



Public Board Meeting

Wednesday November 18, 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 AgendaChair Wilson
2. Approval of Consent Agenda - Motion.....Chair Wilson
Public Minutes September 9, 2020
Correspondence received
3. Audit.....Chair Wilson
3.1. Audited Financial Statements (attached) - MotionDirector Makwana
3.2. Appointment of Auditors - Motion“
4. Staff/Campus Reports.....
4.1. Online Learning.....Justin Kool
5. Superintendent’s Report.....Roger Nippard
6. Information ItemsChair Wilson
6.1. Standing Item: Administrative Procedures Update (attached).....“
6.3.1. AP-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“
6.3. High School UpdateRoger Nippard
6.4. School Re-entryKurtis Leinweber
6.5. PAT’s“
6.6. Transportation Update.....Reta Morgan
7. Discussion Items.....Chair Wilson
7.1. AERR (attached) – Motion.....Kurtis Leinweber
7.2. K-3 MasksChair Wilson
7.3. FFCA Bylaws (attached) – Motion“

- 8. Committees.....Chair Wilson
 - 8.1. Executive Committee “
 - 8.2. Communications and Community Relations (CCR)Director Scantlebury
 - 8.3. Policy and Performance Review (PPR)Director Bharmal
 - 8.3.1. Policy 14 Uniforms (attached) – Motion
 - 8.3.2. Policy 19 Welcoming, Caring, Respectful...(attached) – Motion
 - 8.3.3. AGM Agenda (attached) – Motion
 - 8.3.4. Superintendent Performance Review – Motion
 - 8.3.5. Board Performance Review - Motion
 - 8.3.6. Board Election Update
 - 8.4. Audit Committee.....Director Makwana
 - 8.5. TAAPCS Board Rep ReportVice-Chair Hill
- 9. Director Highlights Chair Wilson
- 10. Open to Gallery “
- 11. Chairperson’s Remarks..... “

ADJOURNMENT: by 9:00 p.m.

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

FUTURE AGENDA ITEMS:

NOV. 18, 2020 MEETING MOTIONS

CONSENT AGENDA

20/11/18-1CA

MOVED by Director _____ and seconded by Director _____ that the Consent Agenda for Nov. 18, 2020 be approved as presented.

.....that the minutes of the Sept. 9, 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

3.1. 20/11/18-1RA – Audited Financial Statements

MOVED by Director _____ and seconded by Director _____ 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.

3.2. 20/11/18-2RA – Appointment of Auditors

MOVED by Director _____ and seconded by Director _____ 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.

7.1 20/11/18-3RA - AERR

MOVED by Director _____ and seconded by Director _____ that the Board approve the 2019-2020 FFCA Annual Education Results Report as presented.

7.3. 20/11/18-4RA – FFCA Bylaws

MOVED by Director _____ and seconded by Director _____ that the Board approve the proposed changes to the 2019 FFCA Bylaws and seek ratification at the 2020 FFCA Annual General Meeting.

8.3.1. 20/11/18-5RA – Policy 14 Uniforms

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

8.3.2. 20/11/18-6RA – Policy 19 Welcoming, Caring, Respectful, Safe....

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

8.3.3. 20/11/18-7RA – AGM Agenda

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

8.3.4. 20/11/18-8RA – Superintendent Performance Review

MOVED by Director _____ and seconded by Director _____ 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.

8.3.5. 20/11/18-9RA – Board Performance Review

MOVED by Director _____ and seconded by Director _____ 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.



Public Board Meeting

Sept. 9, 2020

6:30-9:00 p.m.

Online via Zoom:

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

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, Director of Facilities Josh Foat, Coordinator of School Services Preston Lowther, Director of Technology Jeff Cullen, Executive Assistant Meredith Poole

Presenters: Josh Foat

Gallery: Aiden Chang, Alex Men, Andrei Filonov, Andrew Chu, Bharati Singh, Cindy McGlashan-Beaucage, Cliff Sanderson, Crystal Okasha, Franco Civitarese, Heather Hadden, Jamie Dunlop, Jyleen Wong, Krista Lee, Lokesh Shenoy, Maziar Taheri, Michelle Fry, Mythri Shenoy, Paul Bushell, Shawna Drummond, Tanya Borthwick, Twyla Peters, Corey, Layl, Louis, Sally, Teresia, Terry, Tracy W., Zen

AGENDA

6:32 p.m. CALL TO ORDER

1. Review of Meeting Agenda – Remove Item 7.4.4 (Policy 19 Welcoming, Caring, etc.)
2. **20/09/09-1CA** Approval of Consent Agenda
MOVED by Director Makwana and seconded by Vice-Chair Hill 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 amended.
.....that the minutes of the August 11, 2020 Special Board Meeting be approved as presented.
3. Staff/Campus Reports
 - 3.1. Director of Facilities – Josh reported on a very busy summer.
 - 3.1.1. COVID accommodations: hand sanitizers installed in several locations in all campuses plus 24 portable stations; disinfectant buckets for all campuses; doorbells for all doors (all doors to be kept locked); removal of all soft furniture; 6000 disposable masks + 50 for every bus; plexiglass partitions at front desks + several portable to be used as needed; directional arrows and hallway tape; temperature guns; quarantine room in each campus; process for disinfecting gym equipment; bottle of disinfectant in each classroom; HVAC systems/heating controls checked and maintenance schedule enhanced; bottle filling stations replacing water fountains; touchless taps installed; cleaning frequency increased.
 - 3.1.2. Montgomery Update: 400 students moved to Bethune, rest will move to the south end of Montgomery; Morrison Hershfield assessing that part of the building and will perform weekly site

visits; in between will be a buffer zone with 8' fencing; doors to area have been rekeyed; CBE will give the all clear when shoring is complete, should be by Sept. 15; all reports should be in by end of September.

4. Superintendent's Report – School Re-entry: Complexity of school re-entry has been complicated by the necessity to find and prepare alternative accommodation for almost ½ our HS students; regular meetings with AE and AI over the summer – very cooperative and supportive; fortunate to have 2 engineering firms (CBE's and Morrison Hershfield) working on Montgomery site; official relocation to DNB was Aug. 13 but CBE graciously granted access mid-July to begin retrofit; CTS & robotics need to be relocated at NHS; challenges at this point will relate to programming; have requested additional portables and funding (approved \$1.32m).
New Ministerial Order on Student Learning: focus on foundational learning/competencies and on digital capacity.
COVID Funding: some of federal contribution will be put to online learning (CASS and TAAPCS are working on funding issues as well).
5. Information Items
 - 5.1. High School Update – Over the summer, contracts were let to the prime consultant (Gibbs Gage) and geo-technical services (Morrison Hershfield – test holes have been completed); AI managing project, a couple of site meetings have been held; next focus will be on programming to inform design; keys promised for June 2024.
 - 5.2. School Re-entry – Re-entry plan on website with Q&A informed by very successful Telephone Town Hall; 713 students have opted for online program, orientation for this on Sept. 18 with commencement Sept. 21; one COVID case reported, not contracted at FFCA, following up with AHS; graciousness and flexibility shown by parents has been outstanding.
 - 5.3. Standing Item: Administrative Procedures Update
 - 5.3.1. AP-B-401.1 Being Heard – Update for 2020-21 on website but will need further edits after campus AGMs are held.
 - 5.4. Standing Item: Strategic/Education Plan Update
 - 5.4.1. 3-Year Education Plan Update – On hold, no report.
 - 5.4.2. Global Competencies Research – Funding and the timing of standardized assessments have been extended to next year. Macao International School has had to withdraw due to COVID effects on enrolment.
 - 5.5. Choice in Education Act Update – Given assent on Sept. 1; removes enrolment cap for charters, paves way for FFCA managed growth; still some questions around access to land (requires changes to Municipalities Act).
 - 5.6. Capital Maintenance & Renewal (CMR) Funds Update – The \$2.4m received was primarily allocated to 5 main areas (flooring, lighting, exterior doors, etc.); most projects on schedule and nearing completion.
6. Discussion Items
 - 6.1. **20/09/09-1RA** – Staffing
MOVED by Director Diaz and seconded by Director Makwana 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. CARRIED.

6.2. 20/09/09-2RA – Q4 Estimate

MOVED by Director Makwana and seconded by Vice-Chair Hill that the Board receive for information the FFCA Fourth Quarter Financial Estimate as presented. CARRIED.

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

MOVED by Vice-Chair Hill and seconded by Director Bharmal 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. CARRIED.

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

MOVED by Director Diaz and seconded by Director Spahl that the Board approve the establishment of the "FFCA Online Campus" to meet COVID-19 programming requirements. CARRIED.

7. Committees

7.1. Executive Committee – Has meet 3 times since the last public meeting re Working Session agendas, emergent issues and the High School calendar.

7.2. Communications & Community Relations Committee – did not meet over the summer but did communicate re Board support for BLM, high school updates (incl. ceiling collapse), and the Telephone Town Hall; FFCA was mentioned in a couple of news articles; anyone wanting more information on charter advised to look up www.taapcs.ca.

7.3. Policy & Performance Review Committee

7.3.1. 20/09/09-5RA – Policy 12 Role of the Superintendent

MOVED by Director Bharmal and seconded by Director Makwana 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. CARRIED.

7.3.2. 20/09/09-6RA – Policy 14 Uniforms

MOVED by Director Bharmal and seconded by Vice-Chair Hill that the Board approve Policy 14 Uniforms for First Reading as presented. CARRIED.

7.3.3. 20/09/09-7RA – Policy 16 Recruitment and Selection of Personnel

MOVED by Director Bharmal and seconded by Director Suleman 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. CARRIED.

7.3.4 20/09/09-8RA – Chief Returning Officer

MOVED by Director Bharmal and seconded by Director Makwana 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.
CARRIED.

7.4. Audit Committee – Will meet on Tuesday Sept. 15.

7.5. TAAPCS Board Rep Report – Delegates met with the Education Minister over the summer; two new charter applications are in the works. See www.taapcs.ca for some good information.

8. Director Highlights – Vice-Chair Hill: Telephone Town Hall; Director Suleman: response to online school; Director Makwana: positivity in dealing with a difficult situation that will be a life-long memory for our students; Director Diaz: work of FFCA administration; Director Scantlebury: work of entire FFCA community in dealing with challenges; Director Jin: students following the rules (e.g., masks); Chair Wilson: dropping son off for school, positivity of staff and administration; Justin Kool: the opportunity to watch the NHS and SHS soft starts and connect with some former staff/students; Preston Lowther: the opportunity to engage with former teaching and administrative partners in his new capacity.
9. Open to Gallery - Questions/comments/concerns revolved around masks for K-3, wash stations for portables, permanency of SHS, implications of delayed start for learning, duration of online campus, possibility of orange shirt day, more physical spacing in classrooms and libraries, planning for Term 2, photos for online students.
10. Chairperson's Remarks – This year has been one of challenges that have not only been unprecedented but beyond what anyone could have imagined, complicated by events at the High School and the intricacies of having to provide a program designed for face-to-face direct instruction in an online format. Kudos to the administration and staff for the way they have overcome these adversities since March – it is amazing to be a part of and watch.

ADJOURNMENT: 8:37 p.m.

NEXT PUBLIC MEETING: Nov. 18, 2020 @ TBD

FUTURE AGENDA ITEMS:



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 Black knee-high socks, tights or leggings with socks (to be worn with kilts/tunics) AND 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.

Commented [MP1]: STAFF

It would be helpful if the requirement for black socks referred to socks with a cuff as opposed to socks that are hidden inside the shoe. They are sometimes called ankle socks or sports socks. The effect is that the student is not wearing socks and that is not the intention of the uniform as I understand it.

However if it does not matter then I am fine with it but it is an issue that we deal with frequently.

Similarly when students wear footless tights and ankle socks. It creates a gap which looks like they are not wearing socks.

Commented [MP2]: STAFF

I noticed that it no longer says Opaque tights. I know we used to have kids show up in black nylons and they would be told, "no, opaque tights". I thought I would check if that was missed or no longer an issue.

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/skorts) <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	<p>Students stay in uniform for physical education class removing vest OR cardigan.</p> <p>Students in tunics can 'change' into their modesty shorts which must be black</p> <p>Athletic shoes (non-marking) are required unless specified otherwise.</p>	<p>Students change for physical education class into physical education uniform clothing which must be purchased from the school.</p> <p>The gym uniform includes a selection of crested shirts, shorts and pants.</p> <p>Athletic shoes (non-marking) are required unless specified otherwise.</p>	<p>Students change for physical education class into physical education uniform clothing which must be purchased from the school.</p> <p>The gym uniform includes a selection of crested shirts, shorts and pants.</p> <p>Athletic shoes (non-marking) are required unless specified otherwise.</p>

Commented [MP3]: SMS STAFF
 In Grades 5- 8 it is my understanding that the school PE shirt is the only required item. The shorts and pants need to be black but do not need to be purchased from the school (in fact the school does not have pant options for purchase at SMS).

Commented [MP5]: SMS STAFF
 this statement is not true, only their grey t-shirt must be purchased from us. Black shorts or black athletic pants from other sources are acceptable

Commented [MP4]: STAFF
 Elementary students do not have the opportunity to "change" – this needs to be fixed – modesty shorts are to be worn under the tunic

Commented [MP6]: SMS STAFF
 we do not have athletic pants for purchase at our campus (SMS)

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

Commented [MP7]: STAFF
 I think this should be REQUIRED not strongly recommended

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.

General comments:

PARENT: Quality of the Boys pants is not good at all as we went through them in 3 months as per weekly washing and normal wear. I believe a thicker material may make it durable.

PARENT: The balance of having uniform + casual days works well and we like this a lot.

PARENT: Can monogrammed FFCA athletic pants be made available as part of the uniform?

PARENT: We support this document. Totally approved.

PARENT: The administration or the board need to consider allowing sweat pants and sweat shirts that are warm enough to wear especially in winter They can institute this right away with uniform store who already sell these items and have them Printed with school logo Black for both middle and high school but with the particular school colours. This year is said to be the coldest one yet!

