



Public Board Meeting

Sept. 9, 2020

6:30-9:00 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
Public Minutes June 10, 2020; Special Meeting Minutes August 11, 2020
Correspondence received | Chair Wilson |
| 3. Staff/Campus Reports
3.1. Director of Facilities | Josh Foat |
| 4. Superintendent’s Report | Roger Nippard |
| 5. Information Items | Chair Wilson |
| 5.1. High School Update | Roger Nippard |
| 5.2. School Re-entry | Kurtis Leinweber |
| 5.3. Standing Item: Administrative Procedures Update | “ |
| 5.3.1. AP-B-401.1 Being Heard (attached) | “ |
| 5.4. Standing Item: Strategic/Education Plan Update | “ |
| 5.4.1. 3-Year Education Plan Update | “ |
| 5.4.2. Global Competencies Research | Roger Nippard |
| 5.5. Choice in Education Act Update | “ |
| 5.6. Capital Maintenance & Renewal (CMR) Funds Update | “ |
| 6. Discussion Items | Chair Wilson |
| 6.1. High School/Online Staffing (attached) - Motion | Kurtis Leinweber |
| 6.2. Q4 Estimate (attached) – Motion | Reta Morgan |
| 6.3. Capital Plan 2020-2023 (attached) – Motion | “ |

- | | | |
|--------|---|----------------------|
| 6.4. | FFCA Online Campus – Motion | Kurtis Leinweber |
| 7. | Committees | Chair Wilson |
| 7.2. | Executive Committee | “ |
| 7.3. | Communications & Community Relations Committee | Director Scantlebury |
| 7.4. | Policy & Performance Review Committee | Director Bharmal |
| 7.4.1. | Policy 12 Role of the Superintendent (attached) | |
| 7.4.2. | Policy 14 Uniforms (attached) | |
| 7.4.3. | Policy 16 Recruitment & Selection of Personnel (attached) | |
| 7.4.4. | Policy 19 Welcoming, Caring, Respectful...(attached) | |
| 7.4.5. | Chief Returning Officer - Motion | |
| 7.5. | Audit Committee | Director Makwana |
| 7.6. | TAAPCS Board Rep Report | Director Suleman |
| 8. | Director Highlights | Chair Wilson |
| 9. | Open to Gallery | Chair Wilson |
| 10. | Chairperson’s Remarks | Chair Wilson |

ADJOURNMENT: by 9:00 p.m.

NEXT PUBLIC MEETING: Nov. 18, 2020 @ TBD

FUTURE AGENDA ITEMS:

SEPT. 9, 2020 MEETING MOTIONS

CONSENT AGENDA

20/09/09-1CA

MOVED by Director _____ and seconded by Director _____ that the Consent Agenda for Sept. 9, 2020 be approved as presented.

.....that the minutes of the June 10, 2020 Public Board Meeting be approved as presented.

.....that the minutes of the August 11, 2020 Special 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. 20/09/09-1RA – Staffing

MOVED by Director _____ and seconded by Director _____ that, as per the FFCA Staffing Formula, and in response to supplemental funding from the provincial and federal governments, the Board approve up to 2.15 FTE of additional certificated staff and up to .6 FTE of additional support staff to maximize programming opportunities at the North and South High School Campuses, and up to 8.5 FTE of additional certificated staff and 0.75 FTE of additional support staff to facilitate online programming.

6.2. 20/09/09-2RA – Q4 Estimate

MOVED by Director _____ and seconded by Director _____ that the Board receive for information the FFCA Fourth Quarter Financial Report as presented.

6.3. 20/09/09-3RA – 2020-2023 Capital Plan

MOVED by Director _____ and seconded by Director _____ that the 2021-2024 FFCA Capital Plan be updated to specify that FFCA’s first priority for new construction is a South High School Campus.

6.4. 20/09/09-4RA – FFCA Online Campus

MOVED by Director _____ and seconded by Director _____ that the Board approve the establishment of the “FFCA Online Campus” to meet COVID-19 programming requirements.

7.4.1 20/09/09-5RA – Policy 12 Role of the Superintendent

MOVED by Director _____ and seconded by Director _____ that the Board approve Policy 12 Role of the Superintendent as presented. The amended policy will be circulated to Administrators, School Councils and Society members for information purposes only, and replaced on the FFCA website.

7.4.2 20/09/09-6RA – Policy 14 Uniforms

MOVED by Director _____ and seconded by Director _____ that the Board approve Policy 14 Uniforms for First Reading as presented.

7.4.4 20/09/09-7RA – Policy 16 Recruitment and Selection of Personnel

MOVED by Director _____ and seconded by Director _____ that the Board approve Policy 16 Recruitment and Selection of Personnel as presented. The amended policy will be circulated to Administrators, School Councils and Society members for information purposes only, and replaced on the FFCA website.

7.4.5 20/09/09-8RA – Policy 19 Welcoming, Caring, Respectful and Safe....

MOVED by Director _____ and seconded by Director _____ that the Board approve Policy 19 Welcoming, Caring, Respectful and Safe Learning and Working Environments for First Reading as presented.

7.4.5 20/09/09-9RA – Chief Returning Officer

MOVED by _____ and seconded by _____ that the Board appoint Superintendent Nippard as Chief Returning Officer (CRO). The CRO may delegate duties to another FFCA employee and that employee in turn will appoint two Deputy Returning Officers.



Public Board Meeting Minutes

June 10, 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 Joan Burke, Director of Facilities Josh Foat, Coordinator of School Services Lorne McDonald, Director of Technology Jeff Cullen, Executive Assistant Meredith Poole

Presenters: Shelley Geran, Pamela Hunnisett

Gallery: Alyssa Black, Alexandra & Akim Lomakin, Amy Lakusta, Andre Shoucri, Andrei Filonov, Andre Chu, Asanka Perera, Ashley Bobotang, Ashlyn Beatty, Ayesha Ekanayake, Bharati Singh, Cathy Giang, Cindy McGlashan-Beaucage, Cliff & Janet Sanderson, Cristian Rios, Crystal Okasha, Dan Keleman, Dawn Ackroyd, Doug Lamb, Dragan Ivancevic, Frank Wong, Gurbir Kaur, Jacquie & Tyler Ng, Jenalyn & Jessie Cuevas, Judy Zhu, Jyleen Wong, Keiko Otto, Kim Van Unen, Kiran Makwana, Krista Lee, Lina Grossi, Lisa Beuker, Majid Mohammed, Marni Chenier, Natasha Spokes, Patience Moyo, Phoebe Greentree, Punam Makwana, Rob Silveira, Seema Makwana, Shelly Tulloch, Svetlana Sadovskaya, Taira Anten, Tanya Borthwick, Tyler Malden, Vijayetha Shenoy, Vikrant Karambelkar, Vishakha Bawane, Yeshurun Elias, Ying Dong, Yolanda Switzer, Ana Patricia Guevara, Jennifer Chmilar, Joanne Fontaine, Roxanne Poenara, Tavashure Moyo III, Mamta Arora, Valentine Lev

AGENDA

6:34 p.m. CALL TO ORDER

1. Review of Meeting Agenda: No changes.
2. **20/06/10-1CA** Approval of Consent Agenda
MOVED by Vice-Chair Hill and seconded by Director Diaz that the Consent Agenda for June 10, 2020 be approved as presented. CARRIED.
 - Minutes of May 13, 2020 Public Board Meeting
 - Correspondence (1 letter from Minister LaGrange re HS facility)
3. Campus Reports
 - 3.1. High School Grad Report: High School Counsellor Shelley Geran reported that for the current academic year, 98-99% of students will graduate, and will receive in the neighbourhood of \$350-360,000 in scholarships. The majority will be attending local universities in such fields as engineering, science, business, psychology and computer science, but a few are away to more distant destinations. Shelley pointed out that, wherever they are going, it will likely be a very different experience from what they might have expected just a few months ago.

3.2. K-12 Summer Reading Recommendations: High School ELA Teacher Pam Hunnisett emphasized the importance of reading and how well we teach it at FFCA. A reading habit of 20 minutes per day can have a hugely beneficial effect on the skill and language development so crucial for success in later life. She and several of her colleagues have produced a comprehensive K-12 list for suggested summer reading that will be available to parents in tomorrow's blog post.

