



CALGARY ARTS ACADEMY

POLICY MANUAL

INTRODUCTION

Name: Calgary Arts Academy

Locations: Glenmeadows Campus
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FAX: (403) 217-0965

Knob Hill Campus
2036 – 20th Avenue, SW
Calgary, AB T2T 0M2
Phone 229-3010
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Term of the Charter: September 2008 – June 2013

Status: CAARC is a **charter school**, an autonomous non-profit, **public school** that provides innovative means of delivering a basic education through Arts Immersion in order to enhance student learning. The Calgary Arts Academy Society, a society established under the Societies Act, operates the school in accordance with section 31(1) of the *School Act, RSA 2000*.

Administration: Superintendent - Mr. Patrick Maguire
Principal – Mr. Dale Erickson

Demographics: The school offers programs for 342 students (2007-2008) from kindergarten to grade 9.

1. How To Use This Manual

This manual contains the policies, regulations and procedures that describe the roles and responsibilities of the charter board and operations of the charter school. Its purpose is to provide a single source official reference document that contains all of the formal statements and directions of the board of the Calgary Arts Academy Society in relation to its own operation as a board and the operation of the school. It also contains the procedures by which the board and school administration implements these statements and directions. The policy manual is a public document and may be made available to any stakeholder or member of the public upon request to the Secretary-Treasurer of the board.

The manual begins with a contextual overview of the charter school, its formation, current organization and operation. It then goes on to describe the various policies and administrative of the board and the school.

Policies define the work of the board and governance of the school in language that reflects the mission, vision and values of the board and the school. Policies give direction to administration regarding *what* should be accomplished and *why*. The implementation details are the responsibility of administration.

Administrative Procedures define how the school will carry out its duties as defined in board policy and government legislation, policies and regulations. These statements describe specific expectations and procedures to be followed by students, staff and parents during school related activities, namely the *how, when, where and how much* of the policy statements.

Note** The National School Boards Association through their National Educational Policy Network (NEPN) created a system for policy development and coding/filing used by school boards across North America. The classification system is provided as an attachment in this section for information only. Like many smaller school jurisdictions, the CAAS Board has agreed to implement a modified format for policy development and coding to better suit its unique needs.

2. Charter Board Responsibilities:

The charter board is a corporate body responsible for operating and governing the school. The board is responsible for ensuring that the charter school complies with charter board policies and terms of the charter, as well as provincial legislation, regulation and policies.

The charter board is accountable to the students, parents, community and the Minister of Education. As with any school board, the charter board is publicly

accountable for student achievement in the school. The charter board must make publicly available annual reports that describe how well students are accomplishing their educational goals, certain documents and reports under section 75 of the *School Act*, and any other information requested by the Minister of Education (section 77).

The charter board has the authority and autonomy to operate the charter school and will develop policies subject to its charter agreement with the Minister. The charter board provides direction through the superintendent of the charter school. The school administration conducts the day-to-day operations.

The charter board must understand the ways of selecting its members; the roles and responsibilities of the members; the relationship between the charter board and the charter school; and the school council's roles and responsibilities. The charter board is guided by the philosophy and focus of the charter.

3. Policy Coding System

The National School Boards Association, through their National Education Policy Network (NEPN), has created a system for policy development and coding/filing that is used by school boards across North America. Larger school boards have implemented the full model while many of the smaller jurisdictions have modified the policy framework.

The National School Boards Association system provides an efficient means of coding, filing and finding policy or regulations. There are 12 major classifications:

- A. Foundations and Philosophical Commitments
 - Statements related to the legal role in providing public education and the basic principles underlying board governance.
 - Provides setting for all other policies and regulations.
- B. School Board Governance and Operation
 - Statements about the Board (and charter school), how it is elected, organized, how it conducts its meetings and operates.
 - Policies that establish the Board's internal operating procedures.
- C. General School Administration
 - Statements about the management of the charter school.
 - Location of personnel policies for the superintendent, senior administration and school principal.
- D. Fiscal Management
 - Statements about school finance and management of funds
- E. Support Services

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- Statements on non-instructional services and programs including safety, building and grounds maintenance, office services, and transportation.
- F. Facilities, Planning and Development
 - Statements on school construction, modeling and renovation, and temporary facilities.
- G. Personnel
 - Statements on personnel policies generally broken down in two sections: teaching and non-teaching
- H. Negotiations
 - Statements pertaining to the process of negotiating with staff units.
- I. Instruction
 - Statements on the instructional program including goals, testing/assessments, instructional resources and special programs.
- J. Students
 - Statements on students including admission, attendance, rights and responsibilities, conduct, discipline, guidance, and student activities.
- K. School Community – Home Relations
 - Statements on relations with the general public, community organizations, parent involvement, public information, advertising, solicitation and crisis management.
- L. Education Agency Relations
 - Statements on the charter school’s relationships with other educational agencies and organizations.

RECOMMENDATION approved by CAAS Board (2003-04):

That CAAS use a modified version of the NEPN policy classification system as follows:

- A. Foundations and Philosophical Commitments
- B. Organization and Governance
- C. Fiscal Management
- D. Personnel and Employee Relations
- E. Support Services
- F. Instruction
- G. Students
- H. Community Relations