PARENT: I may be misunderstanding, but I am assuming that the new change would mean that we would have to purchase the new style kilt and that all other kilts would no longer be acceptable. My concern to this is that the new kilts fit very poorly. For my daughter, in particular, the larger kids' sizes are too short but when we move to the bigger adult sizes, the waist is way too big and because of the design of the kilt, it can not be altered without significant modifications from a tailor which is an added expense that some families may not be able to afford. I feel that this change should not be included as the older style kilts are not that dissimilar to the new kilt with the exception of fit. I also feel that a lot of families might be struggling financially (more now because of Covid) and this would be an unnecessary expense that could be avoid. (Of course, I might be reading this incorrectly, in which case, this makes this point invalid. ;))

Commented [MP8]: STAFF

1. Does this mean that on casual days students in high school and middle school are only allowed to wear gym attire?

2. I think the intent was students still needed to get changed when attending a PE class (into their regular PE outfit). Assuming that, it probably should be re-worded to clarify. Assuming we think it needs to be there at all.

3. Since students can't change...this means they need to wear casual clothing appropriate to the activity in gym...correct?

4. I don't think this document was written with our current COVID protocols in mind. I think it's only relevant to a non-COVID situation.

5. Can this be changed to read:

"On casual days, the students in Middle and High School will still be required to wear school gym attire **during physical education class.**" I would hate for students to think they cannot participate in casual day because it takes place on a day they are scheduled for PE.

STAFF

At SMS we want students to participate in our casual day themes. As a teacher I want my kids to be able to participate in casual day and right now the way this reads I could not do that. I think it would be helpful if the policy adjusted to say something to the effect of: On casual days, the students in Middle and High School will still be required to wear school gym attire **during their Physical Education classes.**

STAFF

This year, due to COVID, students at the Middle School are to come to school in their Phys Ed Uniform on days when they have Phys Ed. This is every other day. They are NOT changing for Phys Ed classes this year.

STAFF

Does the above mean that students at the Middle and High School level will have to wear their Phys Ed Uniforms to school on Casual Days if they have Phys Ed on those days and therefore are not allowed to participate in the Casual Day?

-This is how I'm interpreting the language used in this policy. If my interpretation is not the intended understanding, a rewording or added point of clarity might be necessary for the policy.

-If my interpretation of the wording is correct, I have the following opinion.

o In a "normal" school year where students are changing from their regular uniform to their Phys Ed uniform for Phys Ed classes, the wording above would make perfect sense to me in terms of a need to still change for Phys Ed on casual days. However, in the current situation we are in with COVID protocols, wit



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

Preamble

Inclusion and a sense of belonging for all students stems from creating an environment in which we focus on all the ways in which every student has an equal right to learn.

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 establishing and maintaining a welcoming, caring, respectful, safe and inclusive learning and working environment that respects diversity and fosters a sense of belonging. Each student and staff member within FFCA has the right to learn and work in campuses that promote quality of opportunity, dignity, and respect. All stakeholders should strive to uphold the common core character virtues of respect, responsibility, integrity, self-discipline, and compassion.

The Board is further obligated to protect all students and staff from harassment, discrimination and violence during FFCA's campus-related activities. 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, as set out in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms, 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 to ensure that every threat receives a reasonable and timely response in accordance with the FFCA Critical Response Manual.

One key outcome of our vision for FFCA is that all students and staff will possess a strong connection to the school as a welcoming, caring, respectful and safe place.

1. 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, 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 Act* (Section 1.1 (b.1)) 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.”

2. The Board supports professional learning opportunities that build the capacity of staff and families to understand and support the diversity found on our campuses and in our society.
3. The Board encourages reporting to a 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, diversity clubs, anti-racism clubs, anti-bullying clubs, gay-straight alliances, and queer-straight alliances as per:

16.1 (1) If one or more students attending a school operated by a board request a staff member employed by the board for support to establish a voluntary student organization, or lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, the principal of the school shall

16.1 (1) (a) immediately grant permission for the establishment of the student organization or holding of the activity at the school, and

16.1 (1) (b) subject to subsection (4), within a reasonable time from the date that the principal receives the request designate a staff member to serve as liaison to facilitate the establishment, and the ongoing operation, of the student organization to assist in organizing the activity.

16.1.3 The students may select a respectful and inclusive name for the organization or activity, including the name “gay-straight alliance” or “queer-straight alliance”, after consulting with the principal.

16.1.3.1) For greater certainty, the principal shall not prohibit or discourage students from choosing a name that includes “gay-straight alliance” or “queer-straight alliance”.

16.1.4 The principal shall immediately inform the board and the Minister if no staff member is available to serve as a staff liaison referred to in subsection (1), and if so informed, the Minister shall appoint a responsible adult to work with the requesting students in organizing the activity or to facilitate the establishment, and the ongoing operation, of the student organization at the school.

16.1.6 The principal is responsible for ensuring that notification, if any, respecting a voluntary student organization or an activity referred to in subsection (1) is limited to the fact of the establishment of the organization or holding of the activity.

Alberta School Act

5. Notification of the formation of a student organization or activity will be consistent with established practice.

6. The Board recognizes and supports the confidentiality of sexual and gender minority students and protects their identities from unwanted disclosure as required by the *Freedom of Information and Protection of Privacy Act*.
7. This policy must be reviewed every year as required by Section 45.1(6)(d) of the School Act. The annual review will be conducted in accordance with Policy 10 Policy Making.

Approved: February 17, 2016

Revised: June 13, 2018

Legal References: 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
Preamble, Youth Criminal Justice Act (S.C. 2002, c. 1)
Freedom of Information and Protection of Privacy Act

Policy 19 – Appendix 1 Welcoming, Caring, Respectful, Safe and Inclusive 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, safe and inclusive learning environments. FFCA is obligated to protect all students and staff from bullying, harassment, discrimination, and violence during school-related activities. Bullying is defined as “*repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual’s reputation*” *School Act* (Section 1.1 (b.1)). Students are further expected to respect diversity and refrain from demonstrating any form of discrimination as set out in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms* 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 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 Demonstrate compassion and 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 that impacts the school, whether it occurs within the campus building, during school or school-related trips or activities within the broader community. 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, 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, 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. The Board encourages the balanced use of supports for both those who are impacted by, and who engage, in inappropriate behaviour. Research-based, developmentally appropriate practices and a compassionate approach that emphasizes the provision of positive behaviour supports will be employed within the constraints of the Inclusive Education funding. The Board also encourages accessing community partnerships to augment the supports provided. The following criteria are to be considered:

5.1 The circumstances underlying the unacceptable behaviour;

5.2 The effect of the student's behaviour upon other students, the staff, the campus, FFCA, and the community;

5.3 The nature of the action or incident that calls for disciplinary or alternative measures;

5.4 The student's previous conduct and previous interventions;

5.5 The student's age, maturity and abilities;

5.6 The impact of proposed action on the student's future behaviour;

5.7 The student's learning needs; and

5.8 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 Enlistment of, or referral to, a community partner that is equipped to identify and/or address the circumstances underlying the unacceptable behaviour;

6.7 Corrective student transfer;

6.8 Suspension; and

6.9 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.

8. This code of conduct must be reviewed every year as required by Section 45.1(6)(d) of the School Act. The annual review will be conducted in accordance with Policy 10.

Approved: February 17, 2016

Revised: June 13, 2018

Legal References: 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
Preamble, Youth Criminal Justice Act (S.C. 2002, c. 1)
Article 3.1, Convention on the Rights of the Child



BYLAWS of
THE FFCA CHARTER SCHOOL SOCIETY

Calgary, Alberta
December 11, 2019

**BYLAWS
OF
THE FFCA CHARTER SCHOOL SOCIETY
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**BYLAWS
OF
THE FFCA CHARTER SCHOOL SOCIETY
(THE SOCIETY)**

DEFINITIONS

In these Bylaws,

1. "**Alumnus Member**" means any person who has completed the highest grade level offered by FFCA in that year of completion, who will have no voting privileges.
2. "**Annual General Meeting**" means a mandatory meeting held within the time period as stipulated in ARTICLE VI - ANNUAL GENERAL MEETING of these Bylaws to review the affairs of the Society.
3. "**Associate Member**" of the Society will be any currently-employed staff member who is not a parent of an FFCA student or any person other than Parents or Alumni, 18 years of age or older, approved for a time-limited membership by majority vote of the Board or elected to the Board for the duration of the elected term, who will have no voting privileges.
4. "**Auditor**" means a person registered under the Chartered Professional Accountants Act or a firm or partnership of such persons.
5. "**Board Executive**" means the Chairperson and Vice-Chair of the Board.
6. "**Board of Directors**" or "**Board**" will mean the Board of the Society.
7. "**Board Working Session**" means a meeting of a committee of the whole of which all Directors are notified and at which the Board may not pass binding resolutions.
8. "**Charter School**" refers to the charter school operated by the Society across multiple campuses and administrative offices, being the *Foundations for the Future Charter Academy*.
9. "**Chief Returning Officer**" means the person so appointed pursuant to Section 4.1(b).
10. "**Closed Session**" means a meeting of the Board at which sensitive/confidential issues (e.g. related to personnel, legal, property) may be considered.
11. "**Costs**" has the meaning given thereto in Section 3.12(a).
12. "**Director**" means any person occupying a position on the Board of Directors.
13. "**Executive Committee**" will consist of the Board Chairperson, Board Vice-Chair,

Superintendent of the Charter School and, as required, Assistant Superintendent of the Charter School.

14. "**Full Member**" means a Parent. Each Full Member has one vote per person to a maximum of two votes per family.
15. "**Indemnified Party**" has the meaning given thereto in Section 3.12(a).
16. "**Motion**" or "**Resolution**" means a proposal for decision or action which is presented to the Board at a Public Meeting of the Board or an Annual General Meeting of the Society.
17. "**Parent**" means a Parent or Legal Guardian, of a student attending the Charter School.
18. "**Public Board Meeting**" means a business meeting of the Board where the Board may vote to pass resolutions.
19. "**Quorum**" means the minimum number of Directors or Full Members, in accordance with Articles 5.5, 6.4, or 7.3, required to be present at a meeting of the Society before it can validly proceed to transact business.
20. "**Returning Officer**" has the meaning set out in Section 4.1(b).
21. "**Education Act**" means the *Education Act* (Alberta) as amended and any regulations thereunder.
22. "**School Council**" means the organization of stakeholders as defined in the *Education Act*.
23. "**Societies Act**" means the *Societies Act* (Alberta) as amended and any regulations thereunder or if replaced by legislation of a similar nature shall refer such replacement legislation.
24. "**Society**" means the FFCA Charter School Society, a society registered pursuant to the *Societies Act* that has received approval to operate a charter school pursuant to the *Education Act*.
25. "**Special Meeting**" means any meeting of the Members other than the Annual General Meeting called in accordance with Article VII.
26. "**Special Resolution**" means a proposal for decision or action which is presented at a Special Meeting of the Society.
27. "**Staff**" includes all full and part-time employees of the Charter School.
28. "**Student**" means any person currently enrolled as a student in the Charter School.

INTERPRETATION

The masculine gender, where appearing in these Bylaws, will be deemed to include the feminine gender and the singular will be deemed to include the plural unless the context clearly indicates the contrary, and references to persons will include corporations, limited partnerships, trusts, firms and Society(s).

ARTICLE I NAME, LOCATION AND FISCAL YEAR

1.1 Name

The name of the Society will be "The FFCA Charter School Society".

1.2 Location

The location of the Charter School will be in the City of Calgary, Alberta, Canada.

1.3 Fiscal Year

The fiscal year end of the Society will be August 31st of each year.

ARTICLE II SOCIETY MEMBERSHIP

2.1 Conditions of Membership

The Society shall have three types of members, being Full Members, Associate Members, and Alumni Members. The conditions of membership are as prescribed in the Definitions. Parents/legal guardians whose membership status has been revoked must withdraw their child(ren) from the school. (see Section 2.4).

2.2 Membership Fees

There may be a membership fee as prescribed by the Board of Directors in its sole discretion.

2.3 Termination of Membership

An Associate Member may withdraw from the Society by delivering to the Secretary of the Society a written request for that purpose.

2.4 Expulsion of a Member

Any Member may be expelled from the Society by way of a Special Resolution if the Member is no longer meeting the conditions of membership. The conditions of revocation will be specified in the Special Resolution.

2.5 Voting Privileges

Each Full Member has equal voting privileges of one vote per Full Member, to a maximum of two votes per family.

Only Full Members in good standing may vote at meetings of the Society.

An Associate Member or Alumnus Member shall have no voting privileges but carry all other rights and obligations as set out in these Bylaws.

2.6 Admission of Members

Any individual may become a Member in the appropriate category by meeting the requirements set out in Article 2.1. The individual will forthwith be entered into the Society Registry as administered by the Board Secretary.

2.7 Rights and Privileges of Members

Any Member in good standing is entitled to:

- (a) Receive notice of meetings of the Society;
- (b) Attend any public meeting of the Society;
- (c) Speak at any public meeting of the Society;
- (d) Have and exercise voting rights as set out in Article 2.5; and
- (e) Exercise other rights and privileges given to Members in these bylaws.

2.8 Member in Good Standing

A Member is in good standing when he abides by and upholds the expectations of a Member as set out in these Bylaws.

ARTICLE III BOARD

3.1 General Powers and Duties of the Board

The Board will act in accordance with the *Education Act*, these Bylaws and any resolution passed at any Public Board Meeting to manage the business of the Society, and may assign or delegate any of its responsibilities and duties at its discretion.

The Board is responsible for finalizing Board policies and for ensuring that the Charter School complies with Board policies, the terms of the Charter, and provincial legislation and regulations. The Board may enter into any lawful contract on behalf of the Society. The Board will be guided by the philosophy, objectives, and vision of the Charter School and the objects of the Society. The Board will hire a Superintendent to supervise the operation of the Charter School and the provision

of education programs subject to the *Education Act*. The Board will be responsible for the governance of the Charter School and is accountable to the membership of the Society and to the Minister of Education for the performance of the school.

