



## Public Board Meeting

Wednesday December 9, 2020

6:30-8:00 p.m.

Online via Zoom:

<https://us02web.zoom.us/j/98034164199>

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

**Invited Attendees:** All interested FFCA stakeholders

To attend the public board meeting, please use this link: [FFCA Public Board Meeting Zoom Link](#).

- Attendees may need to install the Zoom app on your device prior to the meeting.
- Attendees will need to enter your name and valid email address upon joining the meeting to attend. They will be placed in a virtual waiting room until entry is granted by the host.
- Attendees will be able to view the meeting and ask questions by voice only or online chat when the opportunity is provided by the Board Chair.

## AGENDA

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

1. Review of Meeting Agenda .....Chair Wilson
2. Approval of Consent Agenda - Motion.....Chair Wilson  
Public Minutes November 18, 2020  
Correspondence received
3. Staff/Campus Reports.....Chair Wilson
  - 3.1. High School Split Update .....Bharati Singh
4. Superintendent’s Report.....Roger Nippard
5. Information Items .....Chair Wilson
  - 5.1. Standing Item: Administrative Procedures Update (attached)
    - AP-H-105.1 English as a Second Language
  - 5.2. Standing Item: Strategic/Education Plan Update ..... “
  - 5.3. Standing Item: High School Update.....Roger Nippard
  - 5.4. Standing Item: COVID Response .....Kurtis Leinweber
6. Discussion Items .....Chair Wilson
  - 6.1. Q1 Report (attached) - Motion.....CFO Morgan
  - 6.2. Resignation – Motion.....Chair Wilson
7. Committees.....Chair Wilson
  - 7.1. Executive Committee ..... “
  - 7.2. Communications and Community Relations (CCR) .....Director Scantlebury
  - 7.3. Policy and Performance Review (PPR) .....Director Bharmal
    - 7.3.1. Policy 14 Uniforms (attached) – Motion
  - 7.4. Audit Committee.....Director Makwana
  - 7.5. TAAPCS Board Rep Report .....Vice-Chair Hill

- 8. Director Highlights ..... Chair Wilson
- 9. Open to Gallery ..... “
- 10. Chairperson’s Remarks..... “

ADJOURNMENT: by 9:00 p.m.

NEXT MEETING: Feb. 10, 2021

FUTURE AGENDA ITEMS:

**DEC. 9, 2020 MEETING MOTIONS**

**CONSENT AGENDA**

**20/12/09-1CA**

MOVED by Director \_\_\_\_\_ and seconded by Director \_\_\_\_\_ that the Consent Agenda for Dec. 9, 2020 be approved as presented.

.....that the minutes of the Nov. 18, 2020 Public Board Meeting be approved as presented.

.....that the Board receive for information any correspondence received since the last Public Board Meeting.

**REGULAR AGENDA**

**6.1. 20/12/09-1RA – Q1 Report**

MOVED by Director \_\_\_\_\_ and seconded by Director \_\_\_\_\_ that the Board receive for information the FFCA 2020-2021 First Quarter Financial Report as presented.

**6.2. 20/12/09-2RA – Resignation**

MOVED by Director \_\_\_\_\_ and seconded by Director \_\_\_\_\_ that the Board accept the resignation (retirement) of Employee 10006 effective December 31, 2020.

**7.3.1. 20/12/09-3RA – Policy 14 Uniforms**

MOVED by Director \_\_\_\_\_ and seconded by Director \_\_\_\_\_ that the Board approve Policy 14 Uniforms for Third Reading as presented.



## Public Board Meeting

Wednesday November 18, 2020

6:30-9:00 p.m.

Online via Zoom

### Attendees

**Board and Administration:** Chair Jeff Wilson, Vice-Chair Jenny Hill, Director Sumara Diaz, Director Faruq Suleman, Director Naren Makwana, Director Rizvan Bharmal, Director Jehn Scantlebury, Director Randall Spahl, Director Sam Jin, Superintendent Roger Nippard, Deputy Superintendent Kurtis Leinweber, Secretary Treasurer Reta Morgan, Coordinator of Instruction Justin Kool, Coordinator of School Services Preston Lowther, Director of Technology Jeff Cullen, Executive Assistant Meredith Poole

**Gallery:** Andrew Chu, Bharati Singh, Cliff Sanderson, Cathy McCauley, Hatef Keshvadi, Krista Lee, Michelle Fry, Tanya Borthwick, Michael Slavins, Shahid Qureshi, Susan Boyd, Terry Booth, Vera Ontunes Joao, Doug Lamb, Punam Vyas, Lindsay Coughlin, Zhenhu Li, Alyssa, Amy, 83junobeach, SW SC