4. Superintendent's Report

- Roger offered congratulations to all newly appointed, renewed and reassigned administrative staff.
- Re-entry scenarios have been top-of-mind as the year closes; AE has just announced that they are targeting the option that would see as much of a return to normal conditions as possible (Scenario 1), with the final decision to be made by August 1. FFCA has conducted a survey of parents/ students (Gr. 7 & up) and staff to ascertain current apprehensions about various aspects of re-entry. It is hoped that draft plans for each scenario will be developed by the end of this school year. Many things must be considered (facilities, staffing, PPE, transportation), as well as contingency plans for potential future outbreaks of COVID-19.
- Congratulations were offered to all graduating FFCA students, and appreciation expressed for the efforts of high school staff in the formulation of plans for a unique recognition ceremony.

5. Information Items

5.1. High School Update – Please note the correspondence that was recently circulated to all staff and parents.

5.2. Standing Item: Administrative Procedures Update: The following revised Administrative Procedures have been approved and placed on the FFCA website: AP-G-401.2 Teacher Professional Learning, AP-G-401.3 Coaching, AP-I-301.2 Student Evaluation & Grade Placement, and AP-I-101.1 Registration and Admission of Students.

5.3. Standing Item: Strategic/Education Plan Update

5.3.1. **20/06/10-1RA** 2020-2023 Three-Year Education Plan

MOVED by Vice-Chair Hill and seconded by Director Suleman that the Board approve the Draft 2020-2023 Education Plan in principle, and direct that it be circulated to the FFCA community for input into the development of a final plan to be approved by the Board by September 30, 2020. CARRIED.

5.4. Annual Surveys

5.4.1. Accountability Pillar: This year's results are still embargoed but it can be announced that FFCA's are very good. The full report will be shared in November.

5.5. Choice in Education Act: This new legislation i) expands on educational options and confirms the rights of parents to choose what they think best for their child(ren), ii) allows for the establishment of vocational charter schools, and iii) allows charter applications to go directly to the Minister rather than the local school board. We are hopeful that the accompanying regulations will incorporate more elements of what charter schools have been requesting (e.g. transfer of land).

5.6. Capital Maintenance & Renewal (CMR) Funds – FFCA has applied for and was granted \$2.4m funding for capital project renovations at our campuses, as part of the government's effort at

generating employment opportunities. \$1.7m has already been received. RFP's for lighting and flooring upgrade contracts have just closed, and that for exterior door upgrades closes tomorrow.

6. Discussion Items

6.1. **20/06/10-1RA** Q3 Report

MOVED by Director Makwana and seconded by Director Diaz that the Board approve the Third Quarter Financial Report as presented. CARRIED.

6.2. Re-entry Surveys/Plan: The response was very good with 2164 from parents and students, and 1875 from staff (open-ended survey). Key elements of concern include facility hygiene (wash/sanitizer stations, disinfecting), physical distancing/access/movement within campus, student cohorts, and transportation. Notable results:

- About 2/3 of parents and students reported being satisfied with the learning-at-home program of the past few months.
- Approximately 20% of respondents have a household member who is at increased risk of infection from COVID-19.

6.3. **20/06/10-2RA** Alternative Calendar

MOVED by Director Makwana and seconded by Director Bharmal that the Board approve the alternative calendar as presented, and implement it should it prove preferable to the existing calendar based on current COVID Re-entry advice from Alberta Education. CARRIED.

6.4. Suggested Meeting Dates 2020-2021: The meeting dates in the original Board Work Plan can be posted on the website.

7. Committees

7.1. Executive Committee – Has met once to plan Working and Public sessions.

7.2. Communications & Community Relations Committee: CCR met on June 3 and formulated both the high school update and BLM letters that recently went out to parents and staff. Discussion also included plans for Board updates in school newsletters beginning in the fall.

7.3. Policy & Performance Review Committee: PPR also met June 3 and discussed the Policy Review Plan and the Board budget for 2020-21.

7.4. Audit Committee: Held a meeting on May 19 with full membership present.

7.4.1. **20/06/10-3RA** Audit Committee Revised Terms of Reference

MOVED by Director Makwana and seconded by Vice-Chair Hill that the Board approve the revised Audit Committee Terms of Reference as amended. CARRIED.

7.5. TAAPCS Board Rep Report – Background information provided. No report.

8. Director Highlights: Director Makwana: adaptability shown to continue meeting as a Board, and the increased attendance of the public; Director Spahl: flexibility of FFCA and opportunities created; Vice-Chair Hill: i) being part of the Shelley Schroh Memorial Unsung Hero Award Scholarship selection panel, ii) Summer Reading Program presentation; Director Jin: efforts of Board and administration in relation to the high school; Director Diaz: ditto Vice-Chair Hill, & the number of submissions; Director

Bharmal: tonight's high school update from Shelley Geran; Director Scantlebury: re-entry survey results in relation to satisfaction with the at-home-learning program; Director Suleman: Ditto Director Scantlebury (re-entry survey results); Chair Wilson: participation in the Principal Educator interviews and seeing first-hand the quality of leadership within FFCA.

Directors expressed their thanks and congratulations to Joan Burke and Lorne McDonald on their imminent retirement, and invited them to share a highlight as well:

Mrs. Burke: Thank you for the memories and the outstanding experience of working with FFCA parents, students and staff.

Mr. McDonald: Ditto Mrs. Burke. I love what I have been given the opportunity to do ("I've never worked a day in my life"). Thanks to all.

9. Open to Gallery: Questions/comments/concerns revolved around re-entry scenarios and accommodations (barriers, face masks, ventilation), potential calendar variations, future volunteering opportunities and future Board meeting formats.
10. Chairperson's Remarks: Chair Wilson offered that he had been honoured to serve as FFCA Chair over the past year, and emphasized his pride in the dedicated work of his colleagues.

ADJOURNMENT: 8:40 p.m.

NEXT PUBLIC MEETING: Sept. 9, 2020 @ TBD

FUTURE AGENDA ITEMS:



**FFCA Board of Directors
Special Meeting**
August 11, 2020
9:00 – 10:00 p.m.
Via Zoom

Attendees: Chair Jeff Wilson, Vice-Chair Jenny Hill, Director Sumara Diaz, Director Faruq Suleman, Director Naren Makwana, Director Riz Bharmal, Director Jehn Scantlebury, Director Randall Spahl, Director Sam Jin, Superintendent Roger Nippard, Deputy Superintendent Kurtis Leinweber, Secretary Treasurer Reta Morgan, Director of Technology Jeff Cullen, Director of Facilities Josh Foat, Executive Assistant Meredith Poole, Coordinator of School Services Preston Lowther

MINUTES

1. 9:00 p.m. Call to Order

2. Motion to Waive Notice of Meeting

MOVED by Vice-Chair Hill and seconded by Director Diaz that the Board approve waiver of notice of the August 11, 2020 Meeting as per Article 5.1 (c) of the FFCA Bylaws (2019). CARRIED.

3. Review of Meeting Agenda – No changes.

4. Board Business

i) Establishment of FFCA South High School Campus

MOVED by Director Diaz and seconded by Director Spahl that the Board authorize the creation of an 8th campus named FFCA South High School Campus for Grades 9-12 to be located at 315 86 Ave SE in Calgary, AB, T2H 1N7, and that subsequently a new campus and campus code be created by Alberta Education within the PASI (Provincial Approach to Student Information) database for the purposes of integrating with provincial reporting requirements. CARRIED.

ii) Re-entry Plan Update – Administration will be surveying families to determine how many students will be opting for at-home learning this fall. This was originally scheduled for late this week, but instead will follow a telephone Town Hall forum designed to answer back-to-class questions from our families, as well as the distribution of an FAQ sheet. This scheduling is designed to assist parents in making more informed answers to the survey questions. Discussion of the Re-entry Plan revolved around the wearing of uniforms/PE clothing; the wearing of masks, as well as their relevance to the sealing of lockers and change rooms; the provision of COVID instruction to parents and students; and bussing.

By a majority show of hands, the Board agreed to delegate to administration any decisions on

i) the wearing of masks, in various locations at various times, ii) the provision of instruction and dress code for PE, iii) the parameters related to opting in/out of bus transportation, and iv) the parameters around in-class or at-home instruction.

ADJOURNMENT: 10:53 p.m.