3.2 Directorship

The Society will have a volunteer Board of Directors which will consist only of Full Members or Associate Members. A Director who is an Associate Member of the Society will have full voting privileges on the Board of Directors.

The Board will consist of a maximum of nine (9) people, of whom three (3) may be Associate Members and none of whom may be spouses, adult interdependent partners or parents of any staff members. All Directors will be elected in accordance with ARTICLE IV - ELECTIONS. Directors will not be permitted to serve concurrently on the Board of Directors and any FFCA School Council. Only one parent/legal guardian per family may serve as a Director at any one time.

3.3 Nominations for the Position of Director

Candidates will be nominated by a Full Member. The nomination form and a statement by the candidate indicating their willingness to let their name stand for election to the Board must be received by the Secretary of the Board a minimum of twenty-one (21) days prior to the election date.

3.4 Qualifications of Directors

- (a) Directors must:
 - (i) be 18 years of age or older;
 - (ii) be either Full Members or Associate Members; and
 - (iii) provide a Criminal Record Check and an Alberta Children and Youth Services Intervention Record Check satisfactory to the Board prior to being elected.
- (b) Directors must not meet any of the qualifications for disqualification in Section 87 of the *Education Act*.
- (c) Staff members are not eligible to become Directors.
- (d) In accordance with Section 3.2, no Directors at any time may be spouses, adult interdependent partners or parents of any staff members.

3.5 Term

Directors will be elected for three-year terms, unless they are filling a vacancy in accordance with Section 3.6, in which case they will serve on the board until the position they are holding comes up for re-election. A Director's term will expire upon the swearing-in of the new Directors.

Directors may serve a maximum of twelve (12) years and never for more than two (2) consecutive three (3) year terms.

3.6 Vacancies

In the event of the death, removal or resignation of a Director: (a) the Board may approve the appointment of a qualified candidate to serve on the Board in order to fill such vacancy; or (b) a by-election may, at the discretion of the Board, be held to fill a vacant position; or (c) the Board may determine to leave such vacant position unfilled. Unfilled positions at the time of an election will not be considered vacancies and will not be filled until the next Annual General Meeting. Candidates must declare that they are running for the remaining term of a vacant position.

3.7 Compensation

No salary will be paid to Directors. The Board may grant Directors an honorarium in recognition of their time and effort. The Board may, at its discretion, reimburse Directors for any reasonable expenses they incur in the course of performing their duties as Directors.

3.8 Resignations

A Director may resign his office by delivering a written resignation to the Chairperson. Such resignation will take effect at the time specified therein and, unless otherwise stated therein, the acceptance of such resignation will not be necessary to make it effective.

3.9 Removal of a Director

The office of a Director will be automatically vacated:

- (a) if the Director is found by a court of law to be of unsound mind;
- (b) by passage of a Special Resolution;
- (c) on death of the Director;
- (d) if any of the conditions for Disqualification of Trustees under Section 87 of the *Education Act* apply;
- (e) if the Director fails to meet the attendance requirements set out in Section 3.10; or
- (f) if the Board unanimously (excluding any vote of the Director whose Board directorship is being terminated) resolves to terminate such Director's office.

A Director removed from office by means of Section 3.9(e) or (f) above may appeal the decision as per the *Charter Schools Regulation*.

3.10 Attendance

Attendance by the Directors at Public Board Meetings and Board Working Sessions is mandatory.

A Director missing three (3) consecutive regularly scheduled Public Board Meetings and Board Working Sessions except in the case of illness (as outlined in the *Education Act*), or without prior approval of the Board, will forfeit his position on the Board of Directors and be deemed to have resigned.

3.11 Directors' Conflicts of Interest

The provisions of the *Education Act* and any applicable Policy of the Society shall apply in respect of any conflict of interest applicable to Directors.

3.12 Indemnities to Directors

- (a) Except as otherwise hereinafter provided, the Society hereby indemnifies and saves each and every present and former member of the Board (an "**Indemnified Party**") and each of their respective heirs and legal representatives, harmless from and against all reasonable amounts, losses, costs, charges, damages, expenses and misfortunes of whatsoever nature or kind that become payable, including an amount payable to settle an action or satisfy a judgment, and including legal costs (on a solicitor and his own client basis) (collectively, "**Costs**") that are reasonably incurred by an Indemnified Party in respect of any civil, criminal or administrative action, suit or proceeding to which the Indemnified Party is made a party by reason of or arising out of or in any way incidental to the Indemnified Party holding or having held such position with the Society, EXCEPT IN relation to matters as to which it is adjudged in such action, suit or proceeding that the Indemnified Party is liable for gross negligence or misconduct in the performance of his or her duties and PROVIDED THAT the Indemnified Party:
 - (i) acted honestly and in good faith with a view to the best interests of the Society;
 - (ii) acted with the care, diligence and skill that a reasonably prudent person would exercise in comparable circumstances; and
 - (iii) in the case of a criminal or administrative action or proceeding that is enforced by a monetary penalty, the Indemnified Party had reasonable grounds for believing their conduct was lawful.
- (b) Such right of indemnification shall not be deemed exclusive of any other rights to which the Indemnified Party may be entitled at law.
- (c) The indemnity granted herein shall apply notwithstanding any fees or other remuneration paid to the Indemnified Party while serving in any capacity with the Society.
- (d) Nothing herein shall relieve an Indemnified Party from the duty to act in accordance with these Bylaws or the provisions of the *Societies Act* and all other applicable common law and federal, provincial, municipal, local statutes, codes, ordinances,

decrees, rules, regulations, by-laws, policies, requirements, standards and guidelines in force and effect, or from liability for any breach thereof.

- (e) None of the provisions of this Section 3.12 shall be construed as a limitation upon the right of the Society to exercise its general power to enter into a contract or undertaking of indemnity with or for the benefit of any member of the Board in any proper case not provided for herein.

ARTICLE IV ELECTIONS

4.1 Elections

- (a) Elections of three (3) Directors will be held in conjunction with the Annual General Meeting. By-elections may occur in accordance with Section 3.6. Vacancies. Nominations must be received by the Secretary a minimum of twenty-one (21) days prior to the election date.
 - (i) Directors elected for a one (1) year term or filling a vacancy may serve that term in addition to the rules outlined in section 3.5.
- (b) Returning Officers will be a Chief Returning Officer and one (1) Assistant Returning Officer, each of whom shall be selected by the Board and neither of whom are Directors nor candidates for a Director position.
- (c) If the number of candidates is equal to or less than the maximum number of available Director positions, no election is required and the candidates are acclaimed. Unfilled positions will be filled in accordance with Section 3.6.
- (d) When an election is required, the Board will be responsible for the design and implementation of an election process that meets the following requirements:
 - (i) The election will be conducted by electronic ballot with ballots submitted within the ~~one~~two-(~~12~~) day period prior to the date set for the Annual General Meeting, or at the discretion of the Board.
 - (ii) The Returning Officers will count all ballots and will declare candidates elected whose names appear on the greatest number of ballots.
 - (iii) In the event of a tie for the last position, a new vote, also by electronic ballot, will be taken for only those candidates who have received an equal number of votes.
- (e) Candidates will be notified of the election results by the Chief Returning Officer within 24 hours of any election, and the results will be announced to the membership as soon as practicable thereafter.

**ARTICLE V
MEETINGS OF THE BOARD**

5.1 Meetings

- (a) Public Board Meetings will be held as often as may be required and will be called by the Chairperson pursuant to the directions set out in these Bylaws. The Board will meet as required to discuss Charter School matters.
- (b) The Board may hold Closed Sessions which will include Directors and may include other participants at the invitation of the Board. Closed Sessions are initiated by Board motion at any time after the Public Board Meeting call to order, and require a motion to revert to the Public Board Meeting. Any decision reached in a Closed Session must be ratified by Board motion in a Public Board Meeting.
- (c) Emergency Board meetings may be held by notifying all Directors by phone, text or e-mail. Provided a Quorum is present at an emergency meeting, a majority of the attending Directors may waive notice of the meeting and constitute the meeting as a Public Board Meeting and may vote on resolutions that may be acted upon. However, any business transactions or resolutions passed, and the minutes of any such emergency meeting, will be disclosed at the next regularly scheduled Public Board Meeting.
- (d) The Board may hold Board Working Sessions to discuss any matter. Board Working Sessions may include participants other than Directors at the invitation of the Board.

5.2 Notice

- (a) Notice of regularly scheduled Public Board Meetings will be posted on the Society's website and in each campus a minimum of 48 hours prior to the meeting. Notice of emergency meetings may be waived in accordance with Section 5.1 (Meetings).
- (b) No error or omission in giving notice of any meeting of the Board to the Members will invalidate such meeting or make invalid any proceedings taken at the meeting. For the purpose of sending notice to any Member or Director for any meeting or otherwise, the email address of the Member or Director will be his last email address recorded on the books of the Society.

5.3 Attendance

Any person may attend a Public Board Meeting as an observer. Presentations to the Board may be allowed in accordance with Section 5.9. (Addressing the Board.) Directors participating in a meeting of the Board by phone or video-conference will be considered to be in attendance at the meeting. The Board may, by resolution, require the removal from the meeting of any person whose behaviour is deemed to be belligerent or disruptive.

5.4 Agenda

Agendas for all regularly scheduled Public Board Meetings will be made available a minimum of 48 hours prior to the meeting.

5.5 Quorum

For Public Board Meetings, a Quorum of Directors will consist of a majority of the currently serving Directors.

5.6 Voting

- (a) Subject to Section 5.6(b), all Directors are required to vote.
- (b) A Director who is party to, or who has a material interest in any person who is a party to, a material contract or material transaction or proposed material contract or proposed material transaction with the Society or who reasonably believes that a conflict of interest exists, or might reasonably be perceived to exist, with respect to any matter to be voted upon or discussed (whether at a working session of the Directors or Public Board Meeting) by the Directors shall disclose to the Society or request to have entered in the minutes of meetings of Directors the nature and extent of his/her interest. The disclosure shall be made at a meeting in which the proposed contract or transaction is first considered, or at the first meeting in which he becomes so interested.
- (c) A director referred to in Section 5.6(b) shall not vote on any resolution to approve, the contract or transaction, or matter in respect of which a conflict of interest exists.
- (d) Directors' votes will have equal weight. A simple majority vote will decide all issues. All votes to pass resolutions must be made or ratified at Public Board Meetings. A tie vote will be considered to be lost.

5.7 Minutes of Meetings

The minutes of all Public Board Meetings will include the names of those in attendance, a summary of discussions and actions, committee reports and recommendations, and resolutions. Approved minutes will be made available within two weeks of approval. Minutes of Public Board Meetings will be approved at the next Public Meeting and will be signed by the Board Chairperson.

5.8 Meeting Procedures

"Parliamentary Procedure at a Glance" by O. Garfield Jones will be followed as deemed necessary by the Board.

5.9 Addressing the Board

A Member may request an item to be placed on the agenda, provided that the subject matter reasonably pertains to the business ordinarily transacted by the Board. Any such item will be added to the agenda at the discretion of the Board Executive.

**ARTICLE VI
ANNUAL GENERAL MEETING**

6.1 Timing

An Annual General Meeting will be held within fifteen (15) months of the previous Annual General Meeting.

6.2 Notice

- (a) Fourteen (14) days prior written notice of the Annual General Meeting will be given to the membership. Notice of the meeting must include the date, time, location and agenda, as well as information pertinent to the pending decision(s). The notice will also provide the Members with an electronic ballot option.
- (b) No error or omission in giving notice of any Annual General Meeting to any Member or Members will invalidate such meeting or make invalid any proceedings taken at that meeting.

6.3 Agenda

The agenda for the Annual General Meeting will be determined and approved by the Board.

6.4 Quorum

A Quorum of Full Members will be 10% of all Full Members or one hundred Full Members participating in the meeting or represented by electronic ballot, whichever is the lesser. In the event that Quorum of Full Members is not reached at the Annual General Meeting, the meeting may proceed but the business transactions may not be acted upon until such time as ratified by Full Members either at a meeting called for such purpose, or by a resolution in writing which will be signed by a Quorum of Full Members entitled to vote on that resolution.

6.5 Voting

- (a) At an Annual General Meeting, a vote will be decided by a show of hands and electronic balloting conducted in the 14-day period prior to the meeting. If requested, an alternate voting format may be considered.
- (b) The Secretary will keep all electronic ballots confidential until the meeting. Electronic ballots will be counted prior to the start of the Annual General Meeting, and added to the votes taken at the meeting.
- (c) Resolutions at an Annual General Meeting will be decided by a simple majority.

6.6 Minutes of Meetings

The minutes of the Annual General Meeting will include the names of those participating in the meeting, a summary of discussions and actions, committee reports and recommendations, and resolutions. Unofficial minutes will be made available within two weeks of the meeting. Minutes of the Annual General Meeting will be approved at the next Annual General Meeting and will be signed by the Board Chairperson.

6.7 Meeting Procedures

"Parliamentary Procedure at a Glance" by O. Garfield Jones will be followed as deemed necessary by the Board in connection with an Annual General Meeting.

ARTICLE VII SPECIAL MEETINGS OF THE MEMBERS

7.1 Calling of a Special Meeting

- (a) A Special Meeting is a meeting called for the purpose of:
 - (i) dealing with issues related, but not limited, to the Charter, bylaws and Members,
 - (ii) dealing with important concerns from a Member, or
 - (iii) dealing with other important issues where the Board may require Member input.
- (b) A Special Meeting may be called at any time:
 - (i) by a resolution of the Board to that effect, or
 - (ii) on the written request to the Board of not less than fifteen percent (15%) of eligible Members. The request must state the reason for the Special Meeting and the motion(s) intended to be submitted at the Special Meeting.

7.2 Notice

- (a) Twenty-one (21) days written notice of the Special Meeting will be given to each Member. Notice of the meeting must include the date, time, location and business to be transacted, including any information to assist the Member to make a decision. Only the item(s) stated in the notice for the Special Meeting will be discussed at the Special Meeting.
- (b) No error or omission in giving notice of any Special Meeting to any Member or Members will invalidate such meeting or make invalid any proceedings taken thereat.