## MINUTES

### 6:33 p.m. CALL TO ORDER

1. Review of Meeting Agenda
2. **20/11/18-1CA** Approval of Consent Agenda  
MOVED by Vice-Chair Hill and seconded by Director Scantlebury that the Consent Agenda for Nov. 18, 2020 be approved as presented, including Public Board Meeting Minutes September 9, 2020, correspondence received. CARRIED.
3. Audit
  - 3.1. **20/11/18-1RA** – Audited Financial Statements  
MOVED by Director Makwana and seconded by Director Diaz that the 2019-2020 Audited Financial Statements be approved as presented, and that the information be shared with stakeholders at the Annual General Meeting and submitted to Alberta Education. CARRIED.
  - 3.2. **20/11/18-2RA** – Appointment of Auditors  
MOVED by Director Makwana and seconded by Director Diaz that the Board recommend that the Society approve the recommendation that RSM Alberta LLP, Chartered Accountants be appointed as Auditors for the 2020-21 school year. CARRIED.
4. Staff/Campus Reports
  - 4.1. Online Learning – Coordinator of Instruction Justin Kool reported that we currently have 719 students and 27 staff engaged in our Online Learning program. It has proven to be a challenging process in many ways (e.g., technology, assessment, professional development) as, unlike other Zone 5 jurisdictions, FFCA has never before had an online component and has had to start from scratch. Thanks to the dedicated efforts of teachers and parents, we are meeting and overcoming these difficulties, and have created a program of which we can be proud, and which may serve us well into the future.
5. Superintendent's Report – Highlights include:
  - Another clean audit due to the exemplary efforts of Secretary-Treasurer Morgan and the fiduciary responsibility of the Board of Directors/Audit Committee. For the 12<sup>th</sup> consecutive year, FFCA has been presented with the ASBO International Meritorious Budget Award thanks to the hard work of CFO Morgan and her team.

- Alberta Education is working on a process for 4-, 8- and 12-year evaluations for holders of 15-year charters, and potential criteria for permanence.
- We continue to examine the impact/possibilities for FFCA of the new Funding Framework.
- Waitlist renewal is presently underway; in-depth cross-referencing of enrolment and waitlist data may be useful in informing the growth plan currently under Board consideration.

## 6. Information Items

6.1. Standing Item: Administrative Procedures Update – The AP's listed below have been updated (AP-B-401.1, AP-G-601.1)/created (AP-I-805.1) and are now available on the website.

6.3.1. AP-B-401.1 Being Heard

6.3.2. AP-G-601.1 Discrimination & Harassment

6.3.3. AP-I-805.1 Service Dogs

6.2. Standing Item: Strategic/Education Plan Update – No report.

### 6.3. High School Update

- AE and AI are doing all they can to fast-track the process; we are pleased with progress and direction.
- Currently looking at overall schematic design including site plan, floor plans, exterior finishes
- Schematic design has yet to be approved by AE and AI and we're currently working on the technical specifications for all spaces and equipment.

### 6.4. School Re-entry

- Refer to Item 3.1
- In response to our offer of appropriately timed online/in-school switching, 41 students will be re-entering classrooms and 54 will be switching to online learning.
- Fluctuating isolation cases require constant adjustments (at peak we had 28 staff and 410 students in isolation).
- Biggest challenge is at the high school where each teacher impacts students in multiple classes
- AHS is behind in contact tracing and FFCA is taking the initiative to engage in "cohort identification" and inform parents and staff when such cases have been identified and confirmed.

### 6.5. PAT's

- We will be opting to hold Gr. 6 & 9 PAT's with some adjustments to reduce stress.
- Considered to provide valuable objective feedback

### 6.6. Transportation Update

- Online Learning and online/in-school switching has impacted, and continues to impact, ridership on our bus routes. Of the 720 at-home online students, there are roughly 400 (equivalent of 8 routes, average 45 riders per route) who previously accessed transportation services. As a result of this decline in ridership, FFCA recently eliminated 4 routes by moving stops onto other routes. A possible further reduction of 1 or 2 more routes may take place by eliminating or moving stops onto other routes, which will have an impact on student ride times.
- As always, our Transportation Director Susan Goldsmith is doing her best to maintain stops and keep ride times as reasonable as possible.

## 7. Discussion Items

### 7.1 20/11/18-3RA - AERR

MOVED by Vice-Chair Hill and seconded by Director Scantlebury that the Board approve the 2019-2020 FFCA Annual Education Results Report as presented. CARRIED.