FFCA Updated Staffing Allocations & Additional Needs

	Original	Split			Difference
		South	North	Total	
(Grades 9)	9.00	5.00	4.00	9.00	0.00
(Grades 10-12)	22.00	8.00	14.00	22.00	0.00
Add: 9-12 Specialty / Prep	7.15	3.00	4.15	7.15	0.00
Add: 9-12 Campus Admin	2.63	1.69	1.95	3.64	1.01
Add: Extra Courses (ELA-2/Math-2/Block 5)	2.15	1.08	1.08	2.15	0.00
Add: Learning Support	0.46	0.16	0.30	0.46	0.00
Add: Sci/CTS Specialists	0.00	0.15	1.00	1.15	1.15
Guidance / Career Counsellors	1.00	0.40	0.60	1.00	0.00
Total Certificated (incl. PE & AP)	44.40	19.48	27.08	46.55	2.15
Office Support	2.85	1.55	1.90	3.45	0.60

**Foundations for the Future Charter Academy
for the year ending ending August 31, 2020**

	ORIGINAL Annual Budget	REVISED Annual Budget	September to August	% of REVISED budget	Notes
Income					
AB Grant Revenue	33,269,787	32,039,483	31,196,532	97.37%	Funding reductions for transportation (\$197,095) and base (\$485,998); CMR funding removed
Transportation Fees	1,942,465	1,956,140	1,438,353	73.53%	Reduced by the fee credits (\$568,450)
Resource Fees	525,685	529,890	555,704	104.87%	
Other School Jurisdiction	400,000	400,000	374,093	93.52%	Revenue is based on expenditures in POM for Girls School facilities
Admin Bldg Revenue	150,633	150,633	144,568	95.97%	Welltec rent decreased in light of economic impact of covid
Campus Funds	1,485,382	1,334,749	1,004,387	75.25%	Cancelled field trips revenue removed (\$233,903)
Other Revenue	95,000	95,000	151,102	159.05%	17 Kindergarten pd by parents \$82,200; CIRT \$22,000; Interest \$40,800
Total Income	37,868,952	36,505,895	34,864,739	95.50%	
Expense					
Salaries & Benefits	28,495,105	28,342,649	27,450,040	96.85%	Reflects reduced support staff costs due to layoffs
Inclusion	370,919	36,500	23,915	65.52%	
Professional Development	142,583	78,090	71,736	91.86%	
Technology	529,000	399,000	387,876	97.21%	
Transportation	3,368,496	3,332,092	2,620,206	78.64%	Cost reduced Apr\May\June offset by funding\fee reduction
Facilities	1,556,351	1,481,351	1,469,103	99.17%	Government Facility Stimulus program spend not included
Board	105,000	105,000	82,746	78.81%	No meeting costs since February
Admin Building	150,633	260,387	265,499	101.96%	
General & Admin	766,842	363,799	342,421	94.12%	
Campus Funds	1,334,749	1,334,749	786,594	58.93%	No field trips and elective costs in April, May & June
Campus Expenditures	867,315	754,260	759,376	100.68%	
Total Expense	37,686,993	36,487,877	34,259,512	93.89%	
Surplus(Deficit)	181,959	18,018	605,227		

	<u>Instruction</u>	<u>PO&M</u>	<u>Sys Admin</u>	<u>Transportation</u>	<u>Capital</u>	<u>Total</u>
* Reserve as at Aug. 31, 2019	466,187	58,628	(203,713)	(139,709)	0	181,393
2019-20 Budget	18,018					18,018
Expected reserve balance	484,205	58,628	(203,713)	(139,709)	0	199,411

Prepared by: Reta Morgan
September 1, 2020

BLIMS Projects - Web Access for Capital Plan Submission

WAP2000 - Summary Report

Printed: April 03, 2020 03:16:11 PM

Foundations for the Future Charter Academy - Capital Plan

EPR Id	Location	Title	Key Driver(s)	Asset Name	Submission Status	Project Sub - Category	Client Ranking	Client File #	Scheduled Start Date	Capital Plan Submission Year	Total Project Cost	Total Provincial Support (Infras)	Other (GOA/Fed/Private)
12365	CALGARY	Modernization - Greenview	Infrastructure condition	NORTH MIDDLE CAMPUS	Submitted	Preservation - Facility Modernization	1		2022	2022	\$7,825,250.29	\$7,825,250.29	\$0.00
11142	CALGARY	Modernization - Andrew Davison	Infrastructure condition	SOUTH MIDDLE SCHOOL CAMPUS	Submitted	Preservation - Facility audit costs	2		2023	2022	\$8,078,320.14	\$8,078,320.14	\$0.00
11143	CALGARY	Modernization - Alice M. Curtis	Infrastructure condition	SOUTHEAST ELEMENTARY CAMPUS	Submitted	Preservation - Facility Modernization	3		2023	2022	\$5,768,800.25	\$5,768,800.25	\$0.00
11162	CALGARY	Modernization - Southwood Campus	Infrastructure condition	SOUTHWEST ELEMENTARY CAMPUS	Submitted	Preservation - Facility Modernization	4		2024	2022	\$7,025,800.02	\$7,025,800.02	\$0.00
11430	CALGARY	Modernization - St. Clement	Infrastructure condition	NORTHEAST ELEMENTARY CAMPUS	Submitted	Preservation - Facility Modernization	5		2024	2022	\$4,699,500.02	\$4,699,500.02	\$0.00
13062	CALGARY	NEW CONSTRUCTION - Northwest Elementary	Infrastructure condition	NORTHWEST ELEMENTARY CAMPUS	Submitted	New - Replacement Facilities	6		2022	2022	\$19,182,080.00	\$19,182,080.00	\$0.00
Total					6 Project(s)						\$52,578,750.72	\$52,578,750.72	\$0.00

Final Submission Sign-off:

Reta Morgan
Representative Name

Rita Long
Signature

April 1/20
Date



Policy 12 – ROLE OF THE SUPERINTENDENT

Preamble

The Superintendent is the Chief Executive Officer of the Foundations for the Future Charter Academy (FFCA) ~~Charter Board (the “Board”)~~ and the Chief Education Officer of FFCA. The Superintendent reports directly to the Board and is accountable to the Board for the conduct and operation of FFCA. All Board authority delegated to the staff of FFCA is delegated through the Superintendent.

Specific Areas of Responsibility

1. Student Learning
 - 1.1 Provides leadership in all matters relating to education in FFCA.
 - 1.2 Ensures students in FFCA have the opportunity, within an inclusive environment, to meet or exceed the standards of education set by the Minister and as identified in the Charter.
 - 1.3 Ensures that learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and citizenship.
 - 1.4 Provides leadership in fostering conditions which promote the improvement of educational opportunities for all students, through innovation, research and partnerships.
 - 1.5 Provides leadership in implementing education policies established by the Minister and the Board.
2. Student Well-Being
 - 2.1 Ensures that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
 - 2.2 Ensures that the social, physical, intellectual, cultural, and emotional growth needs of students, consistent with the pillars of the Charter, are met in the overall School environment.
 - 2.3 Ensures that all students have exposure to the complementary concepts of character and leadership.
 - 2.4 Ensures the safety and well-being of students while participating in FFCA programs or while being transported on transportation provided by FFCA.
 - 2.5 Ensures the facilities adequately accommodate enrolled students.
 - 2.6 Acts as, or designates, the attendance officer for FFCA.
3. Fiscal Responsibility
 - 3.1 Ensures the fiscal management of FFCA’s resources by the ~~Secretary~~-Treasurer/Chief Financial Officer is in accordance with the terms or conditions of any funding received by the Board under the Education Act or any other Act.

