.
4. When a director files a letter of complaint, a copy of that letter of complaint is forwarded to all directors; the filing, notification, content and nature of the complaint shall be deemed to be strictly confidential, the public disclosure of which shall be deemed to be a violation of the Code of Conduct. Public disclosure of the complaint and any resulting decision taken by the Board may be disclosed by the Board Chair only at the direction of the Board, following the disposition of the complaint by the Board at a Code of Conduct hearing.
5. To ensure that the complaint has merit to be considered and reviewed, at least one (1) other director must provide to the Board Chair within three (3) days of the notice in writing of the complaint being forwarded to all directors, a letter indicating support for having the complaint heard at a Code of Conduct hearing. Any director who forwards such a letter of support shall not be disqualified from attending at and deliberating upon, the complaint at a Code of Conduct hearing convened to hear the matter, solely for having issued such a letter.
6. Where no letter supporting a hearing is received by the Board Chair in the three (3) day period referred to in section 5 above, the complaint shall not be heard. The Board Chair shall notify all other directors in writing that no further action of the Board shall occur.
7. Where a letter supporting a hearing is received by the Board Chair in the three (3) day period referred to in section 5 above, the Board Chair shall convene, as soon as is

reasonable, a special meeting of the Board to allow the complaining director to present his/her views of the alleged violation of the Code of Conduct.

8. At the special meeting of the Board, the Board Chair shall indicate, at the commencement of the meeting, the nature of the business to be transacted and that the complaint shall be heard in an in-camera session of the special meeting. Without limiting what appears below, the Board Chair shall ensure fairness in dealing with the complaint by adhering to the following procedures:
 - a) The Code of Conduct complaint shall be conducted at an in-camera session, Code of Conduct hearing, of a special Board meeting convened for that purpose. All preliminary matters, including whether one (1) or more directors may have a conflict of interest in hearing the presentations regarding the complaint, shall be dealt with prior to the presentation of the complaint on behalf of the complaining director.
 - b) The sequence of the Code of Conduct hearing shall be:
 - i) The complaining director shall provide a presentation which may be written or oral or both;
 - ii) The respondent director shall provide a presentation which may be written or oral or both;
 - iii) The complaining director shall then be given an opportunity to reply to the respondent director's presentation;
 - iv) The respondent director shall then be provided a further opportunity to respond to the complaining director's presentation and subsequent remarks;
 - v) The remaining directors of the Board shall be given the opportunity to ask questions of both parties;
 - vi) The complaining director shall be given the opportunity to make final comments; and
 - vii) The respondent director shall be given the opportunity to make final comments.
 - c) Following the presentation of the respective positions of the parties, the parties and all persons other than the remaining directors who do not have a conflict of interest shall be required to leave the room, and the remaining directors shall deliberate in private, without assistance from administration. The Board may, however, in its discretion, call upon legal advisors to assist them on points of law or the drafting of a possible resolution.
 - d) If the remaining directors in deliberation require further information or clarification, the parties shall be reconvened and the requests made in the presence of both parties. If the information is not readily available, the presiding Chair may request a recess or, if necessary, an adjournment of the Code of Conduct hearing to a later date.
 - e) In the case of an adjournment, no discussion by directors whatsoever of the matters heard at the Code of Conduct hearing may take place until the meeting is reconvened.

- f) The remaining directors in deliberation may draft a resolution indicating what action, if any, may be taken regarding the respondent director.
 - g) The presiding Chair shall reconvene the parties to the Code of Conduct hearing and request a motion to revert to the open meeting in order to pass the resolution.
 - h) All documentation that is related to the Code of Conduct hearing shall be returned to the Superintendent or designate immediately upon conclusion of the Code of Conduct hearing and shall be retained in accordance with legal requirements.
 - i) The presiding Chair shall declare the special Board meeting adjourned.
9. A violation of the Code of Conduct may result in the Board instituting, without limiting what follows, any or all of the following sanctions:
- a) Having the Board Chair write a letter of censure marked “personal and confidential” to the offending director, on the approval of a majority of those directors present and allowed to vote at the special meeting of the Board
 - b) Having a motion of censure passed by a majority of those directors present and allowed to vote at the special meeting of the Board;
 - c) Having a motion to remove the offending director from one (1), some or all Board committees or other appointments of the Board passed by a majority of those directors present and allowed to vote at the special meeting of the Board.
10. The Board may, in its discretion, make public its findings at the special meeting or at a regular meeting of the Board where the Board has not upheld the complaint alleging a violation of the Board’s Code of Conduct or where there has been a withdrawal of the complaint or under any other circumstances that the Board deems reasonable and appropriate to indicate publicly its disposition of the complaint.

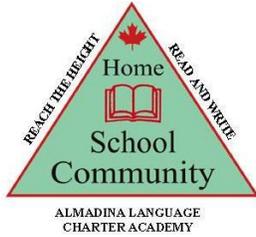
Legal Reference: Sections 60, 80, 81, 82 except Subsections (1) (a) and (2), 83 and 84 *School Act*

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Almadina Language Charter Academy Policy Manual

POLICY #5 ROLE OF THE BOARD CHAIR

The Board believes that its ability to discharge its obligation is enhanced when leadership and guidance is forthcoming from its membership.

The Board, at the annual Organizational Meeting and thereafter at any time as determined by the Board, shall elect one (1) of its members to serve as Board Chair, to hold office at the pleasure of the Board. The Board entrusts to its Board Chair primary responsibility for providing leadership and guidance.

The Board delegates to the Board Chair the following powers and duties:

1. Act as the official spokesperson for the Board, except for those instances where the Board has delegated this role to another individual or group and for Almadina Language Charter Academy when there are potential political implications.
2. Preside over all Board meetings and ensure that such meetings are conducted in accordance with the School Act and the policies and procedures as established by the Board.
3. Prior to each Board meeting, confer with the Vice-Chair, the Superintendent and/or designate on the items to be included on the agenda, the order of these items and become thoroughly familiar with them.
4. Be familiar with basic meeting procedures.
5. Perform the following duties during Board meetings:
 - a) Maintain the order and proper conduct and decorum of the meeting so that motions may be formally debated.
 - b) Ensure that all issues before the Board are well-stated and clearly expressed.
 - c) Display firmness, courtesy, tact, impartiality and willingness to give everyone an opportunity to speak on the subject under consideration.
 - d) Ensure that debate is relevant. The Board Chair, in keeping with his/her responsibility to ensure that debate must be relevant to the question, shall, when s/he is of the opinion that the discussion is not relevant to the question, remind members that they must speak to the question.

- e) Decide questions of order and procedure, subject to an appeal to the rest of the Board. The Board Chair may speak to points of order in preference to other members, and shall decide questions of order, subject to an appeal to the Board by any member duly moved.
 - f) Submit motions or other proposals to the final decision of the meeting by a formal show of hands.
 - g) Ensure that each director present votes on all issues before the Board. When appropriate advise directors of a possibility of a conflict of interest.
 - h) Extend hospitality to directors, officials of the Board, the press and members of the public.
6. Keep informed of significant developments within Almadina Language Charter Academy.
 7. Assist with the Board's orientation program for directors.
 8. Keep the Superintendent and the Board informed in a timely manner of all matters coming to his/her attention that might affect Almadina Language Charter Academy.
 9. Be in regular contact with the Superintendent to maintain a working knowledge of current issues and events.
 10. Convey directly to the Superintendent such concerns as are related to him/her by directors, parents or students that may affect the administration of Almadina Language Charter Academy.
 11. Provide counsel to the Superintendent.
 12. Review and approve the Superintendent's vacation entitlement and expenditure claims.
 13. The Board Chair has no authority or responsibility to evaluate or direct the superintendent or staff.
 14. Review and approve director expenditure claims, in accordance with Board policy.
 15. Bring to the Board all matters requiring a corporate decision of the Board.
 16. Act as ex-officio member of all Board committees, with the exception of the Student Expulsion Committee.
 17. Act as a signing authority for Board minutes.
 18. Act as a signing authority for Almadina Language Charter Academy as follows:
 - a) As required by the Government of Alberta.
 - b) Changes to Utility Purchasing Consortia agreements.