## **7.2 20/11/18-4RA – K-3 Masks**

MOVED by Vice-Chair Hill and seconded by Director Makwana that administration implement a K-3 masking policy that makes masks mandatory for students in K-3 while on busses, in common areas, and anywhere where cross-cohort exposure is elevated, and would request that administration

develop guidance for mask use in the classrooms of the impacted grades, effective Monday November 23, 2020. CARRIED.

## **7.3. 20/11/18-5RA – FFCA Bylaws**

MOVED by Vice-Chair Hill and seconded by Director Scantlebury that the Board approve the proposed changes to the 2019 FFCA Bylaws and seek ratification at the 2020 FFCA Annual General Meeting. CARRIED.

## **8. Committees**

8.1. Executive Committee – No report.

8.2. Communications and Community Relations (CCR) – No report.

8.3. Policy and Performance Review (PPR)

8.3.1. **20/11/18-6RA** Policy 14 Uniforms

MOVED by Director Bharmal and seconded by Director Diaz that the Board approve Policy 14 Uniforms for Second Reading as presented, with the understanding that comments and suggestions received from parents and staff will be incorporated prior to Third Reading. CARRIED.

8.3.2. **20/11/18-7RA** Policy 19 Welcoming, Caring, Respectful....

MOVED by Director Bharmal and seconded by Director Scantlebury that Policy 19 Welcoming, Caring, Respectful, Safe and Inclusive Learning and Working Environments be approved for First Reading as presented. CARRIED.

8.3.3. **20/11/18-8RA** AGM Agenda

MOVED by Director Bharmal and seconded by Director Suleman that the Board approve the 2020 Annual General Meeting Agenda as presented. CARRIED.

8.3.4. **20/11/18-9RA** Superintendent Performance Review

MOVED by Director Bharmal and seconded by Vice-Chair Hill that the Charter Board approve the Superintendent Evaluation Report as developed during the evaluation workshop of October 17, 2020 as an accurate accounting of the Superintendent's performance for the period September 1, 2019 to August 31, 2020, and further that the Charter Board authorize the Chair to make any required technical edits and to sign the report on the Charter Board's behalf. CARRIED.

8.3.5. **20/11/18-10RA** Board Performance Review

MOVED by Director Bharmal and seconded by Vice-Chair Hill that the Charter Board approve the Charter Board Performance Review Report for the period September 1, 2019 to August 31, 2020 as developed at the facilitated workshop of October 17, 2020 and that the Charter Board Chair be authorized to monitor the priorities and suggestions agreed to and bring items forward for Charter Board consideration as deemed appropriate. CARRIED.

8.3.6. Board Election Update

- At the deadline of 2:00 p.m. this afternoon, there were 5 nominations for the 3 vacant Board positions
- Voting will take place from noon on Dec. 8 to noon on Dec. 9, with results to be announced at the AGM that evening.

#### 8.4. Audit Committee

- Present work includes Financial Controls and Risk Management Frameworks

#### 8.5. TAAPCS Board Rep Report

- Vice-Chair Hill will take over from Director Suleman as FFCA rep to TAAPCS, with thanks to Director Suleman for his fine work and dedication to our provincial association.
- The Board of Governors' Award was presented to 2 recipients this year: Paul Gibson (Valhalla) and Don Falk (New Horizons).
- TAAPCS has established a priorities committee and is looking at SLS funding advocacy and understanding and providing input to the 4-, 8- and 12-year evaluation proposal.

##### 8.5.1. TAAPCS Advocacy Committee

- Vice-Chair Hill invited NWE SC Chair Andrew Chu into the meeting as a panelist to discuss a newly-formed Advocacy Committee which counts volunteers from the communities of 8 charter schools as members, and was formed in response to anti-charter resolutions passed at the October 17, 2020 ASCA meeting.
- The Advocacy Committee has grown to 31 members for the purposes of having the ASCA resolutions rescinded, communicating accurate information about charter schools to the public, investigating what is being said about charters around the province, and the collection of data in support of charters.
- Next meeting is scheduled for Nov. 30 and is open to all interested parties.

9. Director Highlights – Vice-Chair Hill: the opportunity to serve as FFCA's TAAPCS representative; Director Bharmal: son's unexpected acceptance and enjoyment of online learning necessitated by isolation directive; Director Scantlebury: Advocacy Committee initiated by former Director Chu; Director Spahl: FFCA's response to COVID-19 and smooth incorporation of Online Learning; Director Suleman: the past three years of serving FFCA and the development of a high-functioning Online Learning program; Director Jin: opportunities to learn and serve FFCA; Director Makwana: the strength and responsiveness of FFCA in rising to recent challenges; Director Diaz: work on the Board and Superintendent Performance Reviews; Chair Wilson: the opportunity to welcome Health Minister Shandro to SMS and visit with students and teachers.