- 3.2 Ensures FFCA operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
 - 3.3 Directs the preparation and the presentation of the budget.
 - 3.4 Ensures the Board has current and relevant financial information.
 - 3.5 Directs the preparation of the ~~the~~ three-year capital plan for submission to the Board.
4. Human Resources Management
 - 4.1 Has overall authority and responsibility for all personnel-related matters, except for those personnel matters precluded by legislation or Board policy.
 - 4.2 Monitors and works to improve the performance of staff and ensures appropriate growth, supervision and evaluation processes are in place.
 - 4.3 Facilitates professional development and training sessions for staff.
 - 4.4 Builds leadership capacity within FFCA.
 - 4.5 Ensures that each staff member is provided with a welcoming, caring, respectful and safe working environment that respects diversity and fosters a sense of belonging.
 - 4.6 Ensures the coordination and integration of human resources within the School.
 - 4.7 Recommends staff compensation, including benefits.
5. Policy/Administrative Procedures
 - 5.1 Provides leadership in the planning, development, implementation and evaluation of Board policies.
 - 5.2 Develops and keeps current an Administrative Procedures Manual that is consistent with Board policy and provincial policies, regulations and procedures.
6. Superintendent/Board Relations (“The First Team”)
 - 6.1 Engages in and maintains positive, professional working relations with the Board.
 - 6.2 Respects and honours the Board’s role and responsibilities and facilitates the implementation of that role as defined in Board policy.
 - 6.3 Attends meetings of the Board, except as excused, and makes recommendations on matters requiring Board action by providing accurate information and reports as are needed to ensure the making of informed decisions.
 - 6.4 Provides the information and counsel which the Board requires to perform its role.
 - 6.5 Keeps the Board informed on material issues in a timely manner.
 - 6.6 Attends, and/or designates, administrative attendance at all committee meetings, as requested.
 - 6.7 Demonstrates respect, integrity and support, which is conveyed to the staff and community.
7. Strategic Planning and Reporting
 - 7.1 Leads a generative Strategic Planning engagement process.
 - 7.2 Assists the Board in determining the present and future educational needs of FFCA through the development of short- and long-range plans.
 - 7.3 Involves the Board appropriately (approval of process and timelines; opportunity for establishment of strategic priorities and key results early in the process; final Board approval).
 - 7.4 Implements plans as approved.
 - 7.5 Reports regularly on results achieved.
 - 7.6 Encourages innovation and research, and shares innovative and research-based practices occurring within FFCA.

7.7 Oversees the development of the Annual Education Results Report for Board approval.

8. Organizational Management

- 8.1 Demonstrates effective organization skills resulting in School compliance with all legal, Ministerial and Board mandates and timelines.
- 8.2 Reports to the Minister with respect to matters identified in and required by the Education Act and provincial legislation.
- 8.3 Reviews, modifies and maintains an organizational chart which accurately delineates lines of authority and responsibility and presents it to the Board for approval.
- 8.4 Builds an organizational structure and promotes a school culture which facilitates positive results, in a team-oriented, collaborative and cohesive fashion.
- 8.5 Effectively handles emergencies and deals with crisis situations.
- 8.6 Ensures FFCA is “one school” on multiple campuses, coherent in vision and unified in practice.

9. Communications and Community Relations

- 9.1 Takes appropriate actions to ensure open, transparent, positive internal and external communications are developed and maintained.
- 9.2 Assures parents have a high level of satisfaction with the services provided and the responsiveness of FFCA.
- 9.3 Maintains effective relationships within FFCA and the community served by the School.
- 9.4 Promotes the principles contained in the “Being Heard” document.
- 9.5 Ensures proper dispute resolution processes are in place.
- 9.6 Acts as, or designates, the Head of the organization for the purposes of the Freedom of Information and Protection of Privacy (FOIP) Act.
- 9.7 In consultation with the Board Chair, serves as a spokesperson for FFCA for the media and public in order to keep FFCA’s messages consistent and accurate.

10. Leadership Practices

- 10.1 Practices effective leadership in a manner that has the confidence of those with whom the Superintendent works most directly in carrying out the directives of the Board and the Minister.
- 10.2 Develops and maintains positive and effective relationships and partnerships with provincial and regional government departments, agencies, community and post-secondary institutions.
- 10.3 Ensures that meaningful collaboration arises from relationships built on trust, honesty and respect.

Approved: May 20, 2015

Legal Reference: Education Act Section 53, 222
Freedom of Information and Protection of Privacy Act

Policy 12 – Appendix A

SUPERINTENDENT/CEO EVALUATION PROCESS, CRITERIA AND TIMELINES

The evaluation process, criteria and timelines:

1. Provides for both accountability and growth, and the strengthening of the relationship between the Board and the Superintendent. The written report will affirm specific accomplishments and will identify growth areas. Some growth goals will address areas requiring improvement while others will identify areas where greater emphasis is required due to changes in the environment.
2. Complies with ~~Form 4 and Form 5 of the Superintendent of Schools Regulation. These forms require that~~ the contract between the Board and the Superintendent includes performance evaluation criteria and processes and, ~~at minimum,~~ provision for regular annual written evaluation of the Superintendent's performance.
3. Highlights the key role of the Superintendent as the Chief Education Officer for ~~FFCA~~the Division to enhance student achievement and success for all children.
4. Recognizes that the Superintendent is the Chief Executive Officer. The Superintendent is held accountable for work performed primarily by other senior administrators, e.g., fiscal management.
5. Emphasizes the need for and requires the use of evidence for evaluation purposes. Evaluations are most helpful when the evaluator provides concrete evidence of strengths and/or weaknesses. The Performance Assessment Guide identifies the source of the evidence in advance, while the quality indicators describe expectations in regard to that evidence.
6. Meets contractual requirements in that the Superintendent and Board came to a mutual agreement relative to the comprehensive evaluation process to be followed.
7. Is aligned with and based upon the Superintendent's roles and responsibilities. The Board policy is consistent with the evaluation document.
8. Is linked to ~~FFCA~~ the Division's goals. The Strategic Planning and Reporting section directly links the Superintendent's performance to the Strategic Planning process, which includes the ~~se~~ Division's goals.
9. Sets out standards of performance. The quality indicators in the Performance Assessment Guide set out initial standards. When growth goals are identified, additional standards will need to be set to provide clarity of expectations and a means of assessing performance.

10. Is also a performance-based assessment system. Such an evaluation focuses on improvement over time. The second and subsequent evaluations take into consideration the previous evaluation, and an assessment of the Superintendent's success in addressing identified growth areas. (Initial Process not necessarily current)
11. Uses multiple data sources. Objective data such as audit reports, Alberta Education monitoring reports, and student achievement data are augmented with subjective data provided in surveys.
12. Elicits evidence to support subjective assessments. This must be the case when the Board provides feedback regarding Board agendas, committee and Board meetings, etc.
13. Ensures Board feedback is provided regularly. Such feedback will be timely, provided annually, supported by specific examples, and will focus on areas over which the Superintendent has authority.

Timelines for Evaluations

~~Evaluations will be conducted in accordance with this document according to the following schedule: (Old Contract)~~

EVALUATION	BASED ON PERIOD	REPORT DELIVERED TO SUPERINTENDENT
Second Year	September 1, 2011 – August 31, 2012	November 30, 2012
Third Year	September 1, 2012 – August 31, 2013	November 30, 2013
Fourth Year	September 1, 2013 – August 31, 2014	November 30, 2014
Fifth Year	September 1, 2014 – June 30, 2015	

Criteria for Evaluations

The criteria for the first evaluation will be those set out in Appendix B, the Performance Assessment Guide. In subsequent evaluations, the criteria will be those defined by the Performance Assessment Guide as listed or revised after each evaluation, plus any growth goals provided by the Board in previous written evaluation report(s). Such growth goals may be areas requiring remediation or actions which must be taken to address trends, issues or external realities. The Role Expectation "Leadership Practices" will only be included in the second and fourth evaluations. An external consultant will collect data relative to leadership practices by interviewing all principals and all "direct reports". "Direct reports" are defined to be those individuals who report directly to the Superintendent on the Division's organizational chart.

Appendix B is the Performance Assessment Guide, which is intended to clarify for the Superintendent, performance expectations held by the corporate Board. This guide is also intended to be used by the Board to evaluate the performance of the Superintendent in regard to each job expectation. The Board will review the indicated evidence and will determine whether, or to what extent, the quality indicators have been achieved.

The Superintendent will provide an evidence document which will be made available to the Board approximately one (1) week prior to the evaluation workshop. The purpose of the evidence document is to provide proof that the quality indicators identified in Appendix B have been achieved. Therefore evidence will be organized under each quality indicator. The Board will assess during the evaluation session whether or to what extent the Superintendent has achieved each quality indicator. The Board and the Superintendent will be present during the evaluation session. The Superintendent will be invited to ensure the Board has full information and may choose to enter into discussion to ensure the evidence provided has been understood. The Superintendent may leave the room when the Board develops the growth goals/areas for emphasis and the conclusion section. The evaluation report will reflect the corporate Board position.