- c) As required by financial institutions.
- 19. Represent the Board, or arrange alternative representation, at official meetings or other public functions.
- 20. Address inappropriate behaviour on the part of a director.
- 21. Ensure the Board engages in regular assessments of its effectiveness as a Board.

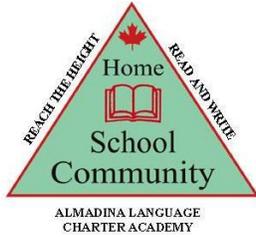
Legal Reference: Section 60 *School Act*

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Almadina Language Charter Academy Policy Manual

POLICY # 6 ROLE OF THE VICE CHAIR

The Vice-Chair shall be elected by the Board at its annual Organizational Meeting, and thereafter at any time determined by the Board, to hold office during the pleasure of the Board.

SPECIFIC RESPONSIBILITIES

1. The Vice-Chair shall act on behalf of the Board Chair, in the latter's inability to act or absence and shall have all the duties and responsibilities of the Board Chair.
2. The Vice-Chair shall assist the Board Chair in ensuring that the Board operates in accordance with its own policies and procedures and in providing leadership and guidance to the Board.
3. Prior to each Board meeting, the Vice-Chair shall confer with the Board Chair and the Superintendent and/or designate on items to be included on the agenda, the order of these items and become thoroughly familiar with them.
4. The Vice-Chair shall review and approve the Board Chair's expenditure claims, in accordance with Board policy.
5. The Vice-Chair may be assigned other duties and responsibilities by the Board Chair.

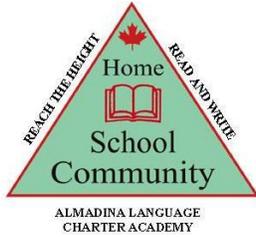
Legal Reference: Section 60 *School Act*

Cross Reference: Policy 5 Role of the Board Chair

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Almadina Language Charter Academy Policy Manual

POLICY #7 **BOARD OPERATIONS**

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

The Board's fundamental obligation is to preserve, if not enhance, the public trust in education, generally, and in the affairs of its operations in particular. Consistent with its objective to encourage the general public to contribute to the educational process, Board meetings will be open to the public. Towards this end, the Board believes its affairs must be conducted in public to the greatest extent possible.

There are times when public interest is best served by private discussion of specific issues in "in-camera" sessions. The Board believes it is necessary to protect individual privacy and the Board's own position in negotiating either collective agreements or contracts and therefore expects to go in-camera for issues dealing with individual students, individual employees, land, labour, litigation or negotiation.

Having members of the public make presentations at Board meetings can enhance public interest.

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

ORGANIZATIONAL MEETING

1. An Organizational Meeting of the Board shall be held annually, and no later than four (4) weeks following Election Day, when there has been a general election. An Organizational Meeting will be held in December in a non election year. The first official meeting of the Board following a general election shall be an Organizational Meeting.

2. The Superintendent or designate will give notice of the Organizational Meeting to each director as if it were a special meeting. The Superintendent or designate shall call the meeting to order and act as Chair of the meeting for the purpose of the election of the Board Chair.
3. Each director will take the oath of office immediately following the call to order of the Organizational Meeting after a general election. Special provisions will be made for a director taking office following a by-election.
4. Upon election as Chair, the Board Chair shall take the oath of office or make an affirmation and preside over the remainder of the Organizational Meeting. The Board Chair shall normally be elected for a period of one (1) year.
5. The organizational meeting shall, in addition:
 - a) Elect a Vice-Chair;
 - b) Create such standing or ad hoc committees of the Board as deemed appropriate; and appoint members;
 - c) Appoint Board representation on the various Boards or committees of organizations or agencies where the Board has regular representation, as appropriate;
 - d) Review director conflict of interest stipulations and determine any disclosure of information requirements; and
 - e) Address other organizational items as required.

REGULAR MEETINGS

Regular Board meeting dates and times shall be as established in May of each year.

1. All meetings will ordinarily be held in the Almadina Language Charter Academy Office.
2. Notwithstanding the schedule established in May, the Board may, by resolution, alter the schedule in such manner as it deems appropriate.
3. All directors shall notify the Board Chair if they are unable to attend a Board meeting.
4. All directors who are absent from three (3) consecutive regular meetings shall:
 - a) Obtain authorization by resolution of the Board to do so; or
 - b) Provide to the Board Chair evidence of illness in the form of a medical certificate respecting the period of absence.
 - c) Failure to attend may result in disqualification.
5. If both the Board Chair or Vice-Chair through illness or other cause are unable to perform the duties of the office or are absent, the Board shall appoint from among its members an acting Board Chair, who on being so appointed has all the powers and shall perform all the duties of the Board Chair during the Board Chair's and Vice-Chair's inability to act or absence.

6. Regular meetings of the Board will not be held without the Superintendent and/or designate(s) in attendance, unless the Superintendent's contract is being discussed.

SPECIAL MEETINGS

1. Occasionally, unanticipated or emergent issues require immediate Board attention and/or action.
2. Special meetings of the Board will only be called when the Board Chair, the majority of directors, or the Minister is of the opinion that an issue must be dealt with before the next regular Board meeting.
3. A written notice of the special meeting, including date, time, place and nature of business shall be issued to all Board members in writing or in person at least two (2) days prior to the date of the meeting unless every member agrees to waive the requirements for notice.
4. The nature of the business to be transacted must be clearly specified in the notice of the meeting. Unless all directors are present at the special meeting, no other business may be transacted. Items can be added to the agenda only by the unanimous consent of the entire Board.
5. Special meetings of the Board shall be open to the public recognizing that specific agenda matters may be held in-camera.
6. Special meetings of the Board will not be held without the Superintendent and/or designate(s) in attendance, unless the Superintendent's contract is being discussed.

MEETINGS BY ELECTRONIC MEANS

Meetings by electronic means may be convened in the event of extenuating circumstances. Participation from outside the boundaries of the Almadina Language Charter Academy for more than one (1) meeting is at the discretion of the Board by resolution.

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

2. At least one (1) of the following must be present at Almadina Language Charter Academy Office during the meeting:
 - a) A member of the Board.
 - b) The Superintendent or designate.
3. Reasonable steps must be taken to notify the public of locations from which members of the public may participate.
4. A director may participate from a location to which the public does not have access.
5. A director must ensure the means and location used to participate in the meeting will allow moving in-camera, and will meet all requirements of an in-camera session.

IN-CAMERA SESSIONS

The School Act uses the term “private” for non-public meetings. Robert’s Rules of Order uses the term “executive session” for the same distinction. The term “in-camera” is most commonly used and is synonymous with the other two terms.

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

1. The Board may, by resolution, schedule an in-camera meeting at a time or place agreeable to the Board or recess a meeting in progress for the purpose of meeting in-camera. Such resolutions shall be recorded in the minutes of the Board and shall specify those individuals eligible to attend in addition to directors and the Superintendent.
2. The Board may convene in-camera only to discuss matters of a sensitive nature, including:
 - a) Human Resources
 - i) Individual students;
 - ii) Individual employees;
 - b) Matters relating to negotiations;
 - c) Acquisition/disposal of real property;
 - d) Litigation brought by or against the Board;
 - e) Other topics that a majority of the directors present feel should be held in private, in the public interest.
3. Such sessions shall be closed to the public and press. The Board shall only discuss the matter(s) that gave rise to the in-camera meeting. Board members and other persons attending the session shall maintain confidentiality and shall not disclose the details of the discussion at such sessions.

4. The Board shall, during the in-camera session, adopt only such resolution as is required to re-convene the Board in an open, public meeting.