10. Open to Gallery – No questions/comments.

#### 11. Chairperson's Remarks

- Chair Wilson offered that the Board is working on the FFCA Budget Submission, pursuing the issue of SLS funding, and advocating for permanency for qualifying charters, and commented on the commendable CIRT response to a recent incident.
- NWE Chair Chu was recognized for exceptional work on his formation of the Charter School Advocacy Committee.
- Thanks were expressed to all Board members.

ADJOURNMENT: 8:27 p.m.

NEXT MEETING: Dec. 9, 2020/AGM @ TBD

FUTURE AGENDA ITEMS:



**Foundations for the Future Charter Academy  
for the three months ending November 30, 2020**

	<b>REVISED Annual Budget</b>	<b>September to November</b>	<b>% of REVISED budget</b>	<b>Notes</b>
<b>Income</b>				
<b>AB Grant Revenue</b>	32,406,904	8,772,565	27.07%	
<b>Transportation Fees</b>	2,004,220	601,266	30.00%	Fees collected adjusted to match expenditures of 30%
<b>Resource Fees</b>	537,964	159,720	29.69%	Fees paid in advance, adjusted to match expenses
<b>Other School Jurisdiction</b>	400,000	57,266	14.32%	
<b>Campus Funds</b>	1,359,635	500,489	36.81%	Electives & activity fees collected in advance; Casino Revenue (\$45,400)
<b>Other Revenue</b>	174,000	125,944	72.38%	19 K students funded by parents (\$65,600); Central rent
<b>Total Income</b>	<b>36,882,723</b>	<b>10,217,250</b>	<b>27.70%</b>	
<b>Expense</b>				
<b>Salaries &amp; Benefits</b>	28,048,226	6,755,734	24.09%	
<b>Inclusion</b>	144,500	80,401	55.64%	Annual costs paid in Q1 (Providence)
<b>Professional Development</b>	72,335	8,084	11.18%	
<b>Technology</b>	474,000	121,188	25.57%	Some annual costs paid in Q1
<b>Transportation</b>	3,624,134	1,033,955	28.53%	Sept to Nov was 54 of 175 bus days = 30.9%
<b>Facilities</b>	1,834,483	1,006,028	54.84%	Capital Maintenance Renewl projects included (\$534,000)
<b>Board</b>	105,000	30,103	28.67%	Includes TAAPCS annual fee \$13885
<b>Admin Building</b>	256,000	56,215	21.96%	
<b>General &amp; Admin</b>	278,553	82,406	29.58%	Annual fees paid in September (ie finance system, memberships, etc)
<b>SHS Set up Costs</b>		282,492		
<b>Campus Funds</b>	1,359,635	164,244	12.08%	3/10 of the year complete = 30%;
<b>Campus Expenditures</b>	680,904	252,158	37.03%	Some annual fees paid in Q1
<b>Total Expense</b>	<b>36,877,770</b>	<b>9,873,008</b>	<b>26.77%</b>	
<b>Surplus(Deficit)</b>	<b>4,953</b>	<b>344,242</b>		Field trips, elective & activity fees paid in advance = \$342,875

	<u>Instruction</u>	<u>PO&amp;M</u>	<u>Sys Admin</u>	<u>Transportation</u>	<u>Total</u>
* Reserve as at Aug. 31, 2020	368,022	1,113,213	(55,084)	(110,569)	1,315,582
2020-21 Budget	4,953				4,953
<b>Expected reserve balance</b>	<b>372,975</b>	<b>1,113,213</b>	<b>(55,084)</b>	<b>(110,569)</b>	<b>1,320,535</b>

Prepared by: Reta Morgan  
December 1, 2020





## Policy 14 – UNIFORMS

Foundations for the Future Charter Academy (FFCA) is a uniform school. All students will arrive at school dressed in specified uniforms as directed/required. The only exceptions will occur on predetermined casual days.

Uniforms serve several purposes. At FFCA our school uniforms:

1. help students arrive at school with an attitude conducive to learning and work,
2. help to create a sense of culture and belonging,
3. help reduce the appearance of socioeconomic differences and the tendency toward competition between students in the areas of dress and appearance,
4. identify students as representatives of FFCA and everything that FFCA stands for when our students are in uniform outside the school.