Policy 12 – Appendix B

PERFORMANCE ASSESSMENT GUIDE		
Role Expectation: Student Learning	Superintendent Evaluation Evidence	Quality Indicators
<p>The Superintendent shall:</p> <ul style="list-style-type: none"> • Provide leadership in all matters relating to education in the School. • Ensure students in the School have the opportunity, within an inclusive environment, to meet or exceed the standards of education set by the Minister and as identified in the Charter. • Ensures that learning environments contribute to the development of skills and habits necessary for the work of work, post-secondary studies, life-long learning and citizenship. • Provides leadership in fostering conditions which promote the improvement of educational opportunities for all students, through innovation, research and partnerships. • Provides leadership in implementing education policies established by the Minister and the Charter Board. 	<p><u>Internal Report:</u></p> <ul style="list-style-type: none"> • Annual Education Results Report (AERR) <ul style="list-style-type: none"> ○ Satisfaction survey information ○ PAT results ○ Diploma results ○ Completion rates ○ Rutherford and other scholarships ○ Trends and Issues • Superintendent recommendations to Three-Year Planning process • Superintendent report regarding professional activities • Feedback from Alberta Education re: AERR • Annual report 	<ul style="list-style-type: none"> • Identifies trends and issues related to student achievement to inform the Three-Year Planning process. • Conducts an analysis of student success and ensures school principals develop action plans to address concerns. • Develops initiatives to foster student achievement. • Develop new approaches to the solution of significant and complex learning challenges. • Ensures parents and students are satisfied with improvement in student achievement. • Meets all timelines with provision for appropriate Board input relative to the AERR • Meets Alberta Education’s expectations re: AERR format, process and content. • Ensures the School’s academic results are published.

PERFORMANCE ASSESSMENT GUIDE

<p style="text-align: center;">Role Expectation: Student Welfare</p>	<p style="text-align: center;">Superintendent Evaluation Evidence</p>	<p style="text-align: center;">Quality Indicators</p>
<p>The Superintendent shall:</p> <ul style="list-style-type: none"> • Ensure that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging. • Ensures that the social, physical, intellectual, cultural, and emotional growth needs of students, consistent with the pillars of the Charter, are met in the overall School environment. • Ensures that all students have exposure to the complementary concepts of character and leadership. • Ensure the safety and well-being of students while participating in school programs or while being transported on transportation provided by the School. • Ensure the facilities adequately accommodate enrolled students. • Act as, or designates, the attendance officer(s) for the School. 	<p><u>Internal Report:</u></p> <ul style="list-style-type: none"> • Survey Results • Character education and leadership programs • Superintendent’s Report <ul style="list-style-type: none"> ○ Suspension/ expulsion ○ Incidents/ accidents ○ Occupational health and safety ○ Mental health • Three Year Education Plan. • Accountability Pillar 	<ul style="list-style-type: none"> • Develops measurements to demonstrate standards and monitors progress relative to providing a safe and caring learning environment. • Provides analysis of incident reports. • Implements the requirements of Occupational Health and Safety legislation, including required staff professional development. • Complies with legislative requirements to appoint attendance officer for the Division.

PERFORMANCE ASSESSMENT GUIDE

<p style="text-align: center;">Role Expectation: Fiscal Responsibility</p>	<p style="text-align: center;">Superintendent Evaluation Evidence</p>	<p style="text-align: center;">Quality Indicators</p>
<p>The Superintendent shall:</p> <ul style="list-style-type: none"> • Ensure the fiscal management of the School by the Secretary-Treasurer is in accordance with the terms or conditions of any funding received by the Charter Board under the Education Act or any other Act. • Ensure the School operates in a fiscally responsible manner, including adherence to recognized accounting procedures. • Directs the preparation and presentation of the budget. • Ensures the Charter Board has current and relevant financial information. • Directs the preparation of the three-year capital plan for submission to the Charter Board. 	<p><u>Internal Report:</u></p> <ul style="list-style-type: none"> • Superintendent confidential communications to the Board showing notification of litigation • Monthly financial reports • Response to external reports <p><u>External Report:</u></p> <ul style="list-style-type: none"> • Auditor’s Report • Auditor’s Management Letter 	<ul style="list-style-type: none"> • Ensures generally accepted accounting practices are being followed. • Ensures adequate internal financial controls exist and are being followed. • Ensures Management Letter recommendations are addressed. • Ensures all agreements and contracts are being administered and interpreted so staff and contracted personnel are being paid appropriately and appropriate deductions are being made. • Expends school-based funds as per approved budgets. • Ensures variance analysis and year-end projections are provided quarterly. • Informs the Board annually about incurred liabilities. • Informs the Board immediately regarding pending litigation.

PERFORMANCE ASSESSMENT GUIDE

<p style="text-align: center;">Role Expectation: Human Resources Management</p>	<p style="text-align: center;">Superintendent Evaluation Evidence</p>	<p style="text-align: center;">Quality Indicators</p>
<p>The Superintendent shall:</p> <ul style="list-style-type: none"> • Have overall authority and responsibility for all personnel-related matters, except those matters precluded by legislation, or Charter Board policy. • Monitors and works to improve the performance of staff and ensures appropriate growth, supervision and evaluation processes are in place. • Facilitates professional development and training sessions for staff. • Builds leadership capacity within the School. • Ensures that each staff member is provided with a welcoming, caring, respectful and safe working environment that respects diversity and fosters a sense of belonging. • Ensures the coordination and integration of human resources within the School. • Recommends staff compensation, including benefits. 	<p><u>Internal Report:</u></p> <ul style="list-style-type: none"> • Annual Superintendent Evaluation Report re: personnel-related actions (e.g. staff professional development and leadership, orientation, discipline, evaluation, recognition and supervision) <p><u>Direct Board Observation</u></p>	<ul style="list-style-type: none"> • Provides useful, timely information and advice which facilitates the Board’s work. • Develops and effectively implements quality recruitment, orientation, staff development, disciplinary, evaluation and supervisory processes. • Models commitment to personal and professional growth. • Fosters high standards of instruction and professional improvement (Quality Teaching Standard). • Provides for training of administrators and the development of leadership capacity within the School. • Follows Board personnel policies. • Models high ethical standards of conduct.

PERFORMANCE ASSESSMENT GUIDE

<p align="center">Role Expectation: Policy/Administrative Procedures</p>	<p align="center">Superintendent Evaluation Evidence</p>	<p align="center">Quality Indicators</p>
<p>The Superintendent shall:</p> <ul style="list-style-type: none"> • Provide leadership in the planning, development, implementation and evaluation of Charter Board policies. • Develops and keeps current an Administrative Procedures Manual that is consistent with Charter Board policy and provincial policies, regulations and procedures. 	<p><u>Internal Report:</u></p> <ul style="list-style-type: none"> • Policies on website and revisions this past year <p><u>Direct Board Observation:</u></p> <ul style="list-style-type: none"> • Board policy development process 	<ul style="list-style-type: none"> • Appropriately involves individuals and groups in the policy development process. • Takes leadership in bringing policies to the Board for review. • Ensures adherence to Board policies. • Ensures adherence to Administrative Procedures. • Ensures timeliness of policy revision. • Demonstrates a knowledge of and respect for the role of the Board in policy processes.

PERFORMANCE ASSESSMENT GUIDE

<p style="text-align: center;">Role Expectation: Superintendent/Board Relations</p>	<p style="text-align: center;">Superintendent Evaluation Evidence</p>	<p style="text-align: center;">Quality Indicators</p>
<p>The Superintendent shall:</p> <ul style="list-style-type: none"> • Engages in and maintains positive, professional working relations with the Board. • Respects and honours the Charter Board’s role and responsibilities and facilitates the implementation of that role as defined in Charter Board policy. • Attends meetings of the charter Board, except as excused, and makes recommendations on matters requiring Charter Board action by providing accurate information and reports as are needed to ensure the making of informed decisions. • Provides the information and counsel which the Charter Board requires to perform its role. • Keeps the Charter Board informed on material issues in a timely manner. • Attends, and/or designates, administrative attendance at all committee meetings, as requested. • Demonstrate mutual respect and support, which is conveyed to the staff and community. 	<p><u>Internal Report:</u></p> <ul style="list-style-type: none"> • Superintendent’s calendar <p><u>Direct Board Observation:</u></p> <ul style="list-style-type: none"> • Board agendas • Board meetings • Committee meetings • Listing of issues and background information • Superintendent e-mails and phone calls • Planning retreats 	<ul style="list-style-type: none"> • Implements Board directions with integrity in a timely fashion. • Provides support to the Board re: advocacy efforts on behalf of the School. • Prepares and makes available Board agendas to Directors in sufficient time to allow for appropriate Director preparation for the meeting. • Keeps the Board informed about School operations. • Provides the Board with balanced, sufficient, concise information and clear recommendations in agendas. • Interacts with the Board in an open, honest, proactive and professional manner. • Ensures high-quality management services are provided to the Board. • Provides the Board with correspondence directed to the Board or trustees.