7.3 Quorum

Quorum of Full Members for a Special Meeting will be 10% of all Full Members or one hundred Full Members casting electronic ballots and participating in the meeting whichever is the lesser. In the event that Quorum is not reached at the Special Meeting, the meeting may proceed but the business transactions may not be acted upon until such time as ratified by Full Members either at a meeting

called for such purpose, or by a resolution, in writing, signed by a Quorum of Full Members entitled to vote on that resolution.

7.4 Voting

- (a) A Special Meeting vote will be decided by electronic ballot and a show of hands by those participating in the meeting. If requested, an alternate voting format may be considered.
- (b) The Secretary will keep all electronic ballots confidential until the meeting. Electronic ballots will be counted prior to the start of the Special Meeting, and added to the votes taken at the meeting. Electronic ballots will be counted towards Quorum for a Special Meeting.
- (c) A seventy-five (75%) percent majority vote of eligible Full Members submitting electronic ballots and participating in the meeting will decide the issue(s) as outlined in the Special Meeting notice.

7.5 Minutes of Meetings

Special Meetings minutes will include the names of those in attendance, a summary of discussions and actions, committee reports and recommendations, and resolutions. Approved minutes will be made available within two weeks of approval. Special Meeting minutes will be approved at the next Public Meeting and will be signed by the Board Chairperson.

7.6 Meeting Procedures

"Parliamentary Procedure at a Glance" by O. Garfield Jones will be followed as deemed necessary by the Board in connection with any Special Meeting.

ARTICLE VIII OFFICERS OF THE BOARD

8.1 Officers

The Officers will be Directors and will consist of a Chairperson, Vice-Chairperson, Treasurer and Secretary, and will be determined by the Board at the first Public Board Meeting ("Organizational Meeting") following the election. Officers of the Board will retain the responsibilities of their previous positions in the period between the election and the Organizational Meeting. If an Officer resigns or is removed from office, a new Officer will be elected by the Board. Any two offices,

with the exception of Chairperson, may be held by the same person.

8.2 Chairperson

The Chairperson will be the executive officer of the Society and an *ex-officio* member of all Board committees. He will, in general, supervise all of the business and affairs of the Society as directed by the Board at Public Board Meetings, and will see that all orders and resolutions of the Board are carried into effect. He will be the Chairperson at all meetings of the Board. In his absence, the Vice-Chairperson will preside at any such meetings, and in the absence of both, a Chairperson may be elected by the Directors to preside thereat. The Chairperson will be the official spokesperson for the Board to the media and the public. The Chairperson will have signing authority for the Society and the Board. In general, the Chairperson will perform all duties and may exercise all rights incidental to the Office of Chairperson of the Board, and such other duties as may be prescribed by the Board or these Bylaws.

8.3 Vice-Chairperson

The Vice-Chairperson will have all the powers and perform all the duties of the Chairperson in the absence of the Chairperson. The Vice-Chairperson will perform such other duties as from time to time may be assigned to him by the Chairperson or by the Board.

8.4 Secretary

The Secretary will attend all meetings of the Board and cause minutes to be kept, recording all the acts and votes undertaken at all meetings of the Board. Minutes will be available not more than fourteen (14) days after the minutes have been approved by the Board at their next scheduled Public Board Meeting, and will be posted on the website. The Secretary will see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law, and will perform such other duties as may be assigned by the Chairperson or by the Board. In case of the absence of the Secretary, his duties will be discharged by such Officer as may be appointed by the Board. The Secretary will have charge of all the correspondence of the Society and be under the direction of the Chairperson and the Board.

The Society will keep a record of all Members and Associate Members of the Society and their addresses, and the Secretary will send all notices of the various meetings as required by these Bylaws. The Board may vote to delegate the duties of the Secretary through the Superintendent to a Staff member.

8.5 Treasurer

The Treasurer oversees the financial affairs of the Society and will have the custody of the funds and securities of the Society. The Treasurer will receive all monies paid to the Society and will be responsible for the deposit of same in the name and to the credit of the Society in whatever Bank, Trust Company, Credit Union or Treasury Branch the Board may order. The Treasurer will properly account for the funds of the Society and keep such books as may be directed. The Treasurer will present a full detailed account of receipts and disbursements to the Society whenever requested and will prepare for submission to the Annual General Meeting a statement, duly

audited, of the financial position of the Society, and submit a copy of same to the Secretary for the records of the Society. The Treasurer will be under the direction of the Chairperson and the Board. The Board may delegate these duties through the Superintendent to a Staff member.

8.6 Removal of an Officer

An Officer may be removed from office:

- (a) if the Officer is found by a court of law to be of unsound mind;
- (b) by passage of a Special Resolution;
- (c) on death of the Officer;
- (d) if any of the conditions for Disqualification of Trustees under Section 87 of the *Education Act* apply; or
- (e) if the Officer fails to meet the requirements of Section 3.10 (Attendance);

An Officer removed from office by means of Section 8.6(d) above may appeal the decision as per the Charter School Regulations.

8.7 Compensation

No salary will be paid to Officers. The Board may grant Officers an honorarium in recognition of their time and effort. The Board may reimburse Officers for any expenses they incur in the course of performing their duties.

ARTICLE IX COMMITTEES ESTABLISHED BY THE BOARD

9.1 Committees

The Board may establish committees in accordance with the *Education Act*. These Committees will research and make recommendations to the Board regarding the issues related to the Committee, as directed by the Board.

9.2 Types of Committees

- (a) Standing Committees
 - (i) Executive Committee
 - (ii) Board Committee of the Whole
 - (iii) Audit Committee
 - (iv) Policy and Performance Review Committee

(v) Communications and Community Relations Committee

(b) *Ad Hoc* Committees

Ad Hoc Committees are established to assist the Board on a specific project for a specific period of time. The terms of reference for each *Ad Hoc* Committee will be established by Board motion at the time of the formation.

9.3 Composition

Each committee will be chaired by a Director and will consist of a specified number of Members. The number of Directors on each committee, with the exception of any committee of the whole, will not equal or exceed the number of Directors that comprise quorum of Directors. Persons from the community, Staff, or Associate Members may also be chosen to sit on a committee at the invitation of the Board.

9.4 Committee Powers and Prerogatives

A Board possesses certain legal powers and prerogatives which cannot be delegated or surrendered to others. Committees may not make decisions on behalf of the Board. Committees may make recommendations to the Board as outlined in Article 9.1. Committees may establish sub-committees as necessary to carry out the functions of the committee. The Board will have the power to dissolve any committee at any time.

9.5 Committee Operations and Goals

A committee's goals and objectives, referred to as the "Terms of Reference" (TOR) will be the guiding mandate for a Standing Committee or an *Ad Hoc* committee.

A committee shall propose amendments to their existing TOR subject to Board approval.

All committee TOR are set by the Board annually.

Committee TOR will be made available for member review.

9.6 Meetings

The Chairperson of any Committee established by the Board will call meetings of the Committee, set the agenda, and ensure that minutes and other records are made and distributed to the Board. The Chairperson of any Committee is accountable for presenting progress reports and final recommendations to the Board for consideration and action.

9.7 Minutes

Each committee is required to submit a Committee Report to the Secretary of the Board with a summary of their meetings.

**ARTICLE X
FUND ACQUISITION**

10.1 Donations and Partnerships

The Board may accept or allow to be accepted on behalf of the Society, any contribution, gift, grant, bequest or device, or enter into any partnerships, deemed beneficial to the Society.

10.2 Fund Development

The Board may raise funds in a manner acceptable to the Board.

10.3 Borrowing

For the purpose of carrying out its objects, the Society may borrow or raise or secure the payment of money in such a manner as it deems appropriate, but this power shall be exercised only under the authority of the Society through Special Resolution.

**ARTICLE XI
EXECUTION OF DOCUMENTS**

11.1 Execution

Contracts, documents or any instruments in writing requiring the approval of the Board and the signature of the Society may be signed by the Board Chairperson together with any Director of the Board, or by such officer or officers or person or persons, whether or not officers of the Society, and in such manner as the Board may from time to time designate by resolution; and all contracts, documents and instruments in writing so signed will be binding upon the Society without any further authorization or formality. The Board may give the Society's power of attorney to any registered dealer in securities for the purposes of the transferring of and managing any stocks, bonds and other securities of the Society.

11.2 Corporate Seal

The Society does not have a corporate seal.

**ARTICLE XII
BOOKS AND RECORDS**

12.1 Books and Records

The Directors of the Board will cause all necessary books and records of the Society required by the Bylaws of the Society or by any applicable statute or law to be regularly and properly kept.

12.2 Inspection of Books and Records

Requests by Members and the general public to inspect the books and records of the Society must be made to the Chairperson and the Superintendent. Such inspection will take place at a mutually

agreeable time within the offices of the Society and in the presence of a staff member acceptable to the Superintendent. Any person requesting copies of documents will be charged the prescribed fee as set by Freedom of Information and Protection of Privacy Legislation.

12.3 Auditing

The books, accounts and records of the Society will be audited at least once each year by an Auditor appointed for that purpose at the Annual General Meeting. A complete and proper statement of the standing of the books for the previous year will be submitted by such Auditor at the Annual General Meeting of the Society. The fiscal year of the Society will be September 1 - August 31. The remuneration of the Auditor will be fixed by the Board of Directors. The Auditor may not be a member of the Board of Directors, a member of the Society, or a member of the Staff.

12.4 Budgets and Financial Statements

The Board will:

- (a) prepare or cause to be prepared financial statements for the Charter School for the fiscal year ending on the previous August 31, and
- (b) in accordance with Alberta Education regulations, prepare and submit to the Minister a budget for the Charter School for the fiscal year beginning on the following September 1.

ARTICLE XIII BEING HEARD

13.1 Addressing Concerns

The Board, working in conjunction with the Superintendent, will ensure, through policies and administrative procedures, that members of the Society will have the opportunity to have their concerns addressed.

ARTICLE XIV PROCEDURE TO AMEND THE BYLAWS

14.1 Review Period

The Bylaws of the Society will be reviewed by the Board every three years, and may not be rescinded, added to or altered except by Special Resolution.



2020 FFCA ANNUAL GENERAL MEETING AGENDA

December 9, 2020, 8:00 – 9:00 p.m.

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

1. 8:00 p.m. Call to Order

- 1.1 Determination of Quorum (min. 100)
- 1.2 Proof of Notice of Meeting
- 1.3 Consideration of the Agenda
- 1.4 Approval of Minutes of 2019 AGM

2. Reports of Officers

- 2.1 Introduction of Board Members
- 2.2 Board Chair's Remarks
- 2.3 Superintendent's Remarks
- 2.4 Secretary-Treasurer

2.4.1 2019-2020 Audited Financial Statements

Be it resolved that the Society receive the 2019-20 Audited Financial Statements as presented.

MOVED by _____; seconded by _____

2.4.2 Appointment of Auditor

Be it resolved that the Society approve the appointment of RSM Alberta LLP Chartered Accountants as FFCA's auditors for the 2020-21 school year.

MOVED by _____; seconded by _____

3. FFCA Bylaws

Be it resolved that the Society repeal the existing (2019) FFCA Bylaws and replace them with the revised (2020) FFCA Bylaws as presented.

MOVED by _____; seconded by _____

4. FFCA School Council Bylaws

Be it resolved that the Society repeal the existing (2019) FFCA School Council Bylaws and replace them with the revised (2020) FFCA School Council Bylaws as presented.

MOVED by _____; seconded by _____

5. Board Election Results

6. Questions/Comments from the Floor

7. Adjournment (by 9:00 p.m.)



ANNUAL EDUCATION RESULTS REPORT 2019-20

DRAFT

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DRAFT

MESSAGE FROM THE BOARD CHAIR

2019-20 was a year unlike any other in FFCA's history. With the closing of in-school classes on March 15 due to COVID, we, along with the rest of Alberta, undertook the challenge of educating and supporting the well-being of our students and families remotely for the final third of the school year. The programming we did provide followed the provincially-directed mandate reducing the scope of academic programming and providing maximum flexibility for families. While we supported this directive, the result was teaching and learning that was vastly different than FFCA's usual distinctive approach to teaching and learning. As such, the results highlighted in this year's report reflected a very different reality than our historical performance.

In some cases, the results are less complete than would be expected for a typical school year. The 2019-20 Accountability Pillar data omitted provincial examination performance measures as June examinations were not written. As well, FFCA elected to not do its year-end stakeholder surveys given the cessation of in-school classes. That said, the results as presented are extremely positive and the Board of Directors of Foundations for the Future Charter Academy is very proud of our accomplishments, both the many that are undocumented and those reported in this Annual Education Results Report.

Whether in-person or remotely, FFCA continued to provide our students with a caring, and supportive learning environment emphasizing the development of academic excellence and character. Our mission, values, and guiding principles are reflected in our excellent results! We attained an achievement rating of "Very High" on all twelve measurable Accountability Pillar indicators in 2019-20. Accountability Pillar measures and an overall rating of 'Excellent' in all ten for which this assessment was available. Overall, our results clearly demonstrate that FFCA continued to provide our students with an environment that promotes success.

This success is the product of a caring community, working collaboratively towards a common goal of student success in academics and character development. This is no small undertaking. Parents and teachers serve as the front lines for our students and supporting them are our dedicated administrators and support staff. On behalf of the Board of Directors, I would like to thank all of those involved. It is our community's commitment to the success of our students that makes us who we are.



Jeff Wilson
FFCA Board Chair



ACCOUNTABILITY STATEMENT

The Annual Education Results Report for Foundations for the Future for the 2019-20 school year was prepared under the direction of the Board in accordance with the responsibilities under the *Education Act* and *Fiscal Planning and Transparency Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in Foundations for the Future can acquire the knowledge, skills, and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for the 2019-20 school year was approved by the Board on November 18, 2020.