### Specifically

#### 1. Determination of Standards

- 1.1 The Charter Board of Directors will determine uniform and casual day standards for FFCA.
- 1.2 Changes to uniform standards will be accompanied by an appropriate grandfather clause implemented for a specified period of time or with specific limitations commensurate with the impact of the change in standards.

#### 2. Enforcement

- 2.1 Campus staff and administration will address incidents of students at school out of proper uniform in a progressive manner consistent with Student Behaviour and Conduct Administrative Procedures.
- 2.2 Each campus will keep some uniform supplies on hand which may be provided to students as a short-term solution if deemed appropriate.
- 2.3 Campus staff, parents, and students will be provided with visual aides (illustrations or photographs) to exemplify proper attire of uniform to assist in compliance and enforcement.

Approved: December 20, 2017

Legal Reference: *Education Act* Section 27, 32, 53, 196, 197, 222  
Charter Schools Regulation  
Foundations for the Future Charter Academy Charter Document 2012-2027

## Policy 14 Uniforms

### Appendix - Uniform Requirements

#### **GALA UNIFORM REQUIREMENTS**

All students must own the required pieces of the gala uniform and be prepared to wear them when required by school administration. The Gala Uniform will be required for all formal occasions such as school pictures, designated assemblies, concerts, and field trips off the school property and other days as deemed appropriate by the school administration.

Grades	K-4	5-8	9-11	12
Gala Uniform Top	<b>All of:</b> <ul style="list-style-type: none"> <li>• Plain solid all-white golf shirt (generic acceptable)</li> <li>• Burgundy crested vest OR cardigan*</li> </ul>	<b>All of:</b> <ul style="list-style-type: none"> <li>• Plain solid all-white golf shirt (generic acceptable)</li> <li>• Burgundy crested vest OR cardigan*</li> </ul>	<b>All of:</b> <ul style="list-style-type: none"> <li>• Plain solid all-white opaque button-down collar dress shirt or blouse (generic acceptable)</li> <li>• Southridge plaid tie*</li> <li>• Hunter Green crested vest OR cardigan*</li> </ul>	<b>All of:</b> <ul style="list-style-type: none"> <li>• Plain solid all-white opaque button-down collar dress shirt or blouse (generic acceptable)</li> <li>• Southridge plaid tie*</li> <li>• Black blazer with logo pin*</li> </ul>
Gala Uniform Bottom	One of: <ul style="list-style-type: none"> <li>• Charcoal (dark) Grey 'monogrammed' pants (available in 3 styles) *               <ul style="list-style-type: none"> <li>○ Cargo</li> <li>○ Straight dress</li> <li>○ Fitted dress (female cut)</li> </ul> </li> <li>• Southridge plaid tunic* with black modesty shorts (generic acceptable)</li> </ul>	One of: <ul style="list-style-type: none"> <li>• Charcoal (dark) Grey 'monogrammed' pants (available in 3 styles) *               <ul style="list-style-type: none"> <li>○ Cargo</li> <li>○ Straight dress</li> <li>○ Fitted dress (female cut)</li> </ul> </li> <li>• Southridge plaid kilt* with black modesty shorts (generic acceptable)</li> </ul>	One of: <ul style="list-style-type: none"> <li>• Charcoal (dark) Grey 'monogrammed' pants (available in 2 styles)*               <ul style="list-style-type: none"> <li>○ Straight dress</li> <li>○ Fitted dress (female cut)</li> </ul> </li> <li>• Southridge plaid kilt* with black modesty shorts (generic acceptable)</li> </ul>	One of: <ul style="list-style-type: none"> <li>• Charcoal (dark) Grey 'monogrammed' pants (available in 2 styles)*               <ul style="list-style-type: none"> <li>○ Straight dress</li> <li>○ Fitted dress (female cut)</li> </ul> </li> <li>• Southridge plaid kilt* with black modesty shorts (generic acceptable)</li> </ul>
Approved Footwear (generic acceptable for all footwear)	<ul style="list-style-type: none"> <li>• Black socks {to be worn with pants}</li> </ul> OR <ul style="list-style-type: none"> <li>• Black knee-high socks, tights or leggings with socks {to be worn with kilts/tunics}</li> </ul> AND <ul style="list-style-type: none"> <li>• Plain solid black leather or leather-like dress shoe with non-marking sole and heel size less than 5cm</li> </ul>			

Please note that uniform pieces identified with an asterisk (\*) above are required to be purchased from the official sanctioned supplier:

### **InSchoolwear, Calgary**

Philips Park, Building A, Unit A9E  
 6120-2nd Street SE, Calgary, Alberta, T2H 2L8  
 Tel: 403-640-1032 Email: [calgary@inschoolwear.com](mailto:calgary@inschoolwear.com)

Please note that some pieces identified as (generic acceptable) may be purchased at a store of your choice as long as they meet the requirements as described.