PERFORMANCE ASSESSMENT GUIDE

<p style="text-align: center;">Role Expectation: Strategic Planning and Reporting</p>	<p style="text-align: center;">Superintendent Evaluation Evidence</p>	<p style="text-align: center;">Quality Indicators</p>
<p>The Superintendent shall:</p> <ul style="list-style-type: none"> • Leads a generative Strategic Planning engagement process. • Assists the Charter Board in determining the present and future educational needs of the School through the development of short-and long-range plans. • Involves the Charter Board appropriately (approval of process and timelines; opportunity for establishment of strategic priorities and key results early in the process; final Charter Board Approval). • Implement plans as approved. • Report regularly on results achieved. • Encourages innovation and research, and shares innovative and research-based practices occurring within the School • Develops the Annual Education Results Report for Charter Board approval. 	<p><u>Internal Report:</u></p> <ul style="list-style-type: none"> • Budget process and timelines and approved expenditures • Capital Plan • Process and Timelines document approved by the Board • Community consultation information <p><u>External Report:</u></p> <ul style="list-style-type: none"> • Alberta Education Monitoring Reports <p><u>Direct Board Observation</u></p>	<ul style="list-style-type: none"> • Ensures the 3-year planning process involves appropriate stakeholder input and results in high stakeholder satisfaction. • Ensures facility project budgets and construction schedules are followed or timely variance reports are provided to the Board. • Ensures transportation services are provided with due consideration for efficiency, safety and length of ride. • Develops short and long-range plans to meet the needs of the School and provide for continuous improvement. • Develops the 3-Year plan and budget according to a timeline which ensures the Board’s ability to provide direction, revise priorities and is approved within Alberta Education timelines.

PERFORMANCE ASSESSMENT GUIDE

Role Expectation: Organizational Management	Superintendent Evaluation Evidence	Quality Indicators
<p>The Superintendent shall:</p> <ul style="list-style-type: none"> • Demonstrate effective organization skills resulting in School compliance with all legal, Ministerial and Charter Board mandates and timelines. • Report to the Minister with respect to matters identified in and required by the Education Act and provincial legislation. • Reviews, modifies and maintains an organization chart which accurately delineates lines of authority and responsibility and presents it to the Charter Board for approval. • Builds an organizational structure and promotes a School culture which facilitates positive results, in a team-oriented, collaborative and cohesive fashion. • Effectively handles emergencies and deals with crisis situations. • Ensures the School is “one school” on multiple campuses, coherent in vision and unified in practice. 	<p>Internal Report:</p> <ul style="list-style-type: none"> • Superintendent reports to the Board • Organizational chart • Departmental reports <p>External Report:</p> <ul style="list-style-type: none"> • Alberta Education Monitoring Reports 	<ul style="list-style-type: none"> • Ensures Division compliance with all Alberta Education and Board mandates (timelines and quality). • Effectively manages time and resources. • Ensures contracted services (e.g. fiscal, labour and legal) meet quality expectations of the Board. • Ensures organizational structure facilitates results to be achieved. • Ensures that appropriate procedures are in place for the management of critical events and emergencies.

PERFORMANCE ASSESSMENT GUIDE

<p align="center">Role Expectation: Communications and Community Relations</p>	<p align="center">Superintendent Evaluation Evidence</p>	<p align="center">Quality Indicators</p>
<p>The Superintendent shall:</p> <ul style="list-style-type: none"> • Take action to ensure open, transparent, positive internal and external communications are developed and maintained. • Ensure that parents have a high level of satisfaction with the services provided and the responsiveness of the School. • Maintain effective relationships with the School and the community served by the School. • Promotes the principles contained in the “Being Heard” document. • Ensures proper dispute resolution processes are in place. • Act as the head of the organization for the purposes of the Freedom of Information and Protection of Privacy (FOIP) Act. • In consultation with the Charter Board Chair, serve as a spokesperson for the School for the media and public in order to keep the School’s messages consistent and accurate. 	<p><u>Internal Report:</u></p> <ul style="list-style-type: none"> • Superintendent’s Blog/social media • Media releases • Media coverage <p><u>Direct Board Observation</u></p>	<ul style="list-style-type: none"> • Facilitates effective home-school relations. • Manages conflict effectively. • Ensures information is disseminated to inform appropriate publics. • Works cooperatively with the Board Chair and the media to represent the Board’s view/positions. • Promotes positive, public engagement in the School. • Implements the Board-approved Communications Plan. • Represents the School in a positive, professional manner.

PERFORMANCE ASSESSMENT GUIDE

<p style="text-align: center;">Role Expectation: Leadership Practices</p>	<p style="text-align: center;">Superintendent Evaluation Evidence</p>	<p style="text-align: center;">Quality Indicators</p>
<p>The Superintendent shall:</p> <ul style="list-style-type: none"> • Practice effective leadership in a manner that has the confidence of those with whom the Superintendent works most directly in carrying out the directives of the Charter Board and the Minister. • Develop and maintain positive and effective relationships and partnerships with provincial and municipal government departments, agencies community and post-secondary institutions. • Ensure that meaningful collaboration arises from relationships built on trust, honesty and respect. 	<p><u>Internal Report:</u></p> <ul style="list-style-type: none"> • Superintendent Reports <p><u>External Report (second and fourth evaluations in cycle):</u></p> <ul style="list-style-type: none"> • Report of interviews with all of the principals • Report of interviews with Superintendent’s “direct reports” 	<ul style="list-style-type: none"> • Provides clear expectations and direction. • Provides effective educational leadership. • Establishes and maintains positive, professional working relationships with staff. • Unites people toward common goals. • Demonstrates a high commitment to the needs of students. • Empowers others. • Effectively solves problems. • Exercises leadership consistent with the Board’s stated vision and values. • Builds the leadership capacity of school-based and central office administrators. • Demonstrates and establishes positive and effective relationships with provincial and regional government and agencies.

INTERVIEW GUIDE: CEO LEADERSHIP PRACTICES

As part of the evaluation of the Superintendent, the following questions may be used to evaluate the

Perceptions of ~~Principals and the~~ Superintendent's "Direct Reports":

1. What evidence can you cite to support or refute the following:
 - a) the Superintendent provides clear expectations and direction?
 - b) the Superintendent provides effective educational leadership?
 - c) the Superintendent establishes and maintains positive, professional working relationships with staff?
 - d) the Superintendent unites people toward common goals?
 - e) the Superintendent demonstrates a high commitment to the needs of students?
 - f) the Superintendent empowers others?
 - g) the Superintendent effectively solves problems?
 - h) the Superintendent exercises leadership consistent with the Board's stated vision and values?
2. What does the Superintendent do, if anything, that helps you do your job?
3. What does the Superintendent do, if anything, that makes doing your job more difficult?