AGENDA FOR REGULAR MEETINGS

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

1. The order of business at a regular meeting shall generally be as follows:
 - a) Call to Order & Welcome to Guests
 - b) Approval of Agenda
 - c) Approval of Minutes
 - d) Delegations/Presentations / committee reports
 - e) Superintendents Report
 - f) Information for Discussion
 - g) In-Camera Session (if necessary)
 - h) Action Items
 - i) Non -Discussion Items (includes Principal reports)
 - j) Chair's Remarks/Board Correspondence
 - k) Adjournment
2. Items scheduled for a specific time shall be clearly identified on the agenda.
3. The agenda will be supported by copies of letters, reports, contracts and other materials as are pertinent to the business that will come before the Board and will be of value to the Board in the performance of its duties. Each action item will include a clear recommendation.
4. Items may be placed on the agenda in one (1) of the following ways:
 - a) By notifying the Superintendent at least eight (8) calendar days prior to the Board meeting.
 - b) By notice of motion at the previous meeting of the Board.
 - c) As a request from a committee of the Board.
 - d) Additions to any agenda must be six business days prior to the board meeting
5. The agenda package, containing the agenda and supporting information, will be provided to each director three (3) calendar days prior to the Board meeting. Subsequently, information may be provided at the meeting; and further, the Superintendent shall advise the Board Chair regarding the emergent nature of such information.

6. The Board will follow the order of business set by the agenda. During the course of the Board meeting, the majority of directors present may amend the agenda and place items before the Board for discussion. The Board may take action on such items.
7. The list of agenda items shall be posted on the Almadina Language Charter Academy website and be available in the Almadina Language Charter Academy Office. Any elector may inspect the agenda and request a copy.

MINUTES FOR REGULAR OR SPECIAL MEETINGS

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

1. The minutes shall record:
 - a) Date, time and place of meeting;
 - b) Type of meeting;
 - c) Name of presiding officer;
 - d) Names of those directors and senior administration in attendance;
 - e) Approval of preceding minutes;
 - f) All resolutions, including the Board's disposition of the same, placed before the Board, are to be entered in full;
 - g) Names of persons making the motions;
 - h) Points of order and appeals;
 - i) Appointments;
 - j) Receipt of reports of committees;
 - k) Recording of the vote on all motions;
 - l) Director declaration of vote pursuant to the School Act;
 - m) Departure and re-entry times of directors (when absent for a vote on a motion); and
 - n) The time of adjournment.
2. The minutes shall:
 - a) Be prepared as directed by the Superintendent or designate;
 - b) Be reviewed by the Superintendent or designate prior to submission to the Board;
 - c) Be considered an unofficial record of proceedings until such time as adopted by a resolution of the Board; and
 - d) Upon adoption by the Board, be deemed to be the official and sole record of the Board's business.
3. The Superintendent or designate shall ensure, upon acceptance by the Board, that appropriate signatures are affixed to the last page of the minutes.
4. The Superintendent or designate will establish and maintain a file of all Board minutes.
5. As part of its ongoing effort to keep staff and the public fully informed concerning its affairs and actions, the Board expects the Superintendent to institute and maintain effective and

appropriate procedures for the prompt dissemination of information about decisions made at all Board meetings.

6. The approved minutes of a regular or special meeting shall be posted to the website as soon as possible following approval. The Superintendent or designate is responsible to distribute and post the approved minutes.

MOTIONS

Motions do not require a seconder.

NOTICE OF MOTION

The notice of motion serves the purpose of officially putting an item on the agenda of the next or future regular meeting and gives notice to all directors of the item to be discussed. A notice of motion is not debatable and may not be voted on.

DISCUSSION ON MOTIONS

The custom of addressing comments to the Board Chair is to be followed by all persons in attendance.

A Board motion or a recommendation from administration must generally be placed before the Board prior to any discussion taking place on an issue. Once a motion is before the Board and until it is passed or defeated, all speakers shall confine their remarks to the motion or to the information pertinent to the motion. Motions may be submitted by any director, including the Board Chair.

SPEAKING TO THE MOTION

The mover of a motion speaks first and every director shall have an opportunity to speak to the motion.

The Board Chair will normally speak just prior to the last speaker who will be the mover of the motion.

The mover of the motion is permitted to close debate on the motion.

As a general guide, a director is not to speak longer than five (5) minutes on any motion. The Board Chair has the responsibility to limit the discussion by a director when such a discussion is repetitive or digresses from the topic at hand, or where discussion takes place prior to the acceptance of a motion.

No one shall interrupt a speaker, unless it is to ask for important clarification of the speaker's remarks, and any such interruption shall not be permitted without permission of the Board Chair.

When a director arrives at the meeting after a motion has been made and prior to taking a vote, the director may request further discussion prior to the vote. The Board Chair shall rule on further discussion.

READING OF THE MOTION

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

REQUIRED VOTES

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

DEBATE

In all debate, any matter of procedure in dispute shall be settled, if possible, by reference to Robert's Rules of Order. If this reference is inadequate, procedure may be determined by motion supported by the majority of directors in attendance.

DELEGATIONS AT BOARD MEETINGS

The Board provides opportunity for members of the general public to make presentations to the Board.

1. Individuals or group requests to make presentations to the Board must be submitted in writing to the Superintendent or designate, no less than ten (10) calendar days prior to the scheduled Board meeting at which the individual or group wishes to present.
2. The Superintendent and the chair shall determine if the presentation to the Board shall proceed and, if so, at what Board meeting, at what time, and whether the presentation will be heard in closed session or in public.
3. In emergent situations where the regular procedure cannot be followed, the delegation, Superintendent or designate shall justify the emergency, then outline the subject and background prior to the delegation appearing before the Board.
4. The delegation may make a presentation in writing and/or orally.
 - a) The presentation shall be supported by a background/ briefing document and a recommendation for action. The background/ briefing document must be received by the Superintendent or designate at the same time as the "request to present to the

Board” is filed a minimum of ten (10) days prior to the scheduled meeting at which the individual or group wishes to present.

5. Relevant background information to the delegation's presentation shall be prepared by the Superintendent and is to accompany the agenda.
6. The spokesperson for the delegation shall be identified by the individual or group requesting to make a presentation to the Board.
7. The spokesperson shall be notified of the time and date when the presentation will be made.
8. The Board will ask questions of the delegation only for clarification purposes.
9. Where a delegation requests action from the Board, the response will be provided at a future meeting unless the Board, by resolution, agrees to respond immediately.
10. The spokesperson shall be advised of the date of the meeting at which the Board's response is to be determined.
11. The Board Chair shall communicate the decision of the Board, in writing, to the spokesperson. If the decision may be appealed under the School Act, the Board Chair shall advise the spokesperson of his/her right to the next avenue of appeal.

AUDIO/VIDEO RECORDING DEVICES

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

DIRECTOR COMPENSATION AND EXPENSES

The Board recognizes that its members are required to attend a variety of meetings, as representatives of the Board. The Board also believes that there is a need for continuing in-service education and training for its members. The Board encourages the participation of all members at appropriate conferences, workshops, conventions and courses.

Directorship carries with it a liability and accountability to both the Minister of Education and the Society members.

Time spent in carrying out Charter Board business shall be recognized for:

- Time spent attending at Charter Board Director business; Directors will receive honoraria based on remuneration outlined in Appendix A.
- Expenses specific to attendance at Conferences, Conventions and Workshops (of the director's choice).

Expenses are defined as the following costs and allowances incurred by an individual, in the course of Board or school business, for which reimbursement has been provided by the Almadina School Society:

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

DIRECTOR CONFLICT OF INTEREST

The director is directly responsible to the electorate of the Almadina Language Charter Academy and to the Board.

Upon election to office and annually thereafter, the director must complete a disclosure of personal interest statement and accept a position of public trust. The director is expected to act in a manner which will enhance the trust accorded the director, and through the director, the trust accorded to the Board.