**DAILY (NON-GALA) UNIFORM REQUIREMENTS**

Daily (non-Gala) uniform wear may consist of any approved top and bottom including those that form part of the gala uniform OR approved optional items. Non-Gala uniform may be worn on school days when Gala uniforms are not required by school administration providing students with some flexibility within the uniform.

Grades	K-4	5-8	9-11	12
Daily Uniform Tops	<p><b>Either of:</b></p> <ul style="list-style-type: none"> <li>• Plain solid all-white golf shirt (generic acceptable)</li> <li>• Burgundy monogrammed golf shirt*</li> </ul> <p>OPTIONAL:</p> <ul style="list-style-type: none"> <li>• Burgundy crested vest OR cardigan*</li> </ul>	<p><b>Either of:</b></p> <ul style="list-style-type: none"> <li>• Plain solid all-white golf shirt (generic acceptable)</li> <li>• Burgundy monogrammed golf shirt* (short or long sleeve)</li> </ul> <p>OPTIONAL:</p> <ul style="list-style-type: none"> <li>• Burgundy crested vest OR cardigan*</li> </ul>	<p><b>Either of:</b></p> <ul style="list-style-type: none"> <li>• Plain solid all-white opaque button-down collar dress shirt or blouse (generic acceptable)</li> <li>• Plain solid all-white golf shirt (generic acceptable)</li> </ul> <p>OPTIONAL:</p> <ul style="list-style-type: none"> <li>• Hunter Green crested vest OR cardigan*</li> <li>• Southridge plaid tie *</li> </ul>	<p><b>Either of:</b></p> <ul style="list-style-type: none"> <li>• Plain solid all-white opaque button-down collar dress shirt or blouse (generic acceptable)</li> <li>• Plain solid all-white golf shirt (generic acceptable)</li> </ul> <p>OPTIONAL:</p> <ul style="list-style-type: none"> <li>• Black blazer with logo pin*</li> <li>• Hunter Green crested vest OR cardigan*</li> <li>• Southridge plaid tie*</li> </ul>
Daily Uniform Bottoms	<p>One of:</p> <ul style="list-style-type: none"> <li>• Charcoal (dark) Grey 'monogrammed' pants (available in 3 styles) * <ul style="list-style-type: none"> <li>o Cargo</li> <li>o Straight dress</li> <li>o Fitted dress (female cut)</li> </ul> </li> <li>• Charcoal (dark) Grey 'monogrammed' shorts*</li> <li>• Charcoal (dark) Grey 'monogrammed' skort*</li> <li>• Southridge plaid tunic* with black modesty shorts (generic acceptable)</li> </ul>	<p>One of:</p> <ul style="list-style-type: none"> <li>• Charcoal (dark) Grey 'monogrammed' pants (available in 3 styles) * <ul style="list-style-type: none"> <li>o Cargo</li> <li>o Straight dress</li> <li>o Fitted dress (female cut)</li> </ul> </li> <li>• Charcoal (dark) Grey 'monogrammed' shorts*</li> <li>• Southridge plaid kilt* with black modesty shorts (generic acceptable)</li> </ul>	<p>One of:</p> <ul style="list-style-type: none"> <li>• Charcoal (dark) Grey 'monogrammed' pants (available in 2 styles)* <ul style="list-style-type: none"> <li>o Straight dress</li> <li>o Fitted dress (female cut)</li> </ul> </li> <li>• Charcoal (dark) Grey 'monogrammed' shorts*</li> <li>• Southridge plaid kilt* with black modesty shorts (generic acceptable)</li> </ul>	<p>One of:</p> <ul style="list-style-type: none"> <li>• Charcoal (dark) Grey 'monogrammed' pants (available in 2 styles)* <ul style="list-style-type: none"> <li>o Straight dress</li> <li>o Fitted dress (female cut)</li> </ul> </li> <li>• Charcoal (dark) Grey 'monogrammed' shorts*</li> <li>• Southridge plaid kilt* with black modesty shorts (generic acceptable)</li> </ul>
Approved Footwear (generic acceptable for all footwear)	<ul style="list-style-type: none"> <li>• Black socks {to be worn with pants or shorts}</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Black knee-high socks, tights or leggings with socks {to be worn with kilts/tunics/skort}</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Plain solid black leather or leather-like dress shoe with non-marking sole and heel size less than 5cm</li> </ul>			

Please note that uniform pieces identified with an asterisk (\*) above are required to be purchased from the official sanctioned supplier, InSchoolwear.