~~**Note: This form will be used to collect data for the second and fourth evaluation only.~~

Latest Version: June 24, 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	All of: <ul style="list-style-type: none"> • Plain solid all-white golf shirt (generic acceptable) • Burgundy crested vest OR cardigan* 	All of: <ul style="list-style-type: none"> • Plain solid all-white golf shirt (generic acceptable) • Burgundy crested vest OR cardigan* 	All of: <ul style="list-style-type: none"> • Plain solid all-white opaque button-down collar dress shirt or blouse (generic acceptable) • Southridge plaid tie* • Hunter Green crested vest OR cardigan* 	All of: <ul style="list-style-type: none"> • Plain solid all-white opaque button-down collar dress shirt or blouse (generic acceptable) • Southridge plaid tie* • Black blazer with logo pin*
Gala Uniform Bottom	One of: <ul style="list-style-type: none"> • Charcoal (dark) Grey 'monogrammed' pants (available in 3 styles) * <ul style="list-style-type: none"> ○ Cargo ○ Straight dress ○ Fitted dress (female cut) • Southridge plaid tunic* with black modesty shorts (generic acceptable) 	One of: <ul style="list-style-type: none"> • Charcoal (dark) Grey 'monogrammed' pants (available in 3 styles) * <ul style="list-style-type: none"> ○ Cargo ○ Straight dress ○ Fitted dress (female cut) • Southridge plaid kilt* with black modesty shorts (generic acceptable) 	One of: <ul style="list-style-type: none"> • Charcoal (dark) Grey 'monogrammed' pants (available in 2 styles)* <ul style="list-style-type: none"> ○ Straight dress ○ Fitted dress (female cut) • Southridge plaid kilt* with black modesty shorts (generic acceptable) 	One of: <ul style="list-style-type: none"> • Charcoal (dark) Grey 'monogrammed' pants (available in 2 styles)* <ul style="list-style-type: none"> ○ Straight dress ○ Fitted dress (female cut) • Southridge plaid kilt* with black modesty shorts (generic acceptable)
Approved Footwear (generic acceptable for all footwear)	<ul style="list-style-type: none"> • Black socks {to be worn with pants} OR <ul style="list-style-type: none"> • Black knee-high socks, tights or leggings with socks {to be worn with kilts/tunics} AND <ul style="list-style-type: none"> • Plain solid black leather or leather-like dress shoe with non-marking sole and heel size less than 5cm 			

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

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

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.



Policy 16 – RECRUITMENT AND SELECTION OF PERSONNEL

Preamble

The recruitment and selection of senior administrative personnel is a shared responsibility between the Foundations for the Future Charter Academy (FFCA) Charter Board (the “Board”) and the Superintendent.

The FFCA Board further believes strong leadership is essential to the effective and efficient operation of Foundations for the Future Charter Academy.

Specifically

~~—The Board has the sole authority to recruit and select an individual for the position of Superintendent or Superintendent designate.:~~

- ~~1. The Board, in the case of the Superintendent, or the Superintendent or designate, in all other instances. This includes, will assume~~ the sole responsibility for initiating the advertising process and will make every reasonable effort to ensure all current employees are made aware of staff vacancies.
2. The Board reserves unto itself the authority to establish senior central office administrative staff positions, in addition to those of the Superintendent and Secretary Treasurer, which are statutory positions.
3. Each of these established positions shall have a role description and each person occupying one of these positions shall have a written contract of employment.
- ~~4. The Board has the sole authority to recruit and select an individual for the position of Superintendent.~~

~~5.4.~~ The following process will be followed for the Secretary-Treasurer and all other senior administration direct reports to the Superintendent, excluding Principal Educator positions:

~~5.14.1~~ The Board shall name two Directors to serve on the Selection Committee;

~~5.24.2~~ The Superintendent, or designate, and a minimum of one additional individual selected by the Superintendent shall also serve on the Selection Committee; and

~~5.34.3~~ The successful candidate must be supported by a clear majority of the Selection Committee. The Superintendent must be one of the votes in the majority.

~~5.44.4~~ The Superintendent is delegated full authority to determine contract renewals for the Secretary-Treasurer and other senior administrator direct reports.

~~6.5.~~ For ~~Coordinator and~~ Principal Educator positions, one FFCA Director, and other team members as determined by the Superintendent, will be involved in the hiring process on an advisory basis.

~~7.6.~~ The Superintendent is delegated full authority to make all decisions regarding the term and/or continuing appointments of central office coordinators and campus-based administrators in adherence to all HR policies and administrative procedures.

~~8.7.~~ The Superintendent is delegated full authority to recruit and select staff for all campus-based positions, other than the Principal Educator, in adherence to all HR policies and administrative procedures.

~~9.8.~~ All offers of employment shall be conditional on the successful applicant providing a criminal record check and a Child Welfare Information Services (CWIS) check that is acceptable to the Superintendent. Additionally, the Superintendent may require documentation certifying that the candidate is medically fit for the position.

Legal Reference: Section 19, 60, 36, 96, 113, 114, 115, 116, 117 School Act; Freedom of Information and Protection of Privacy Act; Societies Act, Section 9



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

Preamble

Inclusion and a sense of belonging for all [staff and students](#) stems from creating an environment in which we focus on all the ways in which every [one student](#) has an equal right to [learn, be a welcomed, respected and cared for member of the FFCA staff or student body](#).

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

The Board is further obligated to protect all students from harassment, discrimination and violence during FFCA's campus-related activities [whether on campus or off](#). All those involved with FFCA, including Directors, employees, students, parents, volunteers, contractors and visitors, must share in the responsibility for eliminating bullying, discrimination, harassment, and violence. The Board prohibits bullying, harassment, discriminatory, and violent behaviours and expects allegations of such behaviours to be investigated in a timely and respectful manner.

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

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

Specifically

1. The Board acknowledges its responsibility to ensure welcoming, caring, respectful and safe learning environments for all students. It recognizes the importance of students' emotional, social, intellectual and physical wellness to their success in school and expects students to adhere to the Student Code of Conduct.
2. The Board expects all Directors, employees, students, parents, volunteers, visitors, and contractors to embrace and support this policy. This policy covers behaviour not only at all campuses, but also at any campus-related functions. This applies whether contact is face-to-face, by phone, fax, e-mail, [online \(Internet or Intranet\)](#), or by any other means of communication. Threatening, harassing, intimidating, assaulting or bullying, in any way, any person within the FFCA community including aggressive behaviours [such as “cyber” hate messaging and websites created in the student's home, in cyber cafes or other settings](#) by any person within the FFCA community is prohibited. Bullying is defined in the [School](#)

Education Act (Section 1.1 (db.4)) ~~as “repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm, or harm to an individual’s reputation.”~~

3. The Board encourages reporting to a member of school staff or administration responsible ~~adult~~ all incidents of threats, harassment, intimidation, assault, violent behaviour and/or bullying, regardless of the identity of the alleged harasser or offender.
4. The Board supports the establishment of student organizations and student-led activities that promote equality and non-discrimination, including but not limited to gay-straight alliances, queer-straight alliances, diversity clubs, anti-racism clubs and anti-bullying clubs.

Approved: February 17, 2016
Revised: June 13, 2018

Legal Reference: Section 12, 16.1, 18, 20, 24, 25, 36, 45.1, 50, 60, 105, 113 School Act
Alberta Human Rights Act
Occupational Health and Safety Act
Canadian Charter of Rights and Freedoms
Criminal Code

Commented [NM1]: To be updated

Policy 19 – Appendix 1 Welcoming, Caring, respectful and Safe Learning and Working Environments

STUDENT CODE OF CONDUCT

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

Students are expected to learn, practice, develop and model such personal and interpersonal character traits and to contribute to the development of welcoming, caring, respectful and safe learning environments. FFCA is obligated to protect all students and staff from bullying, harassment, discrimination, and violence during school-related activities. Bullying is defined as “*repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual’s reputation*” [School Education Act](#) (Section 1.1 (b-1d)). Students are further expected to respect diversity and refrain from demonstrating any form of discrimination as set out in the *Alberta Human Rights Act*. Students are to foster a sense of belonging amongst all students.

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

Specifically

1. In displaying acceptable behaviour, students are expected to:
 - 1.1 Use their abilities and talents to gain maximum learning benefits from their school experiences;
 - 1.2 Contribute to a climate of mutual trust and respect conducive to effective learning, personal development, and social living;
 - 1.3 Co-operate fully with everyone authorized by [the Charter Board-FFCA](#) to provide education programs and other services;
 - 1.4 Comply with all applicable federal, provincial and municipal laws, and the rules of FFCA and its campuses;
 - 1.5 Account to their teachers for their conduct;
 - 1.6 Attend at their campus regularly and punctually;
 - 1.7 Use non-violent means to resolve conflict;
 - 1.8 Treat all other students and staff with dignity, respect and fairness at all times;

- 1.9 Contribute to a learning environment that is free from physical, emotional, and social abuse;
 - 1.10 Take appropriate measures to help those in need; and
 - 1.11 Demonstrate honesty and integrity.
2. Students are accountable for demonstrating respect for:
 - 2.1 Authority;
 - 2.2 Others and their property;
 - 2.3 School property, equipment and textbooks; and
 - 2.4 Differences in ethnicity, race, religion, gender and sexual orientation.
 3. Students are prohibited from engaging in unacceptable behaviour, whether it occurs within the campus building, during school or school-related trips or activities, or by electronic means.