The Board is of the firm conviction that its ability to discharge its obligations is dependent upon the trust and confidence of the electorate in its Board and in its director members. Therefore, the Board believes in the requirement to declare conflict of interest.

1. The director is expected to be conversant with the relevant sections of the School Act.
2. The director is responsible for declaring him/herself to be in possible conflict of interest.
 - a) The director shall make such declaration in open meeting prior to Board or committee discussion of the subject matter which may place the director in conflict of interest.
 - b) Following the declaration of conflict of interest by a director, all debate and action shall cease until the director has left the room.
3. It shall be the responsibility of the director in conflict to absent him/herself from the meeting in accordance with the requirements of the School Act and ensure that his/her declaration and absence is properly recorded within the minutes.
4. The recording secretary will record in the minutes:
 - a) The director's declaration;
 - b) The director's abstention from the debate and the vote; and
5. That the director left the room in which the meeting was held.

BOARD SELF-EVALUATION

The Board self-evaluation process shall be undertaken at least once per term to reinforce alignment of purpose.

MONITORING SUPERINTENDENT

Monitoring superintendent performance is synonymous with monitoring organizational performance against board policies on *Ends* and on *Executive Limitations*. The purpose of monitoring is simply to determine the degree to which board policies are being fulfilled.

1. A given policy may be monitored in one or more of three ways.
 - a) Executive report: Disclosure of compliance information as a result of planning and reporting will be presented to the board by the superintendent.
 - b) External report: Discovery of compliance information by an external resource who is selected by and reports directly to the board. Such reports must assess executive performance only against policies of the board, not those of an external party unless the board has previously indicated that party's opinion to be the standard.
 - c) Direct board inspection: Discovery of compliance information by the board as a whole. This is an inspection directed by the board of documents, activities or circumstances, which allows a reasonable test of policy compliance.
2. Upon the choice of the board, any policy can be monitored by any method at anytime. For regular monitoring, however, each *Ends* and *Executive Limitations* policy will be classified by the board according to frequency and method: for example, by quarterly internal reports, by annual external reports, and by semi-annual direct inspection. (See GP #6, Annual Board Planning and Monitoring Cycle)
3. Each year, no later than June 30, the board will conduct a formal evaluation of the superintendent.

POLICY 7 – APPENDIX A DIRECTOR HONORARIUM AND EXPENSES

Effective November 2014

Per Diem honorarium (remuneration)(11)*	\$125 (up to 6 hours)
	\$250 (6 hours or more)

1. Payment of honorarium will be made in December and at the school financial year end to all directors.
2. For the purpose of the Income Tax Act, honorariums paid to Directors will be included in the computation of Director's taxable income.

EXPENSE GUIDELINES

1. Application and Scope:

a. Requirements to disclose expense reports apply to the following individuals and those incurring expenses on these individuals' behalf:

- i. Elected officials (i.e. Directors)
- ii. Senior Management (i.e. Superintendent of Schools, Secretary Treasurer)

2. Expense Reporting Requirements:

a. Expense reports shall be posted on the school website no later than sixty (60) days after the reimbursement or payment of the expense has been processed.

b. Posted expense reports shall, at a minimum, include the following information:

- i. Name and position of individual who incurred the expense.
- ii. Date of transaction.
- iii. Amount of each expense.
- iv. Expense category (i.e. travel, including transportation, accommodation, meals, and incidentals; working sessions; hospitality).
- v. Description and rationale for each expense.

c. A detailed receipt for each reimbursable expense shall be provided by the claimant. If a detailed receipt is not available, the claimant must provide a written statement attesting to the following:

- i. The expense was incurred in the course of and is related to school business.
- ii. The expense was not claimed previously.
- iii. The circumstances as to why the receipt is missing.
- iv. The attestation must be signed by the claimant and the approver of the claim.

d. Detailed receipts will not be included with posted expense reports. However, upon request, individuals will be provided with opportunity to view receipts for which reimbursement has been provided.

e. Expenses incurred by one individual on behalf of another must be attributed to the individual for whom the expenses were incurred.

f. Costs for alcoholic beverages cannot be claimed and will not be reimbursed.

g. Information that would normally be withheld under the *Freedom of Information and Protection of Privacy Act*, such as personal information, will be redacted from supporting documentation and will not be publicly disclosed.

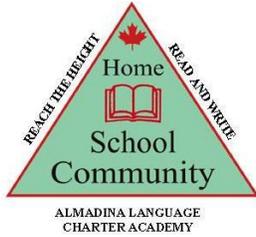
Legal Reference: Sections 60, 75, 80, 81, 82 except Subsection (1) (a) and (2), 83, 84, 85, 86
except clauses (b) and (c) and 145 *School Act*

Cross Reference: Income Tax Act (Canada)

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Almadina Language Charter Academy Policy Manual

POLICY #8 BOARD COMMITTEES

The Board may delegate specific powers and duties to committees of the Board that are established by the Board, subject to the restrictions on delegation in the School Act.

GENERAL REQUIREMENTS

1. The Board may appoint Standing Committees and Ad Hoc Committees and shall prescribe their powers and duties.
2. The Board Chair shall act as an ex-officio member, with voting privileges, of all committees appointed by the Board.

STANDING COMMITTEES

Standing committees are established to assist the Board with work of an ongoing or recurring nature. Standing committees are usually appointed annually at the Organizational Meeting. The appointed member shall serve on the committee for approximately one (1) year unless s/he is unable to perform the duties assigned or until replaced by a subsequent appointment.

FINANCE COMMITTEE

PURPOSE

1. Assist the Board, the Superintendent and the Secretary-Treasurer in fulfilling their responsibilities for the:
 - a) financial reporting process and information
 - b) system of internal control over financial reporting
 - c) audit process, including Generally Accepted Accounting Principles (GAAP) compliance and
 - d) monitoring of the School's compliance with laws and regulations.
2. Review the auditor's observations on financial reporting.
3. Identify key areas reviewed by the Finance Committee and auditors and determine whether the monitoring process is appropriate.

4. Follow-up on whether management is resolving significant issues raised by external and internal auditors and others.
5. Direct the Superintendent to have Board staff develop and monitor financial procedures.

POWERS AND DUTIES

1. Review the auditor's proposed audit scope and approach.
2. Review and confirm the independence of the auditors by obtaining statements from the auditors on relationships between the auditors and Almadina Language Charter Academy, including non-audit services and discussing the relationship with the auditors.
3. Review with management and the auditors the results of the audit, including any difficulties encountered.
4. Review the annual financial statements and consider whether they are complete, consistent with information known to committee members and reflect appropriate accounting principles.
5. Review with management and the auditors all matters required to be communicated to the Board.
6. Consider the effectiveness of the Almadina Language Charter Academy's internal controls over annual reporting, including information technology security and control.
7. Understand the scope of the auditor's review of internal control over financial reporting and obtain reports on significant findings and recommendations, together with management's responses.

MEMBERSHIP

1. Two Directors
2. Superintendent
3. Secretary–Treasurer

MEETINGS

1. Held monthly, with authority to convene additional meetings, as circumstances require.
2. May invite auditors or others to attend meetings and provide pertinent information, as necessary.
3. May hold private meetings with auditors in executive sessions.

4. Meet as required for cheque signing. There must be two signatures on each cheque (one must be a director and either the superintendent or the secretary–treasurer).

TRANSPORTATION COMMITTEE

PURPOSE

1. Assist the Board in providing direction in the development of system plans for transportation.

POWERS AND DUTIES

1. Recommend direction to the Board on plan development.
2. Recommend direction to the Board on plan implementation.
3. Review/recommend proposed policy changes.
4. Review/recommend transportation budget.
5. Review concerns/requests of parents brought forward to the Committee.
6. Facilitate Community/Board liaison.