Roger Nippard
Superintendent of Schools



DRAFT

2019-20 ACCOUNTABILITY PILLAR OVERALL SUMMARY

Measure Category	Measure	FFCA Charter School Society			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	90.4	90.6	90.7	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	84.1	83.2	82.9	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	92.4	93.8	93.2	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	0.4	0.0	0.1	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	95.3	91.5	93.7	79.7	79.1	78.4	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	94.1	93.7	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	42.0	39.0	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	92.7	93.8	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	41.1	43.8	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	93.4	89.8	92.0	56.4	56.3	55.6	Very High	Maintained	Excellent
	Rutherford Scholarship Eligibility Rate	90.7	93.7	90.2	66.6	64.8	63.5	Very High	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	94.0	93.9	92.3	60.1	59.0	58.5	Very High	Maintained	Excellent
	Work Preparation	92.5	86.2	89.9	84.1	83.0	82.7	Very High	Improved	Excellent
	Citizenship	87.3	87.6	87.5	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	86.8	86.0	86.8	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	85.1	84.3	83.3	81.5	81.0	80.9	Very High	Improved	Excellent

Overall Summary Comments

Although there was no provincial examination performance data due to COVID-19, our performance on all remaining summary measures in 2019-20 was maintained or improved with an achievement level of “Very High” reflecting an overall level of excellence in both the success and satisfaction levels of stakeholders at FFCA.

We are especially proud of the fact that we improved noticeably on three measures (indicated in the table above in orange/red) which had experienced a decline the previous year. Our ‘High School Completion Rate’ increased from 91.5 to 95.3. Our ‘Diploma Exam Participation Rate’ went from 89.8 to 93.4. Our ‘Work Preparation’ indicator increased from 86.2 to 92.5.



HIGHLIGHTS AND CHALLENGES

2019-20 was a 'tale of two school years' with the first hundred or so days being representative of a typical school year and the remainder of the year being nothing of the sort. The following sections of this report highlight a number of areas of success. Most of that data reflects the 'typical' first two-thirds of the year. What is less represented, however, is the story of FFCA after March 15, 2020. As was the case across Alberta and beyond, we faced a challenge previously unseen. COVID-19 provided unique challenges, but also altered the perspective of how we defined success. But while the context changed, our mission remained the same.

The foundation of our character education program is a focus on building "caring and ethical communities". Prior to the COVID shutdown, our highlights in this area included continued learning about and connecting to our First Nations communities, record-breaking food drives to support those with greater needs in our local and regional communities, volunteering for charitable organizations such as the Mustard Seed as a staff community, encouraging and supporting connections with a focus on health and well-being in our parent and family communities. These activities highlighted the focus on community that underpins so much of FFCA's success, so when the ability to come together in our school communities was halted we faced the challenge of maintaining community and connection in a COVID world.

We needed to figure out how to communicate confidence and hope. Some of our successful practices leveraged prior initiatives already underway which took on increased importance in an at-home learning scenario. Others were brand new. We increased the amount of communication with our staff and families, even at the system level to ensure our partners knew what was going on. We leveraged video newsletters and digital messaging to effectively share information in a more personal way than by simply using text. Facebook live events were used to share stories with students and families. Staff, students and parents learned to use Google Classroom and Meets to facilitate synchronous and asynchronous online learning. We published videos and online tutorials to help parents learn how to support their children in learning at-home. Parking lot meetings and administration/staff 'drive-bys' to celebrate new babies, birthdays or just because somebody needed it became novel ways of keeping communities connected. We even held an online & rotating outdoor commencement ceremony to send off our graduating grade twelves.

A significant challenge during this time was the need to do the work of supporting teaching and learning in the absence of many of our valuable employees. Budget circumstances required the lay-offs of many of our outstanding support staff. While everyone had to do their part to meet the challenges of COVID learning, these folks faced a disproportionate share of the challenge. This was a tangible loss to FFCA across campuses as well as a morale challenge for those who remained. But the grace and character of those personally impacted helped those who remained proceed with their full support. The entire FFCA staff community worked collaboratively to remotely learn how to help students remotely learn with no advance preparation. While not a surprise, the dedication and determination of our administrators and staff to meet challenges no one was prepared for was immense.

While many mistakes were undoubtedly made, showing grace to those in our community became even more important and through the character and leadership of our administration, staff, parents and students, the FFCA community remained strong.

CHARTER GOALS

Charter Goal 1: Distinctive Teaching and Learning – Improve student learning via enhanced professional practices which reflect a shared deep understanding of effective assessment, inclusion and technology integration as applied through our distinctive approach to teaching and learning.

Outcome 1.1: Develop a framework and implement coherent organizational practices around the integration of educational information and communication technologies at FFCA that help students master curricular outcomes and develop competencies including the ability to: critically analyze digital information, effectively communicate in digital environments, use technology to solve problems, and leverage technology to enact ethical leadership.

Performance Measures	Results (in percentages)					Target
	2016	2017	2018	2019	2020	2020
Percentage of students who feel (strongly) that their learning is improved by the teacher's use of digital technologies.	94	94	93	93	n/a	95
Percentage of students who feel (strongly) that they are being taught how to improve their learning using digital technologies.	-	-	83	82	n/a	85
Percentage of parents satisfied (or very satisfied) with their children's use of digital technologies to support and enhance learning.	-	-	92	94	n/a	94
Percentage of staff satisfied (or very satisfied) with their understanding and incorporation of digital technologies and resources to build student capacity for acquiring, applying and creating knowledge.	-	-	90	94	n/a	92
Percentage of staff satisfied (or very satisfied) with their understanding and incorporation of digital technologies and resources to build student capacity for communicating and collaborating with others.	-	-	94	92	n/a	95
Percentage of staff satisfied (or very satisfied) with their understanding and incorporation of digital technologies and resources to build student capacity for accessing, interpreting, and evaluating information from diverse sources.	-	-	89	93	n/a	90
Percentage of staff satisfied (or very satisfied) with their ability to access technologies to support student learning.	-	-	88	87	n/a	90
Percentage of staff satisfied (or very satisfied) with their students' ability to access technologies necessary for their learning.	-	-	87	85	n/a	90



Outcome 1.2: Develop a framework and implement coherent organizational assessment practices that inform teaching and learning, align to what is being taught and learned, and report in a manner that reflects informed and thoughtful assessment and feedback practices.

Performance Measures	Results (in percentages)					Target
	2016	2017	2018	2019	2020	2020
Percentage of students who feel (strongly) that they are provided feedback that helps them know how to improve their learning.	87	87	88	87	n/a	90
Percentage of parents satisfied (or very satisfied) with the school's communication of their children's learning outcomes.	-	-	92	95	n/a	93
Percentage of staff satisfied (or very satisfied) that their understanding and use of assessment and evaluation practices accurately reflect the learner outcomes in the programs of study.	-	-	99	100	n/a	99
Percentage of staff satisfied (or very satisfied) that their understanding and use of assessment and evaluation practices inform their teaching practice through a balance of formative and summative assessment experiences.	-	-	99	99	n/a	99
Percentage of staff satisfied (or very satisfied) that their understanding and use of assessment and evaluation practices provide a variety of methods through which students can demonstrate their achievement of the learning outcomes.	-	-	97	99	n/a	97
Percentage of staff satisfied (or very satisfied) that their understanding and use of assessment and evaluation practices provide accurate, constructive, and timely feedback on student learning.	-	-	96	99	n/a	96
Percentage of staff satisfied (or very satisfied) that their understanding and use of assessment and evaluation practices support the use of reasoned judgment about the evidence used to determine and report the level of student learning.	-	-	100	99	n/a	100

Outcome 1.3: Develop a framework and implement coherent organizational inclusion practices that help students with diverse learning needs master curricular outcomes and develop competencies.

Performance Measures	Results (in percentages)					Target
	2016	2017	2018	2019	2020	2020
Percentage of staff satisfied (or very satisfied) with their ability to foster equality and respect for all students.	-	-	100	98	n/a	100
Percentage of staff satisfied (or very satisfied) with their ability to incorporate students' personal and cultural strengths into teaching and learning.	-	-	96	94	n/a	95
Percentage of staff satisfied (or very satisfied) with their ability to respond to the emotional and mental health needs of students.	-	-	90	87	n/a	90
Percentage of staff satisfied (or very satisfied) with their ability to respond to specific learning needs of individual or small groups of students.	-	-	89	94	n/a	90



FFCA Goal #1 Comments

Prior to the shift to emergency at-home learning due to COVID-19, FFCA continued to make progress on our outcomes related to our first charter goal. We completed development of the technology integration framework and were in the process of sharing it with broader groups of staff for review and revisions prior to implementation. We continued to implement our assessment and reporting framework and developed a process for a systemic review of reporting across the system. We continued to implement our inclusion framework using it to further refine practices and develop administrative procedures in the area of counselling supports and psychoeducational assessments. Unfortunately, the abrupt shift to at-home learning and the need to lay-off most of our educational support staff impaired further progress on these outcomes.

Because we elected to omit the year-end stakeholder surveys due to the cessation of regular school operations in March, we do not have data on the identified performance indicators associated with this goal for 2019-20. In dialogue with select administrators, teachers, counsellors, and learning assistants prior to the cessation of in-school classes, there was a general expressed belief that our professional practice in assessment and inclusion were being positively impacted by the use of the respective frameworks. We are also hopeful that this guiding frameworks will serve to support our resumption of in-school teaching and learning given the impact of COVID restrictions in 2020-21 as well as our initial implementation of an online learning program at FFCA.

Charter Goal 2: Charter Mission – Continue Achieving the Key Outcomes of our Mission Statement: Academic Excellence, Character Development, Parental Partnership, & Staff Leadership

NOTE: This is not a priority goal within FFCA's 3-year education plan, but we wish to continue monitoring a number of historical performance measures to ensure the efficacy of our program.

Outcome 2.1 *Academic Excellence*

NOTE: Performance Measures for Academic Excellence can be found in Provincial Outcome 1 – Student Success.

Outcome 2.2 *Character and Leadership Development*

Performance Measures	Results (in percentages)					Target
	2016	2017	2018	2019	2020	2020
Percentage of teachers, parents, and students who agree or strongly agree that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school. (APR)	92.4	92.1	89.3	90.6	90.4	90
Overall teacher, parent and student agreement that students model the characteristics of active citizenship. (APR)	90.7	88.7	86.3	87.6	87.3	88
Percentage of students who agree (or strongly agree) that their campus provides opportunities to develop character and leadership.	92	93	91	92	n/a	92
Percentage of staff and parents who are satisfied (or very satisfied) with activities provided by the campus that promote ethically engaged citizenship through service learning (i.e. volunteerism, community contributions, etc.)	94	94	94	94	n/a	95
Percentage of students who agree (or strongly agree) that their campus supports student-developed service learning projects and focus.	88	89	88	89	n/a	90
Percentage of staff, students and parents who are satisfied (or very satisfied) with their knowledge about the elements of digital citizenship.	94	94	95	95	n/a	95
Percentage of staff and students who agree (or strongly agree) that they apply the elements of digital citizenship.	94	94	93	94	n/a	94

Outcome 2.3 Parental Partnership

Performance Measures	Results (in percentages)					Target
	2016	2017	2018	2019	2020	2020
Percentage of parents who are satisfied (or very satisfied) with the opportunities they have to be involved within their school community in ways that promote ethical citizenship.	97	96	95	97	n/a	95

Outcome 2.4 Staff Leadership

Performance Measures	Results (in percentages)					Target
	2016	2017	2018	2019	2020	2020
Percentage of staff who are satisfied (or very satisfied) with the opportunities they have to take on leadership roles that promote ethical citizenship.	98	93	95	93	n/a	95

FFCA Goal #2 Comments

Because we elected to omit the year-end stakeholder satisfaction surveys due to the cessation of regular school operations in March, we do not have data on most of the identified performance indicators associated with this goal for 2019-20. On the two measures for which we have data, 90.4 percent of our stakeholders agreed that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school and 87.3% of our stakeholders agreed that students model the characteristics of active citizenship. These results are consistent with the previous year.

While we don't have any relevant quantitative data, anecdotal reports from our students, families and staff indicate that we were able to continue to be successful in achieving our mission, albeit in a more limited and unique fashion, during the three months of emergency at-home learning due to the COVID pandemic. The success of response to this crisis so far has leveraged the character of our students, the commitment of our parents, and the leadership of our staff. The mission and community of FFCA continues to be strong in the face of this unprecedented challenge.



PROVINCIAL OUTCOMES

Provincial Outcome One: Alberta's students are successful.

Performance Measure	Results (in percentages)					Target
	2016	2017	2018	2019	2020	2020
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	91.8	93.2	95.5	92.7	n/a	95
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	33.8	41.0	49.4	41.1	n/a	40
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	94.1	92.7	94.4	94.1	n/a	95
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	36.8	34.7	40.5	42.0	n/a	40
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	94.3	92.2	93.9	89.8	93.4	93
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	94.3	93.9	95.8	91.5	95.3	95
High School Completion Rate – Percentage of students who completed high school within four years of entering Grade 10.	93.4	96.9	96.3	96.0	92.4	97
High School Completion Rate – Percentage of students who completed high school within five years of entering Grade 10.	96.4	95.5	97.5	97.3	96.6	99
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.2	0.3	0.1	0.0	0.4	0
High school to post-secondary transition rate of students within four years of entering Grade 10.	73.8	77.7	76.6	83.7	77.3	85
High school to post-secondary transition rate of students within six years of entering Grade 10.	85.2	90.0	93.0	93.9	94.0	95
Percentage of Grade 12 students or a Rutherford Scholarship.	83.0	86.6	90.4	93.7	90.7	90
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	90.7	88.7	86.3	87.6	87.3	90
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	74.1	70.2	69.6	70.9	76.3	80

*NOTE – Beginning in 2020, the AERR is to show the provincial examination results for each examination. However, because the COVID cancellations in June resulted in these metrics not being available for 2019-20, we have omitted the tabular data. We will include it once these exams resume and results are available in the future.