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

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

3.22 Inappropriate information technology/social media use.

4. Unacceptable student behaviour:

- 4.1 May be grounds for disciplinary action; and
- 4.2 Provides an opportunity for critical learning in the areas of:
 - 4.2.1. Personal accountability and responsibility;
 - 4.2.2. The development of empathy;
 - 4.2.3. Conflict resolution;
 - 4.2.4. Communication; and
 - 4.2.5. Social skills development.

5. When responding to unacceptable student behaviour, the following are to be considered:

- 5.1 The effect of the student's behaviour upon other students, the staff, the campus, FFCA, and the community;
- 5.2 The nature of the action or incident that calls for disciplinary or alternative measures;
- 5.3 The student's previous conduct and previous interventions;
- 5.4 The student's age, maturity and abilities;
- 5.5 The impact of proposed action on the student's future behaviour;
- 5.6 The student's learning needs; and
- 5.7 Any other information considered appropriate or relevant.

6. The consequences of unacceptable behaviour may be:

- 6.1 Assignment of a student whose behaviour is unacceptable, disruptive or destructive to an alternate supervised location;
- 6.2 Short term removal of privileges;
- 6.3 Detention;
- 6.4 Use of reasonable force as required by way of correction to restrain a student from carrying out a violent or destructive act that could harm the student or others;
- 6.5 Alternative interventions such as community conferencing or other forms of restorative justice;
- 6.6 Corrective student transfer;
- 6.7 Suspension; and
- 6.8 Recommendation for expulsion.

7. Students will contribute, to the greatest extent possible, to a learning environment that is well-ordered, peaceful, safe, non-threatening, and conducive to learning and optimal growth.

Approved: February 17, 2016

Legal Reference: Section 12, 18, 20, 24, 25, 36, 45.1, 50, 60, 61, 105, 113 School Act
Alberta Human Rights Act
Canadian Charter of Rights and Freedoms
Criminal Code

Commented [NM2]: To be updated



AP-B-401.1 Being Heard
Administrative Procedures
REVISED August 31, 2020

BACKGROUND & RATIONALE

This document, “**Being Heard**”, is meant to describe the ways in which individuals should work together within FFCA. The belief implicit here is that it is desirable to deal with issues at the level at which they are occurring.

PROCEDURES

1. When making suggestions or raising concerns:

- 1.1. Focus on achieving a positive outcome. (We are all in this together!) Remember that resolving issues does not imply “getting your own way”.
- 1.2. Assume that everyone is acting out of good will and doing their best.
- 1.3. If you are not satisfied with someone’s actions, speak directly to the person. If you are unsatisfied with the person’s response, you should address your concerns to the person’s supervisor.
- 1.4. Be specific; describe the problem and identify the underlying concern.
- 1.5. Be practical; make suggestions; actively seek resolution.

2. Whom to talk with:

- 2.1. If you have a question or concern regarding the actions/decisions of a **campus staff member**, discuss the matter with the staff member directly. In the event that the matter is not satisfactorily resolved, discuss it with that campus’ **Principal Educator**.
- 2.2. If you have a question or concern regarding the actions/decisions of a **Principal Educator**, discuss the matter with that Principal Educator directly. In the event that the matter is not satisfactorily resolved, discuss it with the **Superintendent / CEO or designate**.
- 2.3. If you have a question or concern regarding the actions/decisions of a **Central Office Staff Member**, discuss the matter with the staff member directly. In the event that the matter is not satisfactorily resolved, discuss it with the **Deputy Superintendent / COO or Secretary Treasurer / CFO**.
- 2.4. If you have a question or concern regarding the actions/decisions of a **Central Office Coordinator**, discuss the matter with that Central Office Coordinator directly. In the event that the matter is not satisfactorily resolved, discuss it with the **Superintendent / CEO or designate**.
- 2.5. If you have a question or concern regarding the actions/decisions of the **Deputy Superintendent / COO**, discuss the matter with the Deputy Superintendent / COO directly. In the event that the matter is not satisfactorily resolved, discuss it with the **Superintendent / CEO**.
- 2.6. If you have a question or concern regarding the actions/decisions of the **Secretary Treasurer / CFO**, discuss the matter with the Secretary Treasurer / CFO directly. In the event that the matter is not satisfactorily resolved, discuss it with the **Superintendent / CEO**.

- 2.7. If you have a question or concern regarding the actions/decisions of the **Superintendent / CEO**, discuss the matter with the Superintendent / CEO directly. In the event that the matter is not satisfactorily resolved, discuss it with the **Board Chair**.
- 2.8. If you have a question or concern regarding the actions/decisions of the **Board or Board Chair**, discuss the matter with the Board Chair directly. In the event that the matter is not satisfactorily resolved, discuss it with the **Superintendent / CEO and Board Chair**.
- 2.9. If you have a question or concern regarding **Transportation**, discuss the matter with the campus **Principal Educator**. In the event that the matter is not satisfactorily resolved, discuss it with the **Director of Transportation**, and next with the **Secretary Treasurer / CFO** if necessary.
- 2.10. If you have a question or concern regarding the actions/decisions of the **School Council**, discuss the matter with the **School Council Chair**. In the event that the matter is not satisfactorily resolved, discuss it with the **School Council Chair and Principal Educator**.

3. Appeals to Board

- 3.1. In the event that you have followed the procedures above without resolution, please contact the Superintendent to discuss the appropriateness of lodging an Appeal to the Board (*Policy 13, Administrative Procedure AP-B-403.1.*)

NOTE: If your issue or concern does not fall into any of the categories in the preceding list, or if you are uncertain about whom to contact, please direct your enquiry to the **Executive Assistant to the Superintendent, (403-520-3206, ext. 8154).**

Original Approval Date:

Revision Date(s): August 31, 2020



AP-B-401.1 Appendix

Administrative Teams Contact Information

FFCA High School – North and South Campuses (403-243-3316)

Principal Educator	Bharati Singh (ext. 1226)
Business Manager	Lynn Masikewich (ext. 1223)

FFCA North High School Campus (Montgomery)

Associate Principal	Susan Boyd (ext. 1222)
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FFCA South High School Campus (Dr. Norman Bethune)

Associate Principal	Doug Lamb (ext. 1224)
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South Middle School (403-259-3175)

Principal Educator	Josh Symonds (ext. 222)
Associate Principal	Jesse Classen (ext. 223)
Administrative Assistant	Trish Mazzei (ext. 224)

North Middle School (403-253-9257)

Principal Educator	John Deines (ext. 102)
Associate Principal	Jim Poirier (ext. 103)
Administrative Assistant	Kim Burroughs (ext. 101)

Southeast Elementary (403-258-2728)

Principal Educator	Denise Budgen (ext. 222)
Associate Principal	Brian Crouch (ext. 225)
Administrative Assistant	Sally Clancy (ext. 248)

Southwest Elementary (403-259-3527)

Principal Educator	Lorie Skaper-Burtch (ext. 104)
Associate Principal	Pauline Miller (ext. 103)
Administrative Assistant	Pam Brah (ext. 101)

Northeast Elementary (403-520-5456)

Principal Educator	Krista Lee (ext.125)
Associate Principal	Salima Hudani (ext. 127)
Administrative Assistant	Susan Oseen (ext.128)

Northwest Elementary (403-282-5202)

Principal Educator

Shawna Drummond (ext. 225)

Associate Principal

Michelle Newell (ext. 231)

Administrative Assistant

Lee Nickel (ext. 223)

Central Office (403-520-3206)

Superintendent / CEO

Roger Nippard (ext. 8155)

Deputy Superintendent / COO

Kurtis Leinweber (ext. 8163)

Secretary Treasurer / CFO

Reta Morgan (ext. 8151)

Coordinator of Instruction

Justin Kool (ext. 8162)

Coordinator of School Services

Preston Lowther (ext. 8152)

Director of Transportation

email: susan.goldsmith@ffca-calgary.com

Board Chairperson

email: jeff.wilson@ffca-calgary.com

School Council Chairs

Undetermined to Aug. 31/20

FFCA High School Campus

(Contact information may

South Middle Campus

be requested from campus)

North Middle Campus

Southeast Elementary

Southwest Elementary

Northeast Elementary

Northwest Elementary