Please note that some pieces identified as (generic acceptable) may be purchased at a store of your choice as long as they meet the requirements as described.

## **PHYSICAL EDUCATION UNIFORM REQUIREMENTS**

Grade	K-4	5-8	9-12
Physical Education Uniform	Students stay in uniform for physical education class removing vest OR cardigan.  Students in tunics can 'change' into their modesty shorts which must be black  Athletic shoes (non-marking) are required unless specified otherwise.	Students change for physical education class into physical education uniform clothing which must be purchased from the school.  The gym uniform includes a selection of crested shirts, shorts and pants.  Athletic shoes (non-marking) are required unless specified otherwise.	Students change for physical education class into physical education uniform clothing which must be purchased from the school.  The gym uniform includes a selection of crested shirts, shorts and pants.  Athletic shoes (non-marking) are required unless specified otherwise.

## **GENERAL UNIFORM REQUIREMENTS**

- Students must be dressed in the appropriate uniform to attend class or field trips
- All uniform items should fit properly and be kept clean and in good repair
- All shirts are to be tucked in
- All tunics and kilts must be of a modest length (to within 3 inches of the top of knee or longer)
- All socks, tights and leggings are to be plain opaque black - no semi/transparent nylons, prints or patterns
- Any undergarments should NOT be visible. This is why white shirts which do not need to be purchased at our approved supplier must be opaque and all underclothing is recommended to be white in colour, with no coloured trim, designs, or patterns.
- It is strongly recommended that families purchase more than one shirt and, if pants are chosen to be worn, more than one pair of pants for the school year to allow for proper cleaning and maintaining condition of items.
- It is strongly recommended that all uniform items should be labeled with the student's initial and last name

## **CASUAL DAYS**

While students are not compelled to wear their school uniform on designated casual days, they must still be dressed in clothing that is conducive to learning and work. Respecting the rights of parents to exercise educational and personal choices relating to their student(s), it is anticipated that parental decisions regarding casual day attire will endeavour to maintain the purpose and spirit of the uniform dress standards. These decisions will show respect for the dignity of individual students regardless of sex, gender, culture and religion.

The following guidelines are in place to reflect a positive learning environment, while allowing for casual wear:

- Undergarments must be completely covered by outer clothing.
- All clothing must be free of inappropriate language or imagery.
- On themed days
  - No masks
  - No swimsuits on Beach Day
  - No play weapons

➤ On casual days, the students in Middle and High School will still be required to wear school gym attire.

School Administration will have final determination as to appropriate casual day wear, based on the guidelines. In cases in which the attire is considered inappropriate, a student may then be asked to change into their gym strip or make arrangements for alternate clothing to be brought to school.

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



## **AP-H-105.1 English as a Second Language Administrative Procedures**

Revised October 2, 2020

### **BACKGROUND & RATIONALE**

FFCA will provide English as a Second Language (ESL) support to students who have insufficient proficiency in English to achieve grade level expectations.

FFCA recognizes that ESL support facilitates the development of academic language that supports students' ability to demonstrate the competencies in an English language environment.

### **PROCEDURES**

#### **Intake and Assessment**

1. Each FFCA campus will identify all new students who require ESL support by September 30<sup>th</sup> of each school year.
2. The first opportunity to note any possible ESL needs occurs during the admission interview. Any ESL concerns that are evident during the interview process should be noted and communicated to administration. The following information and documents need to be collected during the interview:
  - First language the student learned
  - Language spoken in the home
  - First language of the parent/guardian
  - Years of schooling in another language
  - Report card from previous school
  - Previous years of ESL support, if any
3. Observations by the classroom teacher during the first few weeks of school will provide further information as to whether the student requires English as a Second Language Proficiency Testing by the ESL Assistant. Areas of concern may include:
  - Basic vocabulary
  - Classroom/academic vocabulary
  - Grammar skills
  - Writing skills
  - Reading comprehension
  - Understanding directions, both oral and written
  - Understanding of Canadian cultural references
  - Speaking skills
4. The ESL Assistant will check documentation of those students referred in order to ascertain the language background of the student.