Provincial Outcome One Comments

With the cancellation of provincial examinations in June because of COVID, we have no annual performance data for provincial examinations. The measures for which we do have data continue to highlight our outstanding pattern of preparing our students successful transition to life beyond high school. 93.4% of our students completed at least four diploma examination courses. This reversed a one-year drop the previous year. Our 3-year high school completion rate was 95.3% which also reversed a one-year drop from 2019. We did see a drop in the 4-year graduation rate but this data reflects the same cohort that was reflected in the 3-year completion decrease in 2018-19.

We did have a slight drop in the percent of our students transitioning to post-secondary within four years relative to last year, but the 77.3% was consistent with our rolling average. It appears as if 2019 was an anomaly. Our 6-year post-secondary transition rate reached a 5-year high of 94.0%.

FFCA also achieved a 5-year high in the percentage of our stakeholders reporting satisfaction that students demonstrated the knowledge, skills, and attitudes necessary for life-long learning.

Provincial Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success

Measure Category	Measure	FFCA Charter School Society (FNMI)		
		Current Result	Prev Year Result	Prev 3 Year Average
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a
	Drop Out Rate	*	*	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	*	n/a
	Work Preparation	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a

Provincial Outcome Two Comments

FFCA has an insufficient number of students who self-identify as First Nations, Metis, or Inuit to obtain data for our performance on this outcome. That being said, FFCA staff, including all administrators, continued to engage in a learning journey to build foundational knowledge about the histories and cultures of Canada's First Nations peoples to better educate for reconciliation and have begun to provide learning opportunities for students in this area as well.

Provincial Outcome Three: Alberta has excellent teachers, school and school authority leaders

Performance Measure	Results (in percentages)					Target
	2016	2017	2018	2019	2020	2020
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	81.2	82.5	83.1	83.2	84.1	84

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Provincial Outcome Three Comments

FFCA continues to perform at a very high level on this outcome and has, in fact, experienced 6 consecutive years of growth on this performance measure.

Provincial Outcome Four: The education system is well governed and managed

Performance Measure	Results (in percentages)					Target
	2016	2017	2018	2019	2020	2020
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	92.4	92.1	89.3	90.6	90.4	91
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	93.7	93.1	92.8	93.8	92.4	93
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	90.8	91.5	92.0	86.2	92.5	93
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	87.8	84.7	89.9	86.0	86.8	90
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	85.7	83.0	82.7	84.3	85.1	84

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Provincial Outcome Four Comments

FFCA stakeholders continue to report very high levels of satisfaction with the governance and management of our school. We improved on three indicators and remained nearly the same on a fourth. Although we experienced a slight drop in the number of teachers, parents and students satisfied with the overall quality of basic education at FFCA, we still had 92.4% of our stakeholders expressing satisfaction on this measure.

We also reversed a drop from the previous year in the number of staff and parents who feel our students are taught attitudes and behaviours that will make them successful at work when they finish school. This drop was most pronounced in the middle and high schools, with both parents and staff reporting lower satisfaction. Although we undertook exploratory conversations with these stakeholders, they were not been successful in providing explanations for the drop. However, even without any additional insight or explicit strategies for improvement, our performance on this measure increased from 86.2% to 92.5%.

FUTURE CHALLENGES

In working to meet the needs of members of our Charter School Society and our key stakeholders, FFCA faces some specific challenges with regards to providing Specialized Learning Supports and Facilities:

Specialized Learning Supports

Current Challenge:

- FFCA continues to seek equitable specialized learning supports (SLS) funding.
 - In 2019-20, FFCA invested over \$1.5 million of our provincially allocated general instructional funding to provide an inclusive learning environment for our students including:
 - over \$400,000 beyond our provincial ESL funding allocation to provide targeted supports for our unfunded, but coded ESL students,
 - over \$450,000 to provide target supports for students with non-ESL specialized learning needs including speech,
 - over \$650,000 to provide targeted mental health supports for our students.

- For several years leading to and including 2019-20, the funds to provide these specialized learning supports have come from our operational reserves leaving them essentially depleted and requiring us to reduce SLS supports in ESL for the upcoming year.

FFCA, as a public charter school, currently receives an allocation of approximately only 35% of the SLS funding allocated to resident public and separate boards. This equates to shortfall of approximately \$2 million in specialized learning support funding for FFCA students. Receiving equitable funding would enable us to provide the SLS supports our highest need students deserve to maximize their learning potential and mental well-being.

Proposed course of action:

- FFCA students receive the funding for universal supports that is provided to their peers in Calgary and throughout Alberta.

Facilities

Current Challenges:

- While spring 2019 brought the announcement of a replacement high school project which is currently in the design phase, FFCA continues to seek the provision of suitable facilities to meet student programming needs at all levels;
 - All current campus sites are of early 1960's vintage or earlier and have:
 - Little or no system upgrades;
 - Significant deferred maintenance / infrastructure deficits
- FFCA wishes to better plan to meet the needs of our current and future students and provide an added sense of stability to both students and our families;

Section 3.5 of the 2015 *School Capital Manual* stated:

"The province is taking action to ensure that charter schools in the future will own the buildings they occupy or have long-term leases in place to align with the length of the school's charter – this will provide an added sense of stability to both students and their families... allow[ing] charter schools to better plan for the future. (p. 16)"

Proposed courses of action:

FFCA currently holds short-term leases that do not align with the length of our charter. We believe that it is in the best interests of our organization that that we move towards the following courses of action, in accordance with the 2015 *School Capital Manual* excerpt quoted above:

- FFCA be allowed to own our buildings - "*charter schools in the future will own the buildings they occupy*", and "*transfer ownership of facilities from school jurisdictions directly to the charter schools*";
 - Facilities transferred to FFCA after a complete modernization addressing the neglected and deferred maintenance, or
 - Facilities transferred to FFCA after a completion of an in-depth building audit and with funding allocated to FFCA sufficient to address neglected and deferred maintenance needs.
- FFCA be given more control of our facilities - "*provide charter schools with more control over their facilities*";
 - FFCA has access to Infrastructure Maintenance and Renewal (IMR) funding associated with owned facilities.

FACILITIES AND CAPITAL PROJECTS

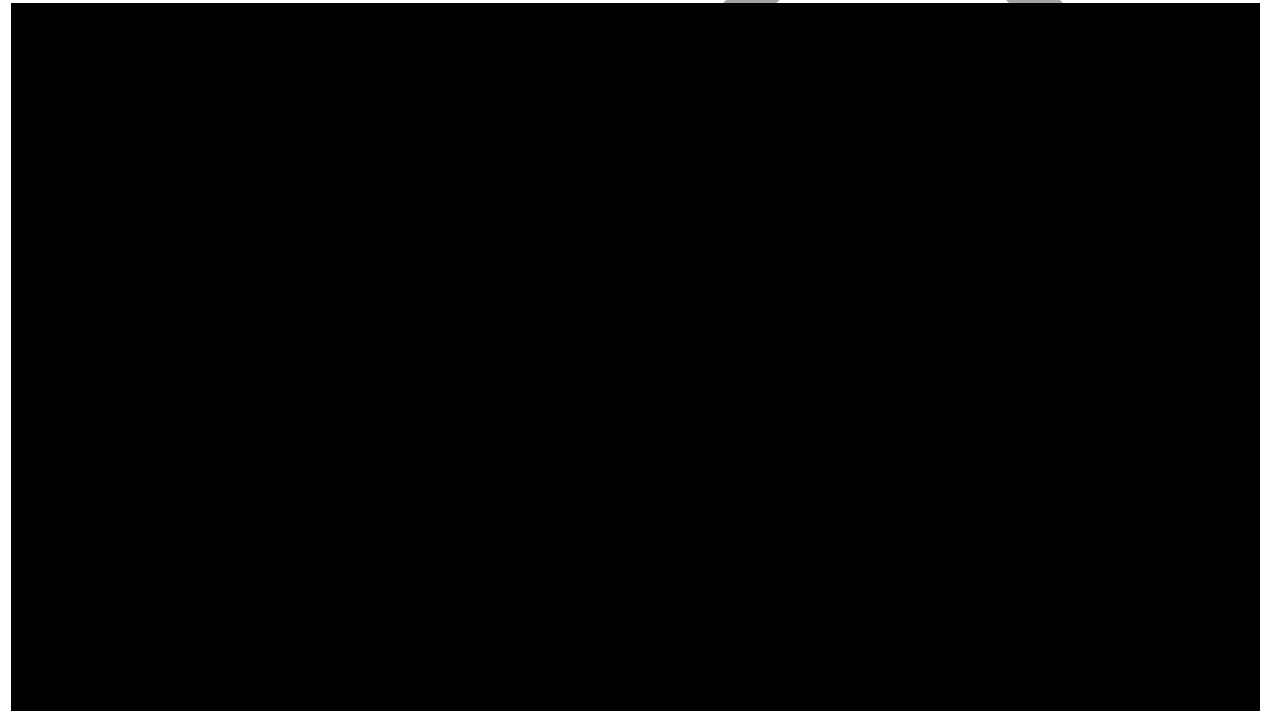
FFCA reports the following progress on the implementation of its Capital Plan during 2019-20:

High School Campus

In the spring of 2019, funding was announced for a replacement school for our existing high school project. As of the end of 2019-20, a number of options have been explored and a direction determined that will see a 1000-student replacement high school built on the current Montgomery site of our high school campus. The project is currently in the schematic design phase with completion targeted for August 2024.

SUMMARY OF FINANCIAL RESULTS

****to be added after approval of annual financial statements**



Link to FFCA 2020 Audited Financial Statement:

https://www.ffca-calgary.com/documents_publications/finances/audited_financial_reports

Link to Audited Financial Statements for all Alberta Jurisdictions:

<https://www.alberta.ca/k-12-education-financial-statements.aspx>

For additional financial information, please contact reta.morgan@ffca-calgary.com.

PARENTAL INVOLVEMENT

Parental Partnership

The FFCA Board is committed to enhancing this most basic pillar of the FFCA charter by providing a range of opportunities for parent to share not only their talents and support, but their opinions and feedback. Usually, in addition to our grade 4, 7 and 10 parents participating in the Accountability Pillar surveys, every family is given the opportunity to provide their feedback on our performance in an annual satisfaction survey, with many of those measures being used to monitor our charter goal performance. However, with the cessation of in-school classes from March 16 – June 30, these surveys were omitted for the year as the implementation of emergency at-home learning would have skewed the results and been of questionable value in informing our future growth. With the implementation of the new Assurance Framework in 2020-21, we will be looking at new ways of building on our engagement of parents as partners in continuing to support our school's success.

Involvement of School Councils

The administration of FFCA has ensured that all of our Campus Councils have been apprised of and offered the opportunity to provide input and give feedback on this Annual Educational Results Report.

Parental Role in Governance

Being a public charter school provides FFCA with an opportunity to leverage the involvement of parents in a significant manner. With parental partnership as a core pillar of FFCA since its inaugural charter in 1997, FFCA established a Board structure which ensures that the majority of directors in FFCA are parents of students within the jurisdiction. This distinctive governance structure places FFCA parents in the role of planning, policy development and fiduciary oversight of FFCA. The approval of this Annual Education Results Report represents both the symbolic and substantive approval of FFCA parents.

WHISTLEBLOWER PROTECTION

Foundations for the Future Charter Academy (FFCA) maintains a culture characterized by integrity, respect, trust and care, and expects all staff to demonstrate high ethical standards in their work. Staff should expect, in return, a positive workplace.

FFCA has in place written policy and administrative procedures consistent with the *Public Interest Disclosure (Whistleblower Protection) Act* and related Regulations of the Province of Alberta, which ensure that FFCA staff are safe to disclose wrong-doing without fear of reprisal.

During the 2019-20 school year, the Designated Officer received no disclosures of wrong-doing, and therefore no investigations were warranted.

PUBLICATION

How to Obtain a Copy of this Report

This report, as well as a summary report, is posted to the FFCA website at the following link:

https://www.ffca-calgary.com/documents_publications/annual_reports

FFCA's Audited Financial Statements can be viewed at the following link:

https://www.ffca-calgary.com/documents_publications/finances/audited_financial_reports

In addition, copies of both reports may be obtained from the central office or any campus office.



AP-B-401.1 Being Heard

Administrative Procedures

REVISED October 23, 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)

FFCA South High School Campus
(Dr. Norman Bethune)
Associate Principal

Doug Lamb (ext. 1224)

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

(Contact information may
be requested from campus)

FFCA High School Campuses – Yogesh Patel

South Middle Campus – Keri Campbell

North Middle Campus – Terri Sartori

Southeast Elementary – Meghan Miglierina

Southwest Elementary – Tanya Borthwick

Northeast Elementary – Tracey Wishlow

Northwest Elementary – Andrew Chu



AP-G-601.1 Discrimination & Harassment

Administrative Procedures

Revised September 28, 2020

BACKGROUND & RATIONALE

Foundations for the Future Charter Academy (FFCA) strives to provide a supportive work environment wherein employees are treated with respect and dignity. Reasonable efforts will be made to ensure that employees are not subjected to discrimination or harassment within the context of the employment relationship, and that appropriate action will be taken when such behaviour is reported.

DEFINITIONS

For the purpose of these procedures,

- the term “discrimination” means any unequal treatment of an employee on the basis of race, colour, ancestry, place of origin, religious beliefs, gender, gender identity, gender expression, age, physical disability, mental disability, marital status, family status, source of income, and sexual orientation.
- the term “harassment” means the act of repeatedly disturbing, pestering or troubling an employee.
- the term “bullying” means any behavior intended to intimidate, offend, degrade or humiliate an employee. (The most harmful forms of bullying are usually subtle rather than direct, and verbal rather than physical.)

PROCEDURES

1. Employees who believe that they have been the subject of discrimination, harassment or bullying have a responsibility to make their objection clearly known to the offender and their Supervisor.
2. Any FFCA administrator who receives a complaint of discrimination, harassment or bullying, or is otherwise aware of such behaviour, must report it to the Superintendent immediately.
3. Complaints of discrimination, harassment or bullying will be treated in strict confidence and the names of the complainants and the circumstances surrounding complaints will not be disclosed to any person except where disclosure is necessary for the purpose of investigating the complaint or taking related disciplinary action.
4. The Superintendent will conduct an investigation into the complaint. In determining whether the alleged conduct constitutes harassment, discrimination or bullying, all of the facts and circumstances, including the nature of the alleged behaviour, the environment and the context within which the incident is alleged to have taken place will be investigated.