MEMBERSHIP

1. Two Directors
2. Superintendent
3. Secretary–Treasurer

MEETINGS

1. Held four times per year and as required.

FACILITIES COMMITTEE

PURPOSE

1. To review and make recommendations to the charter board regarding the facility needs of the school.

POWERS AND DUTIES

1. Review long range facility needs.
2. Review major capital modernization or new facility projects.
3. Review capital budget proposals regarding facilities.
4. Review other building needs as required.
5. Represent the charter board on matters relating to facilities with Alberta Education and/or Infrastructure.

MEMBERSHIP

1. Two Directors
2. Superintendent

MEETINGS

1. Held four times per year and as required.

POLICY COMMITTEE

PURPOSE

1. Ensure that policies are current, relevant, and are having the desired impact.

POWERS AND DUTIES

1. Assess the impact policies have had in terms of the outcomes anticipated at the time of adoption.
2. Assess the congruency of the policy with the current philosophy of the Board.
3. Recommend revisions of policies as appropriate in order to facilitate the effective and efficient operation of Almadina Language Charter Academy.

MEMBERSHIP

1. Two Directors
2. Superintendent

MEETINGS

1. To be called by the Committee Chair as necessary, but at a minimum, two per year.

BOARD COMMITTEE OF THE WHOLE

The Board Committee of the Whole is established as a standing committee of the Board, with responsibility for work as detailed below. Membership includes all Directors and the Superintendent and/or designate(s). Meetings will be held monthly, as required, to dependent upon agenda items.

PURPOSE

1. To allow the Board to explore matters to much greater depth than can be accomplished in a scheduled regular meeting of the Board.
2. To solicit and receive information from the Superintendent relevant to the development of various system activities and plans.

POWERS AND DUTIES

1. Make recommendations for agenda items for subsequent Board meetings.
2. Maintain confidentiality of proceedings unless otherwise stated.

AD HOC COMMITTEES

Ad hoc committees are established to assist the Board on a specific project for a specific period of time. The terms of reference for each ad hoc committee will be established by Board motion at the time of the formation.

RESOURCE PERSONNEL

The Superintendent may appoint resource personnel to work with committees and shall determine the roles, responsibilities and reporting requirements of the resource personnel.

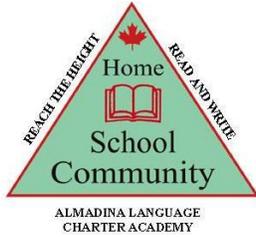
Legal Reference: Sections 25, 60 and 113 *School Act*

Cross Reference:

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Almadina Language Charter Academy Policy Manual

POLICY #9 POLICY MAKING

Policy development is a key responsibility of the Board.

Policies constitute the will of the Board in determining how Almadina Language Charter Academy will be operated and communicate the Board's values, beliefs and expectations. Policies provide effective direction and guidelines for the action of the Board, Superintendent, staff, students, electors and other agencies. Policies also serve as sources of information and guidelines to all who may be interested in or connected with the operation of the Almadina Language Charter Academy.

Adoption of new Board policies or revision of existing policies is solely the responsibility of the Board.

The Board shall be guided in its approach to policy making by ensuring adherence to the requirements necessary to provide public education and compliance with the School Act and provincial as well as federal legislation.

Board policies shall provide an appropriate balance between the responsibility of the Board to develop the broad guidelines to guide Almadina Language Charter Academy and the opportunity for the Superintendent to exercise professional judgment in the administration of Almadina Language Charter Academy.

The Board believes in the establishment and review of policy which reflects its values and perspectives.

The Board shall adhere to the following stages in its approach to policy making:

1. Planning
 - a) The Board, in cooperation with the Superintendent, shall assess the need for a policy, as a result of its own monitoring activities or on the suggestion of others, and identify the critical attributes of each policy to be developed.
2. Development
 - a) The Board may develop the policy itself or delegate the responsibility for its development to Superintendent.

3. Implementation
 - a) The Board is responsible for the implementation of policies governing its own processes. The Board and Superintendent share the responsibility for implementation of policies relating to the Board-Superintendent relationship. The Superintendent is responsible for the implementation of the other policies.
4. Evaluation
 - a) The Board, in cooperation with the Superintendent, shall evaluate each policy in a timely manner in order to determine if it is meeting its intended purpose.

POLICY DEVELOPMENT/REVISION

1. Any director, employee, parent, student or School Council of the Almadina Language Charter Academy may make suggestions regarding the possible development of a policy or the need for policy revisions on any matter by presenting a proposal for a policy or revisions, in writing, to the Superintendent. The proposal shall contain a brief statement of purpose or rationale.
2. The Superintendent or designate will draft amendments to an existing policy or a new policy as the case may be.
3. When appropriate, the Superintendent shall seek legal advice on the intent and the wording of the policy.
4. The policy draft is then brought by the Superintendent to the Board for first reading.
5. If accepted in principle by the Board, the policy draft shall then be distributed to the stakeholder groups listed below for feedback by the date stipulated on the covering notice.
 - a) This date will typically be eight (8) or more weeks from the date of first reading.
 - b) The policy draft will also be posted on Almadina Language Charter Academy website.
 - c) All requests to extend the feedback deadline will be given due consideration.
6. Stakeholder groups included in the general policy development feedback process include:
 - a) School staffs.
 - b) School Councils.
 - c) Other interested or effected groups and/or individuals as deemed appropriate (e.g. Student Councils).
7. Comments and suggestions on the policy draft will be reviewed by the Superintendent and/or designate(s).

8. Substantive additional changes to a policy draft may be made in response to stakeholder feedback.
 - a) In such cases, the revised draft will be re-circulated to the Board and to the stakeholder groups for further feedback by the date stipulated on the covering notice.
 - b) This date will typically be four (4) or more additional weeks.
9. Once stakeholder comments have been taken into account, the policy will be recommended to the Board for final approval.
10. Notwithstanding the general policy development process outlined above, the Board retains the right to develop, amend, delete or approve any of its policies at any time through its exceptional policy development process.
11. In cases where the Board deems it advisable to forgo the regular policy development process, the reasons for choosing the exceptional policy development route will be publicly communicated at a regular Board meeting.
12. Only those policies which are adopted and recorded in the minutes constitute the official policies of the Board.
13. The Board may request the Superintendent to change an administrative procedure to a draft Board policy and will provide the rationale for same.
14. The Superintendent shall develop administrative procedures and may develop such other procedures as deemed necessary for the effective operation of Almadina Language Charter Academy. These must be in accordance with Board policies.
15. The Board may also delete a policy and subsequently may direct the Superintendent to develop an administrative procedure.
16. The Superintendent may inform the Board of any substantive changes to administrative procedures.
17. The Superintendent shall arrange for all Board policies and administrative procedures and subsequent revisions to be posted on Almadina Language Charter Academy's website, in a timely manner, for staff and public access.
18. The Board shall review its policies on a rotational basis.

APPEALS OF BOARD POLICIES

1. When an individual or group wishes to appeal a board policy, the Superintendent or Secretary-Treasurer shall be notified of the intention to appeal.

2. The issue will be placed on the agenda of the next Board Meeting (providing the notification of the appeal is received within ten days of the Board General Committee Meeting). Appellants are invited to provide written information to be distributed with the agenda.
3. The appellant will be advised of their right to attend the board meeting and present their appeal in person or bring a representative.
4. The Board as a whole will hear the appeal and may ask questions for clarification.
5. The Board will debate and decide on the appeal in open session at the Board Meeting.
6. The Superintendent will advise the appellant, in writing, of the Board's decision.