5. The ESL Assistant will then test all referred students using one of the following tests (Important note: all school employees conducting the Level B tests must have completed specific training with the assessment being used, and a written consent form from the parents must be obtained. The results of any Level B testing must be interpreted by school personnel who have completed professional development in the interpretation of Level B testing.):
  - a. IDEA Proficiency Test
  - b. Woodcock-Munoz Language Survey
  - c. Alberta ESL Proficiency Benchmark
6. After testing has been completed, ESL Assistants will debrief the results either verbally or written with teachers and administration,
7. If it is deemed that a student may require ESL support, the responsible teacher or campus administrator will communicate with the parents or guardians of the student who would benefit from ESL support, informing them of the results of the testing, introducing the ESL Assistant who would be working with their child and requesting permission to seek funding and support for their child. All approval of support from the parents/guardians must be received in writing.
8. Prior to the last school day in September and February, administration will report to Alberta Education the names of students requiring ESL support via SIS communication through PASI.
  - a. Foreign-born ESL students will be coded 301.
  - b. Canadian-born ESL students will be coded 303.

### **Supporting ESL Learners**

1. The classroom teacher and ESL Assistant will collaborate to:
  - a. determine targeted areas of support for each student,
  - b. the method of providing the support (in-class assistance and/or pull-out),
  - c. and a schedule for working with each student. A copy of this schedule will be submitted to administration for approval.
2. The classroom teacher will maintain regular communication with the ESL Assistant to discuss the assistance required and reflect on the progress of the student.
3. The following documentation will be kept in the student's cumulative file:
  - IDEA Proficiency Test summary sheet including the date of the test and name of the test administrator
  - Woodcock-Munoz Language Survey Revised Edition summary sheet
  - Alberta ESL Proficiency Benchmark Assessment report
4. Teachers should record evidence a student's benchmark level throughout the year. This evidence should be recorded using the Benchmark Assessment tool. This evidence can be collected throughout the school year using existing educational assignments, with specialized assessments being used as needed. Methods for assessing ESL proficiency include, but are not limited to:
  - Writing samples
  - Samples of student work
  - Formal and informal reading activities
  - Anecdotal notes

- Ongoing assessment records
- Summary of learning strategies
- Student-teacher conferences
- Group discussions

### **Communication and Reporting**

1. Communication about a student's progress throughout the year will be made through report card comments and learning conferences. An ESL Benchmark Assessment report will be provided to parents/guardians before the final learning conference of the year on an annual basis.
2. Report cards must indicate if the student is receiving ESL support. Communication regarding whether support is recommended for the following year will be signed by the principal.
3. The following documents must be put in the student's cumulative file:
  - IDEA Proficiency Test or Woodcock-Munoz testing summary sheet including the date of the test and name of the test administrator
  - Alberta ESL Benchmark Assessment
  - When students move from one campus to another, the office of the receiving campus must be notified that the student has been receiving ESL support. Estimated numbers of ESL students moving to the receiving campus will be provided by May 31.
4. Principals or designates are responsible for:
  - a. the planning and implementation of ESL learning support at their school;
  - b. facilitating student and staff access to resources and support for effective implementation of ESL support;
  - c. facilitating collaboration among all staff and service providers working with ESL students, training and supervising ESL support staff, and ensuring that ESL data is maintained as required.

### **Continued Coding of Students**

1. On an annual basis, the reporting teacher will make recommendations as to whether the ESL student should maintain their status as being coded as an ESL Learner.
  - a. Students who attain proficiency levels consistently at Level 4 or 5 on the English as a Second Language Proficiency Benchmarks and require a low level of support outside of the regular classroom supports provided to all students may be considered for removal of coding.
  - b. If a student is going to be removed from ESL coding, a communication must be made to the parents/guardians of the student explaining the rationale for this decision.
2. On an annual basis, the teacher will identify any students who required significant interventions or support, either from the classroom teacher or from an ESL Assistant.
  - a. Students who attain proficiency levels consistently at Level 1 or 2 on the English as a Second Language Proficiency Benchmarks and require a high



level of support outside of the regular classroom supports provided to all students may be considered for this list

3. The principal, or their designate, will take these recommendations into account and whether a student requires continued support as an ESL coded student.
4. The principal, or their designate, will track the information gathered above.

## 2020-21 ESL Resources Page

### *AP-H-105.1 English as a Second Language Administrative Procedures*

#### *Alberta Guide to Education*

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

#### *English as a Second Language: Guide to Implementation*

<https://education.alberta.ca/media/563809/esl-guide-to-implementation-k-9.pdf>

#### *Supporting English Language Learners: Tools, Strategies and Resources*

<https://www.learnalberta.ca/content/eslapb/index.html>

#### *Clevr*

<https://www.clevrcloud.ca/clevr/player.aspx?contextId=1000&ADUser=168&domain=ou=ffca-campus,%20dc=ffca,%20dc=local>