AP-G-601.1 Discrimination & Harassment

Administrative Procedures

Revised September 28, 2020

5. The Superintendent will initiate immediate and appropriate action in substantiated cases. The nature of the disciplinary action taken by the Superintendent will consider the gravity of the misconduct and other related circumstances.

6. In the event of a discrimination, harassment or bullying complaint involving the Superintendent, the Board shall appoint an independent officer to investigate and recommend action to the Board.



AP-I-805.1 Service Dogs Administrative Procedures

September 29, 2020

Background and Rationale

Foundations for the Future Charter Academy is committed to providing inclusive environments to our students and employees who require accommodations that fit within our charter and legal mandates including the use of service dogs. The following procedures outline the process by which a person may apply to use a service dog in our facilities in accordance with Alberta's *Service Dog Act*.

Procedure

- 1) A request for a service dog to accompany a student must be made in writing to the principal or, in the case of an employee, to the employee's direct supervisor.
- 2) This request must include all of the following:
 - a. specific accommodation being requested;
 - b. documentation in support of the accommodation;
 - c. a copy of the Alberta government issued identification card that identifies the disabled person and that person's service dog.
- 3) Upon receipt of the request, the principal of the school will:
 - a. review the documentation;
 - b. discuss the request with the individual and/or parent;
 - c. consult with the Deputy Superintendent, or their designate;
 - d. consider the rights of other students and employees (e.g., severe allergies to dogs, cynophobia, etc.);
 - e. make and document a decision providing conditional approval or rejecting the application;
- 4) If the application to use a service dog is rejected, a rationale for the decision will be communicated in writing to all relevant parties.
- 5) If the application is conditionally approved:
 - a. the decision will be communicated in writing to all relevant parties;
 - b. a plan will be developed by campus administration in collaboration with the student, employee and/or other relevant parties which outlines:
 - i. the responsibilities for the personal care and physical needs of the service dog
 - ii. expectations and roles of school employees and students.
 - iii. school considerations such as classroom seating, timetables, etc.;
 - iv. a plan to introduce the service dog into the school setting;
 - c. the handler must acknowledge and accept full responsibility for the following:
 - i. maintaining control of the dog at all times.
 1. Service dogs should not growl, bark aggressively, snap, bite, or lunge.
 2. If the service dog displays behaviours that are aggressive, damage property or are disruptive to other students or employees, the service dog team can be asked to leave.
 - ii. paying for any damages caused by their service dog.
 - iii. cleaning up if their service dog toilets in a public place.

- iv. respecting the rights of all other members of the school community, including those who have allergies, a fear of dogs, or don't want to be near dogs for religious or other reasons.
- 6) Once approved, the service dog plan will be placed in the (student's) cumulative file or (employee's) personnel file, and communicated with all students, teachers, parents, and school employees who will be in contact with the service dog throughout the day. The school council will also be informed of the presence of the service dog and the associated plan.
- 7) After the request has been approved and the plan finalized and communicated to all affected stakeholders, the service dog may enter the school.
- 8) Service dogs may not be able to access all areas of a school, as some areas may be deemed restricted, primarily for safety or hygienic reasons. This may include, but is not limited to, food preparation areas or laboratory spaces.

The FFCA Charter School Society

Financial Statements

August 31, 2020

DRAFT

**AUDITED
FINANCIAL STATEMENTS
FOR THE YEAR ENDED AUGUST 31, 2020**
[Education Act, Sections 139, 140, 244]

FFCA Charter School Society

Legal Name of School Jurisdiction

7000 Railway Street SE, Unit 110 Calgary AB T2H 3A8

Mailing Address

403-520-3206 reta.morgan@ffca-calgary.com

Contact Numbers and Email Address

SCHOOL JURISDICTION MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

The financial statements of FFCA Charter School Society presented to Alberta Education have been prepared by school jurisdiction management which has responsibility for their preparation, integrity and objectivity. The financial statements, including notes, have been prepared in accordance with Canadian Public Sector Accounting Standards and follow format prescribed by Alberta Education.

In fulfilling its reporting responsibilities, management has maintained internal control systems and procedures designed to provide reasonable assurance that the school jurisdiction's assets are safeguarded, that transactions are executed in accordance with appropriate authorization and that accounting records may be relied upon to properly reflect the school jurisdiction's transactions. The effectiveness of the control systems is supported by the selection and training of qualified personnel, an organizational structure that provides an appropriate division of responsibility and a strong system of budgetary control.

Board of Trustees Responsibility

The ultimate responsibility for the financial statements lies with the Board of Trustees. The Board reviewed the audited financial statements with management in detail and approved the financial statements for release.

External Auditors

The Board appoints external auditors to audit the financial statements and meets with the auditors to review their findings. The external auditors were given full access to school jurisdiction records.

Declaration of Management and Board Chair

To the best of our knowledge and belief, these financial statements reflect, in all material respects, the financial position, results of operations, remeasurement gains and losses, changes in net financial assets (debt), and cash flows for the year in accordance with Canadian Public Sector Accounting Standards.

BOARD CHAIR

Mr. Jeff Wilson

Name

Signature

SUPERINTENDENT

Mr. Roger Nippard

Name

Signature

SECRETARY-TREASURER OR TREASURER

Mrs. Reta Morgan

Name

Signature

Board-approved Release Date

c.c. ALBERTA EDUCATION, Financial Reporting & Accountability Branch
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5
EMAIL: EDC.FRA@gov.ab.ca
PHONE: Ash Bhasin: (780) 415-8940; Jianan Wang: (780) 427-3855 FAX: (780) 422-6996

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INDEPENDENT AUDITOR'S REPORT

To the Board of Directors of The FFCA Charter School Society

Opinion

We have audited the financial statements of The FFCA Charter School Society, (the "Society"), which comprise the statement of financial position as at August 31, 2020 and the statements of operations, cash flows, changes in net financial assets, remeasurement gains and losses, and the schedules of net assets, deferred contributions, program operations, plant operations and maintenance, cash, cash equivalents and portfolio investments, tangible capital assets and remuneration and monetary incentives for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Society as at August 31, 2020, and the results of its operations, cash flows, change in net financial assets and remeasurement gains and losses for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of our report. We are independent of the Society in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Other Matter

The budgeted amounts included in the financial statements as at and for the year ended August 31, 2020 and the schedules of fees and central administration expenses for the year ended August 31, 2020 are unaudited.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

THE POWER OF BEING UNDERSTOOD
AUDIT | TAX | CONSULTING

In preparing the financial statements, management is responsible for assessing the Society's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Society or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Society's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Society's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Society's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Society to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Chartered Professional Accountants
Date
Calgary, Alberta

STATEMENT OF FINANCIAL POSITION
As at August 31, 2020 (in dollars)

		2020	2019
FINANCIAL ASSETS			
Cash and cash equivalents	(Schedule 5; Note 2(a))	\$ 3,621,937	\$ 1,170,455
Accounts receivable (net after allowances)	(Note 4)	\$ 216,111	\$ 543,796
Portfolio investments			
Operating	(Schedule 5)	\$ 1,042,946	\$ 1,019,000
Endowments		\$ -	\$ -
Inventories for resale		\$ -	\$ -
Other financial assets		\$ 40,168	\$ -
Total financial assets		\$ 4,921,162	\$ 2,733,251
LIABILITIES			
Bank indebtedness	(Note 16)	\$ -	\$ -
Accounts payable and accrued liabilities	(Note 5)	\$ 3,733,087	\$ 2,564,869
Unspent deferred contributions	(Schedule 2)	\$ 632,734	\$ 73,077
Employee future benefits liabilities	(Note 6)	\$ -	\$ 76,996
Environmental liabilities		\$ -	\$ -
Other liabilities		\$ -	\$ -
Debt			
Supported: Debentures		\$ -	\$ -
Unsupported: Debentures		\$ -	\$ -
Mortgages and capital loans	(Note 9)	\$ 1,362,358	\$ 1,408,255
Capital leases	(Note 8)	\$ 4,429	\$ 14,200
Total liabilities		\$ 5,732,608	\$ 4,137,397
Net debt		\$ (811,446)	\$ (1,404,146)
NON-FINANCIAL ASSETS			
Tangible capital assets	(Schedule 6)	\$ 5,835,495	\$ 6,108,154
Inventory of supplies		\$ -	\$ -
Prepaid expenses	(Note 7)	\$ 182,833	\$ 163,084
Other non-financial assets		\$ -	\$ -
Total non-financial assets		\$ 6,018,328	\$ 6,271,238
Net assets before spent deferred capital contributions		\$ 5,206,882	\$ 4,867,092
Spent deferred capital contributions	(Schedule 2)	\$ 2,102,748	\$ 2,098,670
Net assets		\$ 3,104,134	\$ 2,768,422
Net assets			
Accumulated surplus (deficit)	(Schedule 1)	\$ 3,104,134	\$ 2,768,422
Accumulated remeasurement gains (losses)		\$ -	\$ -
		\$ 3,104,134	\$ 2,768,422
Contractual rights	(Note 19)		
Contractual obligations	(Note 18)		
COVID-19	(Note 21)		

The accompanying notes and schedules are part of these financial statements.

STATEMENT OF OPERATIONS
For the Year Ended August 31, 2020 (in dollars)

	Budget 2020	Actual 2020	Actual 2019
REVENUES			
Government of Alberta	\$ 33,669,787	\$ 32,027,025	\$ 32,627,357
Federal Government and other government grants	\$ -	\$ -	\$ -
Property taxes	\$ -	\$ -	\$ -
Fees (Schedule 8)	\$ 3,383,358	\$ 2,544,267	\$ 3,329,162
Sales of services and products	\$ 75,500	\$ 57,945	\$ 101,186
Investment income	\$ 75,000	\$ 58,581	\$ 72,546
Donations and other contributions	\$ 344,041	\$ 298,140	\$ 469,528
Other revenue	\$ 170,633	\$ 304,864	\$ 462,350
Total revenues	\$ 37,718,319	\$ 35,290,822	\$ 37,062,129
EXPENSES			
Instruction - ECS	\$ 1,529,200	\$ 1,384,966	\$ 1,360,290
Instruction - Grades 1 - 12	\$ 28,505,435	\$ 26,260,265	\$ 27,986,721
Plant operations and maintenance (Schedule 4)	\$ 2,821,775	\$ 3,137,224	\$ 3,004,429
Transportation	\$ 3,388,496	\$ 2,776,017	\$ 3,423,754
Board & system administration	\$ 1,442,087	\$ 1,396,638	\$ 1,555,167
External services	\$ -	\$ -	\$ -
Total expenses	\$ 37,686,993	\$ 34,955,110	\$ 37,330,361
Annual operating surplus (deficit)	\$ 31,326	\$ 335,712	\$ (268,232)
Endowment contributions and reinvested income	\$ -	\$ -	\$ -
Annual surplus (deficit)	\$ 31,326	\$ 335,712	\$ (268,232)
Accumulated surplus (deficit) at beginning of year	\$ 2,768,422	\$ 2,768,422	\$ 3,036,654
Accumulated surplus (deficit) at end of year	\$ 2,799,748	\$ 3,104,134	\$ 2,768,422

The accompanying notes and schedules are part of these financial statements.

STATEMENT OF CASH FLOWS
For the Year Ended August 31, 2020 (in dollars)

	2020	2019
CASH FLOWS FROM:		
A. OPERATING TRANSACTIONS		
Annual surplus (deficit)	\$ 335,712	\$ (268,232)
Add (Deduct) items not affecting cash:		
Amortization of tangible capital assets	\$ 747,319	\$ 407,457
Net (gain)/loss on disposal of tangible capital assets	\$ 2,669	\$ -
Transfer of tangible capital assets (from)/to other entities	\$ -	\$ -
(Gain)/Loss on sale of portfolio investments	\$ -	\$ -
Spent deferred capital recognized as revenue	\$ (390,127)	\$ (60,727)
Deferred capital revenue write-down / adjustment	\$ 789,251	\$ -
Increase/(Decrease) in employee future benefit liabilities	\$ (76,996)	\$ (205,798)
Donations in kind	\$ -	\$ -
	\$ -	\$ -
	\$ 1,407,828	\$ (127,300)
(Increase)/Decrease in accounts receivable	\$ 327,685	\$ (313,691)
(Increase)/Decrease in inventories for resale	\$ -	\$ -
(Increase)/Decrease in other financial assets	\$ (40,168)	\$ -
(Increase)/Decrease in inventory of supplies	\$ -	\$ -
(Increase)/Decrease in prepaid expenses	\$ (19,749)	\$ (57,820)
(Increase)/Decrease in other non-financial assets	\$ -	\$ -
Increase/(Decrease) in accounts payable, accrued and other liabilities	\$ 1,168,218	\$ 100,803
Increase/(Decrease) in unspent deferred contributions	\$ 559,657	\$ 305,962
Increase/(Decrease) in environmental liabilities	\$ -	\$ -
Other (describe)	\$ -	\$ -
Total cash flows from operating transactions	\$ 3,403,471	\$ (92,046)
B. CAPITAL TRANSACTIONS		
Acquisition of tangible capital assets	\$ (1,266,580)	\$ (999,436)
Net proceeds from disposal of unsupported capital assets	\$ -	\$ -
Other (Construction in Progress)	\$ -	\$ -
Total cash flows from capital transactions	\$ (1,266,580)	\$ (999,436)
C. INVESTING TRANSACTIONS		
Purchases of portfolio investments	\$ (23,946)	\$ (19,000)
Proceeds on sale of portfolio investments	\$ -	\$ -
Other (Describe)	\$ -	\$ 50,000
Other (describe)	\$ -	\$ -
Total cash flows from investing transactions	\$ (23,946)	\$ 31,000
D. FINANCING TRANSACTIONS		
Debt issuances	\$ -	\$ -
Debt repayments	\$ (45,897)	\$ (44,621)
Increase (decrease) in spent deferred capital contributions	\$ 394,205	\$ -
Capital lease issuances	\$ -	\$ -
Capital lease payments	\$ (9,771)	\$ (36,744)
Other (describe)	\$ -	\$ -
Other (describe)	\$ -	\$ -
Total cash flows from financing transactions	\$ 338,537	\$ (81,365)
Increase (decrease) in cash and cash equivalents	\$ 2,451,482	\$ (1,141,847)
Cash and cash equivalents, at beginning of year	\$ 1,170,455	\$ 2,312,302
Cash and cash equivalents, at end of year	\$ 3,621,937	\$ 1,170,455

The accompanying notes and schedules are part of these financial statements.