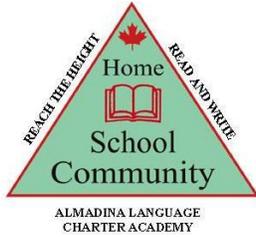
Legal Reference: Sections 60 and 113 *School Act*

Cross Reference:

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Almadina Language Charter Academy Policy Manual

POLICY # 8 ROLE OF THE SUPERINTENDENT

The Superintendent is the Chief Executive Officer of the Board and Almadina Language Charter Academy, reporting directly to the corporate Board, and is accountable to the Board of Directors for the conduct and operation of the Almadina Language Charter Academy. The Superintendent directs school operations towards the achievement of the educational goals established by the Board and the direction provided by the Inspiring Education vision.

The superintendent is accountable to the board acting as a corporate body. The board will limit the superintendent through written policies or resolutions allowing the superintendent to use any reasonable interpretation for implementation of those policies.

SPECIFIC AREAS OF RESPONSIBILITY:

EDUCATIONAL LEADERSHIP

The Superintendent shall:

1. Provide leadership in all matters relating to education in Almadina Language Charter Academy.
2. Ensure students in Almadina Language Charter Academy have the opportunity to meet the standards of education set by the Minister of Education and the Board.
3. Implement education policies established by the Minister of Education and the Board.
4. Engage in collaborative leadership based on current research.

FISCAL RESPONSIBILITY

The Superintendent shall:

1. Ensure the fiscal management of Almadina Language Charter Academy by the Secretary-Treasurer is in accordance with the terms or conditions of any funding received by the Board under the School Act or any other applicable Act or regulation.
2. Ensure Almadina Language Charter Academy operates in a fiscally responsible manner, including adherence to recognized accounting procedures.

HUMAN RESOURCES MANAGEMENT

The Superintendent shall:

1. Have overall authority and responsibility for all human resources related issues, save and except: the development of mandates for collective bargaining and those human resource matters precluded by policy, legislation or collective agreements.
2. Support and engage in the development of all staff.

POLICY

The Superintendent shall:

1. Provide leadership in the planning, development, implementation and evaluation of Board policies.
2. Advise the Board of substantive changes to Administrative Procedures.

SUPERINTENDENT/BOARD RELATIONS

The Superintendent shall:

1. Establish and maintain positive professional working relations with the Board.
2. Respect and honor the Board's role and responsibilities and facilitate the implementation of that role as defined in Board policy.
3. Provide the information the Board requires to perform its' role including regular accountability reporting.
4. Support the Board in their generative governance approach.
5. Provide respectful direction when guiding and supporting the Board in its work.

THREE-YEAR EDUCATION PLANNING AND RESULTS REPORTING

The Superintendent shall:

1. Lead the Three-Year Education Planning and Reporting process including the development of Almadina Language Charter Academy goals, budget, facilities and transportation plans and implement plans as approved.
2. Involve the schools and school council appropriately.
3. Involve the Board appropriately (Board approval of process and timelines, opportunity for Board input early in the process, final Board approval).
4. Report regularly on results achieved.

ORGANIZATIONAL MANAGEMENT

The Superintendent shall:

1. Demonstrate effective organizational skills resulting in Almadina Language Charter Academy compliance with all legal, Ministerial and Board mandates and timelines.
2. Report to the Minister of Education with respect to matters identified in and required by the School Act.
3. Develop practices to support a Learning Organization approach.

COMMUNICATIONS AND COMMUNITY RELATIONS

The Superintendent shall:

1. Take appropriate actions to ensure transparent, positive external and internal communications are developed and maintained.
2. Participate actively in community affairs in order to enhance and support the educational vision of Almadina Language Charter Academy.
3. Use a generative approach with partners in education.

LEADERSHIP PRACTICES

The Superintendent shall:

1. Practice collaborative leadership that supports the Board's policies and the Inspiring Education vision.
2. Develop and maintain positive and effective relations with provincial and regional government departments and agencies.

ADDITIONAL RESPONSIBILITIES:

1. The Superintendent is designated an attendance officer for Almadina Language Charter Academy in accordance with Section 14 of the School Act.
2. The Superintendent will act as the "designated head" for all *Freedom of Information and Protection of Privacy Act* situations.
3. The Superintendent will continually explore extraordinary and alternative funding sources, including possible revenue-generating initiatives.
4. The Superintendent will facilitate and encourage effective joint use of Almadina Language Charter Academy resources.

EXECUTIVE LIMITATIONS

The Superintendent shall not cause or allow any practice, activity, decision or organizational circumstance which is illegal, imprudent or in violation of commonly accepted business and professional ethics or that will endanger the schools' public image, credibility or accomplishment of its mission and goals.

Failure to abide by and maintain the above will lead to disciplinary action of the Board.

EMERGENCY EXECUTIVE SUCCESSION

In order to protect the board from sudden loss of superintendent services, the superintendent shall not fail to have the secretary–treasurer, principals and board members familiar with board and superintendent issues and processes.

COMMUNICATION AND COUNSEL TO THE BOARD

With respect to providing information, counsel and support to the board, the superintendent shall not permit the board to be uninformed.

Accordingly, the superintendent shall not:

1. Neglect to submit monitoring data required by the board in a timely, accurate and understandable fashion, directly addressing provisions of the board policies being monitored.
2. Let the board be unaware of relevant trends, anticipated adverse media coverage, material external and internal changes and particularly changes in the assumptions upon which any board policy has previously been established.
3. Neglect to inform the board of relevant events which occur in Almadina Language Charter Academy.
4. Fail to advise the board if, in the superintendent's opinion, the board is not in compliance with its own policies, particularly in the case of board behavior which is detrimental to the work relationship between the board and the superintendent.
5. Fail to provide for the board as many staff and external points of view, options on issues, and recommendations as needed for fully informed board decisions.
6. Present information in unnecessarily complex or lengthy form.
7. Fail to provide a mechanism for official board, officer, school or committee communications.
8. Fail to deal with the board as a whole except when:

- a. fulfilling individual board member request requests for non- confidential information,
or
 - b. responding to officers or committees duly charged by the board.
9. Provide services to individual board members which require inordinate resources to accomplish.
 10. Fail to report in a timely manner any actual or anticipated noncompliance with any board policy.
 11. Fail to inform the board of any directives from the Deputy Minister to the superintendent.
 12. Fail to supply for the Board's agenda all items directed to the superintendent which are required by law or contract to be board-approved, along with the monitoring assurance pertaining thereto.
 13. Correspond to the Deputy Minister without providing a copy to the board.

TREATMENT OF STUDENTS AND PARENTS

With respect to interactions with parents and students, the superintendent shall not cause or allow conditions, procedures, or decisions which are unsafe, unfair, unhealthy, disrespectful, discriminatory, undignified, intrusive, or which fail to provide appropriate confidentiality and privacy.

Accordingly, the superintendent shall not:

- 1) Fail to recognize and respect parents as prime educators of their children.
- 2) Use methods of collecting, reviewing, or storing parent and student information that involves undue duplication or fails to protect against improper access to the information elicited.
- 3) Fail to provide procedural safeguards for the transmission of information.
- 4) Maintain facilities and procedures that fail to provide a reasonable level of access and privacy.
- 5) Fail to inform parents, services and community as to what services are available and what is to be expected from the services.
- 6) Fail to respond in a timely manner to applications from parents/communities requesting innovative programs and advise the Board of relative to the merits of each request.
- 7) Fail to inform parents and students of this policy or to provide a grievance process to those who believe that they have not been accorded a reasonable interpretation of their rights under this policy.

- 8) Operate without qualified human resources and other resources to assess and develop programs for students in regard to special needs.
- 9) Fail to support and encourage school councils when they are in operation.

TREATMENT OF STAFF AND VOLUNTEERS

With respect to treatment of staff and volunteers, the superintendent shall not cause or allow conditions which are unsafe, unfair, unhealthy, disrespectful, discriminatory, undignified, intrusive or which fail to provide appropriate confidentiality and privacy.

Accordingly, the superintendent shall not:

1. Operate without human resource procedures which clarify human resource rules for staff, provide for effective handling of grievances and protect against wrongful conditions.
2. Prevent staff from grieving to the board when:
 - a) the internal grievance procedures have been exhausted and/or
 - b) the employee alleges the policy has been violated.
3. Fail to acquaint staff with their rights under this policy.
4. Allow conflict of interest in the employer–employee relationship.
5. Fail to use management methods that actively encourage staff input and participation and promote an open and consultative management style.
6. Use methods of collecting, reviewing or storing employee information that involves undue duplication or fails to protect against improper access to the information elicited.
7. Fail to ensure that staff are provided with the information necessary for the performance of their duties.

EMPLOYMENT, COMPENSATION AND BENEFITS

With respect to employment, compensation and benefits to employees, the superintendent shall not cause or allow jeopardy to fiscal integrity or public image of the school.

Accordingly, the superintendent shall not:

1. Change his or her own compensation and benefits.
2. Promise or imply unconditional employment.
3. Establish current compensation and benefits which:
 - a. Deviate from collective agreements or compensation programs authorized by the board for staff not covered by collective agreements.

- b. Create obligations for contract employees over a longer term than revenues can be safely projected for a contract, in no event longer than one year on any contracted projects subject to losses or revenue.
 - c. Provide less than a basic level of benefits to all full-time employees.
 - d. Are instituted without monitoring of these provisions.
4. Appoint or designate to a staff position an individual whose suitability, character or commitment to the school is in question.
 5. Allow an employee who has failed to follow established policy to continue to be employed by the school. Dismissal of employees will be accomplished only through proper legal procedures and school.

BUDGETING

Budgeting for any fiscal year or the remaining part of any fiscal year shall not deviate materially from the board's priorities, risk fiscal jeopardy or fail to be derived from a multi-year plan.

Accordingly, the superintendent shall not:

1. Fail to provide sufficient information to enable credible projection of revenues and expenses, separation of capital and operational items, cash flow and disclosure of planning assumptions.
2. Plan for expenses to exceed revenues conservatively projected, in any fiscal year, without Board approval.
3. Provide inadequate funding per annum for board initiatives.
4. Endanger the fiscal soundness of future years.
5. Make changes to the budget after board approval.

ASSET PROTECTION

The superintendent shall not allow assets to be unprotected, inadequately maintained or unnecessarily risked.

Accordingly, the superintendent shall not:

1. Fail to insure against theft and casualty losses to replacement value.
2. Allow non-bonded human resources access to material amounts of funds.
3. Unnecessarily expose the organization, its board or staff to claims of liability.
4. Fail to protect information and files (intellectual property) from loss or significant damage.

5. Receive, process, disburse or invest funds under controls which are insufficient to meet the board–appointed auditor’s standards.
6. Acquire, encumber or dispose of real property without the consent of the board.
7. Fail to inform the board of loss or theft of board assets.
8. Purchase unbudgeted items over \$5,000.00 without Board approval.
9. Operate without the safekeeping of key legal and contractual documents.
10. Make significant purchases without three tenders presented to the board (other than in emergency situations).
11. Enter into new banking arrangements without board approval.
12. Enter into any new contractual arrangements with vendors for a period of more than one year.

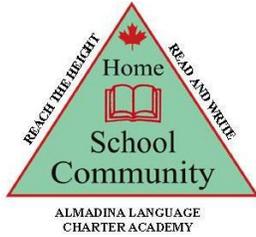
Legal Reference: Sections 14, 113, 114 and 115 *School Act*

Cross Reference:

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Almadina Language Charter Academy Policy Manual

POLICY # 11

APPEALS AND HEARINGS REGARDING STUDENT MATTERS

BACKGROUND

Under the relevant section(s) of the *School Act*, the only matters on which the Minister of Education will consider appeals are:

- Special education placement;
- Language of instruction;
- Home education programs;
- Student expulsion;
- Amount and payment of fees or costs;
- Access to, or the accuracy or completeness of student records;
- Amount of fees payable by a Board to another Board; or
- Board responsibility for a specific student.

ALL MATTERS OTHER THAN EXPULSION OF A STUDENT

The Board will hear appeals on administrative decisions on all matters other than expulsion of students, which are submitted in accordance with relevant section(s) of the *School Act* and that significantly affect the education of a student.

1. Prior to a decision being appealed to the Board, it must be appealed to the Superintendent.
2. Parents of students have the right to appeal to the Board, a decision of the Superintendent. The Superintendent must advise parents and students of this right of appeal.
3. The appeal to the Board must be made within five (5) days from the date that the individual was informed of the Superintendent's decision. The appeal must be filed in writing and must contain the name of the party filing the appeal, the date, the matter at hand and the reason for the appeal.
4. Parents of students, as above, when appealing a decision to the Board, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents or students.

5. The hearing of the appeal must be scheduled so as to ensure that the person making the appeal and the Superintendent or designate, whose decision is being appealed, has sufficient notice and time to prepare for the presentation.
6. The appeal will be heard in-camera, with specified individuals in attendance.
7. The appeal hearing will be conducted in accordance with the following guidelines:
 - a) The Board Chair will outline the purpose of the hearing, which is to provide:
 - i) An opportunity for the parties to make representation in support of their respective positions to the Board. This information may include expert medical, psychological and educational data and may be presented by witnesses. The information presented may include both written and verbal communications;
 - ii) The Board with the means to receive information and to review the facts of the dispute;
 - iii) A process through which the Board can reach a fair and impartial decision.
 - b) Notes of the proceedings will be recorded for the purpose of the Board's records.
 - c) The Superintendent and/or staff will explain the decision and give reasons for the decision.
 - d) The appellant will present the appeal and the reasons for the appeal and will have an opportunity to respond to information provided by the Superintendent and/or staff.
 - e) The Superintendent and/or staff will have an opportunity to respond to information presented by the appellant.
 - f) Committee members will have the opportunity to ask questions for clarification from both parties.
 - g) No cross-examination of the parties shall be allowed.
 - h) The Board will meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The Board may have legal counsel in attendance.
 - i) If the Board requires additional information or clarification in order to make its decision, both parties to the appeal will be requested to return to the hearing for the required additional information.
 - j) The Board decision and the reasons for that decision will be communicated to the appellant once a decision has been reached and confirmed in writing following the hearing. Included in the communication to the appellant shall be information that the appellant has the right to seek a review by the Minister of Education if the appellant is dissatisfied with the decision of the Student Appeals Committee, if the matter under appeal is a matter described in section 124 of the *School Act*.

EXPULSION OF A STUDENT

It is expected that all students will comply with relevant section(s) of the *School Act*, Board policy and school policy.

In accordance with the relevant section(s) of the *School Act*, the Board delegates to a committee of three directors the power to make decisions with respect to the expulsion of students. One of these directors will chair the committee.

This committee will hear representations with respect to a recommendation for a student expulsion in accordance with relevant sections of the *School Act*.

If a student is not to be reinstated within five (5) school days of the date of suspension, the Principal shall immediately report in writing all the circumstances of the suspension and provide a recommendation to the committee through the Office of the Superintendent.

The committee will convene in an in-camera session upon the call of the Superintendent, but in no event shall the meeting occur later than ten (10) school days from the first day of suspension.

Parents of students have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents or students.

The committee may have legal counsel in attendance.

Notes of the proceedings will be recorded for the purpose of the Board's records.

The expulsion hearing will be conducted in accordance with the following guidelines:

1. The Committee Chair will outline the purpose of the hearing, which is to:
 - a) Provide an opportunity to hear representations relative to the recommendation from the Principal;
 - b) Provide an opportunity for the student and/or the student's parents to make representations;
 - c) Reinstatement or expel the student.
2. The Committee Chair will outline the procedure to be followed, which will be as follows:
 - a) The Principal will present the report documenting the details of the case and the recommendation to expel the student;
 - b) The student and the student's parents will be given an opportunity to respond to the information presented and to add any additional relevant information;
 - c) The members of the committee will have the opportunity to ask questions of clarification from both the Principal and the student and the student's parents;

- d) The committee will meet, without either the administration or the student and the student's parents present, to discuss the case and the recommendation. The recording secretary may remain in attendance. Legal counsel may also remain in attendance;
 - e) Should the committee require additional information, both parties will be requested to return in order to provide the requested information;
 - f) The committee will then make a decision to either reinstate or expel the student; and
 - g) The committee decision shall be communicated in writing to the student and the student's parents within five (5) days of the hearing, with copies being provided to the Principal and the Superintendent. The Superintendent's office will attempt to inform the parent(s) and the student of the decision by telephone or personal communication as soon as possible after a decision has been reached.
3. If the committee's decision is to expel the student, the following information must be included in the letter to the student and the student's parents:
- a) The length of the expulsion which must be greater than ten (10) school days;
 - b) The educational program to be provided to the student and the name of the individual to be contacted in order to make the necessary arrangements; and
 - c) The right of the student and the student's parents to request a review of the decision by the Minister of Education.

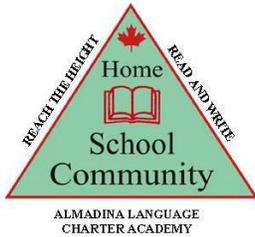
Legal Reference: Sections 8, 10, 12, 24, 25, 60, 113, 123, 124 and 125 *School Act*

Cross Reference:

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Almadina Language Charter Academy Policy Manual

POLICY # 12

RECRUITMENT AND SELECTION OF HUMAN RESOURCES

The recruitment and selection of senior administrative human resources is a shared responsibility between the Board representative and the Superintendent. (e. g. board chair)

The Board further believes strong leadership and administration at the school authority and school levels are essential to the effective and efficient operation of the Almadina Language Charter Academy.

1. The Board, in the case of the Superintendent, or the Superintendent or designate, in all other instances, will assume the sole responsibility for initiating the advertising process and will make every reasonable effort to ensure all current Almadina Language Charter Academy employees are made aware of staff vacancies.
2. The Board has the sole authority to recruit and select an individual for the position of Superintendent.
3. The Superintendent is delegated full authority to advertise, interview and recommend to the board staff to be offered contracts for all Almadina Language Charter Academy Office positions other than the senior administration level detailed above.
4. The following process will be followed for the appointment of candidates to the position of Principal:
 - a) The Superintendent shall form a selection committee which will include the Chair, his/her designate and administrators of his/her choice. The decisions will be made by the selection committee which is represented by the board chair or his/her designate.
5. The Superintendent has authority to recruit, select and recommend the hiring staff for all other school-based positions. The board chair or his/her designate will represent the board.
6. All offers of employment shall be conditional on the successful applicant providing a criminal record check and a child welfare information services (CWIS) check. Additionally, the Board and Superintendent may require documentation certifying that the candidate is medically fit for the position.

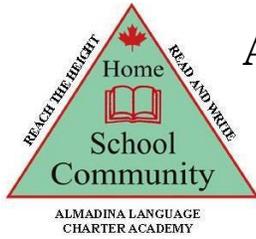
Legal Reference: Sections 60, 113, 114, 115, 116 and 117 *School Act*

Cross Reference: *Freedom of Information and Protection of Privacy Act*

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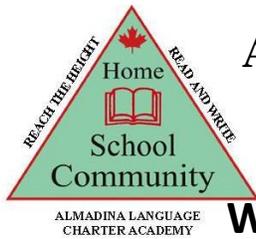
Due for Review:



Almadina Language Charter Academy Policy Manual POLICY # 13 STUDENT TRANSPORTATION SERVICES

This policy was repealed at a Special Board Meeting of Almadina School Society on June 14, 2017.

As required by Financial Reporting and Accountability Branch of Alberta Education, this policy shall be reviewed for compliance with the 2017/2018 School and Transportation Fee Revenue Schedule and revised accordingly.



Almadina Language Charter Academy Policy Manual POLICY # 14

WELCOMING, CARING, RESPECTFUL, SAFE AND HEALTHY LEARNING AND WORKING ENVIRONMENTS

Students are better able to achieve success and a positive sense of self when schools are inclusive, welcoming, caring, respectful and safe. Such environments support students in building healthy relationships with others, value diversity and demonstrate respect, empathy, and compassion. At Almadina, we believe a safe, caring, respectful environment is key to a healthy learning and working environment.

Inclusion and a sense of belonging for all students – those from difficult backgrounds, those with learning challenges, those who excel academically or on the sports field, those of minority colour, race, sexual orientation or religious beliefs, those who are large or small, those who are absolutely “average” – stems from creating an environment in which we focus on all the ways in which we have the same right to learn, not on the things that make us different from each other, and the same responsibility to treat others as we want others to treat us.

Each student and staff member within the Almadina Language Charter Academy has the right to learn and work in an environment that promotes dignity, respect and equality of opportunity. The Charter Board is committed to providing a welcoming, caring, respectful, safe and healthy learning and working environment that respects diversity, nurtures a sense of belonging, a positive sense of self, and promotes well-being in all its aspects.

The Charter Board is further 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 behavior by an individual in the school community where the behavior 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.*

All those involved with the Almadina Language Charter Academy, including Directors, employees, students, parents, volunteers, contractors, and visitors must share in the responsibility for eliminating bullying, discrimination, harassment, and violence. The Charter Board prohibits bullying, harassment, discriminatory and violent behaviours and expects allegations of such behaviours to be investigated in a timely and respectful manner.

One key outcome of our vision is that all students will possess a strong connection to the Almadina Language Charter Academy as a welcoming, caring, respectful, safe place focused on their individualized success.

Specifically

1. The Charter Board acknowledges its responsibility to ensure welcoming, caring, respectful, safe and healthy learning and working environments for all students and staff. It further recognizes the importance of students' emotional, social, intellectual and physical wellness to their success in school, and in support of a safe, caring environment expects students to adhere to the Student Code of Conduct.
2. The Charter Board expects all Directors, employees, students, parents, volunteers, visitors, and contractors to embrace and support this policy. This policy covers behavior not only on school property, but also at any school-related functions and applies whether contact is face- to-face, by phone, fax, e-mail, internet, social media sites, or any other means of communication. Threatening, harassing, intimidating, assaulting or bullying, in any way, any person within the school community, including aggressive behaviours such as hate messaging through websites created in the student's home or in other off-campus settings, is strictly prohibited.
3. The Charter Board expects all members of the school community to report to a responsible adult, in a timely manner, all incidents of bullying, threats, harassment, discrimination, violence or intimidation regardless of the identity of the alleged harasser or offender.
4. The Charter Board will hear unresolved student or staff complaints of bullying, discrimination or harassment.
5. Staff who engage in a single egregious or repeated behavior which is consistent with the definition of bullying or discrimination will be subject to disciplinary action. The consequences for bullying or discrimination on prohibited grounds may include any and all legal recourse including termination of employment.
6. Students who engage in a single egregious or repeated behavior which is consistent with the definition of bullying or discrimination will be subject to disciplinary action that considers the student's age, maturity, and individual circumstances. The goal in responding to such behavior is "to disciple or to teach" the student so that undesirable behavior is replaced with desirable behavior arising from the development of empathy and compassion toward others. Disciplinary action will focus first on mentoring, restorative processes, and support to change the unacceptable behavior. Reasonable efforts to stop the undesirable behaviors of bullying others may include suspension or expulsion.
7. Students who experience bullying, harassment or discrimination will be supported through various means such as mentoring, restorative processes, and counselling.

Legal Reference: School Act Section 12,18, 20, 24, 45,50, 60, 61
Education Act (upon proclamation)
Alberta Human Rights Act
An Act to Amend the Alberta Bill of Rights to Protect our Children (formerly Bill 10-June 2015)
Teaching Profession Act
Canadian Charter of Rights and Freedoms

Date of Approval: March 17, 2016

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