STATEMENT OF CHANGE IN NET FINANCIAL ASSETS
For the Year Ended August 31, 2020 (in dollars)

	Budget 2020	2020	2019
Annual surplus (deficit)	\$ -	\$ 335,712	\$ (268,232)
Effect of changes in tangible capital assets			
Acquisition of tangible capital assets	\$ -	\$ (1,266,580)	\$ (999,436)
Amortization of tangible capital assets	\$ -	\$ 747,319	\$ 407,457
Net (gain)/loss on disposal of tangible capital assets	\$ -	\$ 2,669	\$ -
Net proceeds from disposal of unsupported capital assets	\$ -	\$ 789,251	\$ -
Write-down carrying value of tangible capital assets	\$ -	\$ -	\$ -
Transfer of tangible capital assets (from)/to other entities	\$ -	\$ -	\$ -
Other changes Construction in Progress	\$ -	\$ -	\$ -
Total effect of changes in tangible capital assets	\$ -	\$ 272,659	\$ (591,979)
Acquisition of inventory of supplies	\$ -	\$ -	\$ -
Consumption of inventory of supplies	\$ -	\$ -	\$ -
(Increase)/Decrease in prepaid expenses	\$ -	\$ (19,749)	\$ (57,820)
(Increase)/Decrease in other non-financial assets	\$ -	\$ -	\$ -
Net remeasurement gains and (losses)	\$ -	\$ -	\$ -
Change in spent deferred capital contributions (Schedule 2)	\$ -	\$ 4,078	\$ 2,098,670
Other changes	\$ -	\$ -	\$ -
Increase (decrease) in net financial assets	\$ -	\$ 592,700	\$ 1,180,639
Net financial assets at beginning of year	\$ -	\$ (1,404,146)	\$ (2,584,785)
Net financial assets at end of year	\$ -	\$ (811,446)	\$ (1,404,146)

The accompanying notes and schedules are part of these financial statements.

STATEMENT OF CHANGE IN NET FINANCIAL ASSETS
For the Year Ended August 31, 2020 (in dollars)

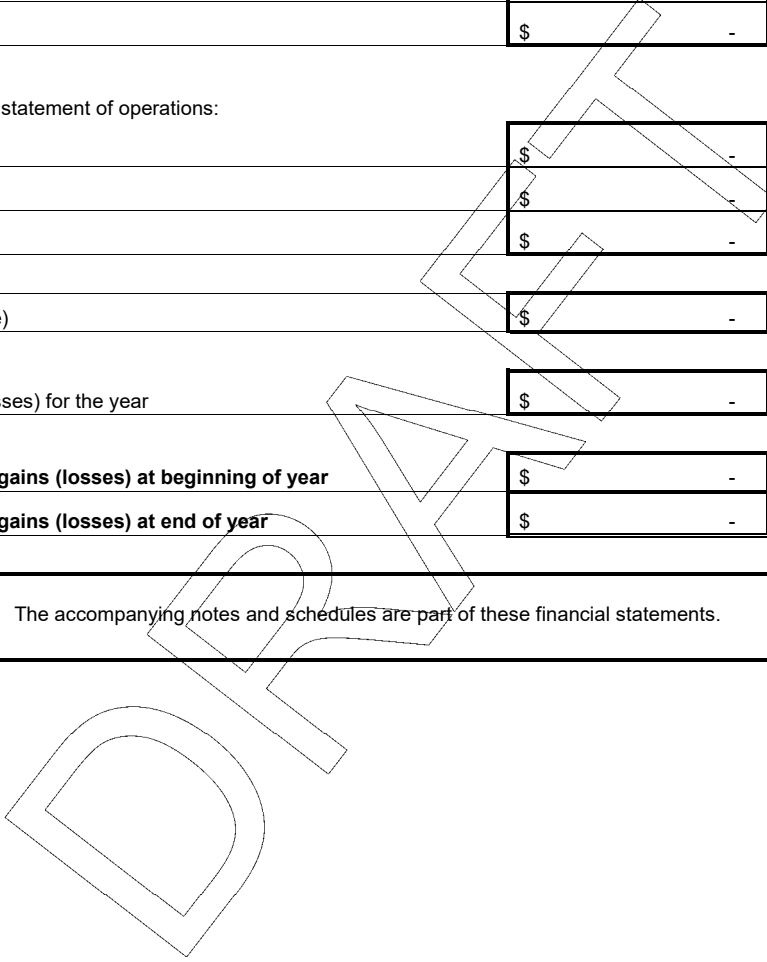
	2020	2019
Annual surplus (deficit)	\$ 335,712	\$ (268,232)
Effect of changes in tangible capital assets		
Acquisition of tangible capital assets	\$ (1,266,580)	\$ (999,436)
Amortization of tangible capital assets	\$ 747,319	\$ 407,457
Net (gain)/loss on disposal of tangible capital assets	\$ 2,669	\$ -
Net proceeds from disposal of unsupported capital assets	\$ 789,251	\$ -
Write-down carrying value of tangible capital assets	\$ -	\$ -
Transfer of tangible capital assets (from)/to other entities	\$ -	\$ -
Other changes Construction in Progress	\$ -	\$ -
Total effect of changes in tangible capital assets	\$ 272,659	\$ (591,979)
Acquisition of inventory of supplies	\$ -	\$ -
Consumption of inventory of supplies	\$ -	\$ -
(Increase)/Decrease in prepaid expenses	\$ (19,749)	\$ (57,820)
(Increase)/Decrease in other non-financial assets	\$ -	\$ -
Net remeasurement gains and (losses)	\$ -	\$ -
Change in spent deferred capital contributions (Schedule 2)	\$ 4,078	\$ 2,098,670
Other changes	\$ -	\$ -
Increase (decrease) in net financial assets	\$ 592,700	\$ 1,180,639
Net financial assets at beginning of year	\$ (1,404,146)	\$ (2,584,785)
Net financial assets at end of year	\$ (811,446)	\$ (1,404,146)

The accompanying notes and schedules are part of these financial statements.

STATEMENT OF REMEASUREMENT GAINS AND LOSSES
For the Year Ended August 31, 2020 (in dollars)

	2020	2019
Unrealized gains (losses) attributable to:		
Portfolio investments	\$ -	\$ -
Derivatives	\$ -	\$ -
Other	\$ -	\$ -
Amounts reclassified to the statement of operations:		
Portfolio investments	\$ -	\$ -
Derivatives	\$ -	\$ -
Other	\$ -	\$ -
Other Adjustment (Describe)	\$ -	\$ -
Net remeasurement gains (losses) for the year	\$ -	\$ -
Accumulated remeasurement gains (losses) at beginning of year	\$ -	\$ -
Accumulated remeasurement gains (losses) at end of year	\$ -	\$ -

The accompanying notes and schedules are part of these financial statements.



SCHEDULE 1

**SCHEDULE OF NET ASSETS
For the Year Ended August 31, 2020 (in dollars)**

	NET ASSETS	ACCUMULATED REMEASUREMENT GAINS (LOSSES)	ACCUMULATED SURPLUS (DEFICIT)	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
							TOTAL OPERATING RESERVES	TOTAL CAPITAL RESERVES
Balance at August 31, 2019	\$ 2,768,422	\$ -	\$ 2,768,422	\$ 2,587,029	\$ -	\$ -	\$ 181,393	\$ -
Prior period adjustments:								
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted Balance, August 31, 2019	\$ 2,768,422	\$ -	\$ 2,768,422	\$ 2,587,029	\$ -	\$ -	\$ 181,393	\$ -
Operating surplus (deficit)	\$ 335,712		\$ 335,712			\$ 335,712		
Board funded tangible capital asset additions				\$ (496,954)		\$ -	\$ 496,954	\$ -
Disposal of unsupported tangible capital assets or board funded portion of supported	\$ -		\$ -	\$ -		\$ -		\$ -
Write-down of unsupported tangible capital assets or board funded portion of supported	\$ -		\$ -	\$ -		\$ -		\$ -
Net remeasurement gains (losses) for the year	\$ -	\$ -						
Endowment expenses & disbursements	\$ -		\$ -		\$ -	\$ -		
Endowment contributions	\$ -		\$ -		\$ -	\$ -		
Reinvested endowment income	\$ -		\$ -		\$ -	\$ -		
Direct credits to accumulated surplus (Describe)	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets	\$ -			\$ (747,319)		\$ 747,319		
Capital revenue recognized	\$ -			\$ 390,127		\$ (390,127)		
Debt principal repayments (unsupported)	\$ -			\$ 55,669		\$ (55,669)		
Additional capital debt or capital leases	\$ -			\$ -		\$ -		
Net transfers to operating reserves	\$ -					\$ (640,698)	\$ 640,698	
Net transfers from operating reserves	\$ -					\$ 3,463	\$ (3,463)	
Net transfers to capital reserves	\$ -					\$ -		\$ -
Net transfers from capital reserves	\$ -					\$ -		\$ -
Other Changes	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Changes	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Balance at August 31, 2020	\$ 3,104,134	\$ -	\$ 3,104,134	\$ 1,788,552	\$ -	\$ -	\$ 1,315,582	\$ -

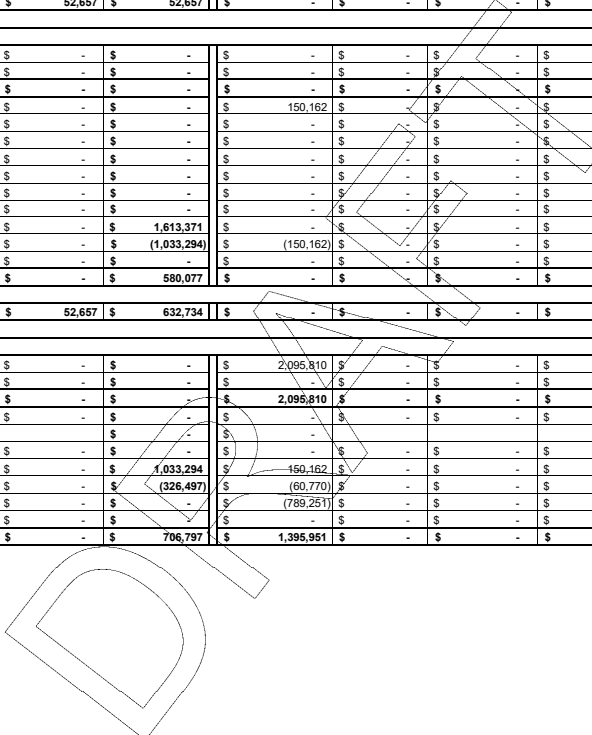
SCHEDULE 1

SCHEDULE OF NET ASSETS
For the Year Ended August 31, 2020 (in dollars)

	INTERNALLY RESTRICTED RESERVES BY PROGRAM									
	School & Instruction Related		Operations & Maintenance		Board & System Administration		Transportation		External Services	
	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves
Balance at August 31, 2019	\$ 466,187	\$ -	\$ 58,628	\$ -	\$ (203,713)	\$ -	\$ (139,709)	\$ -	\$ -	\$ -
Prior period adjustments:										
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted Balance, August 31, 2019	\$ 466,187	\$ -	\$ 58,628	\$ -	\$ (203,713)	\$ -	\$ (139,709)	\$ -	\$ -	\$ -
Operating surplus (deficit)										
Board funded tangible capital asset additions	\$ (94,702)	\$ -	\$ 591,656	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Disposal of unsupported tangible capital assets or board funded portion of supported		\$ -		\$ -		\$ -		\$ -		\$ -
Write-down of unsupported tangible capital assets or board funded portion of supported		\$ -		\$ -		\$ -		\$ -		\$ -
Net remeasurement gains (losses) for the year										
Endowment expenses & disbursements										
Endowment contributions										
Reinvested endowment income										
Direct credits to accumulated surplus (Describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets										
Capital revenue recognized										
Debt principal repayments (unsupported)										
Additional capital debt or capital leases										
Net transfers to operating reserves	\$ -		\$ 462,929		\$ 148,629		\$ 29,140		\$ -	
Net transfers from operating reserves	\$ (3,463)		\$ -		\$ -		\$ -		\$ -	
Net transfers to capital reserves		\$ -		\$ -		\$ -		\$ -		\$ -
Net transfers from capital reserves		\$ -		\$ -		\$ -		\$ -		\$ -
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Balance at August 31, 2020	\$ 368,022	\$ -	\$ 1,113,213	\$ -	\$ (55,084)	\$ -	\$ (110,569)	\$ -	\$ -	\$ -

**SCHEDULE OF DEFERRED CONTRIBUTIONS
(EXTERNALLY RESTRICTED CONTRIBUTIONS ONLY)
For the Year Ended August 31, 2020 (in dollars)**

	Alberta Education					Other GoA Ministries					Other Sources				Total
	IMR	CMR	Safe Return to Class	Others	Total Education	Alberta Infrastructure	Children's Services	Health	Other GOA Ministries	Total Other GoA Ministries	Gov't of Canada	Donations and grants from others	Other	Total other sources	
Deferred Operating Contributions (DOC)															
Balance at Aug 31, 2019	\$ -	\$ -	\$ -	\$ 73,077	\$ 73,077	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance Aug. 31, 2019	\$ -	\$ -	\$ -	\$ 73,077	\$ 73,077	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Received during the year (excluding investment income)	\$ -	\$ 1,680,000	\$ -	\$ 40,168	\$ 1,720,168	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ (66,629)	\$ -	\$ (60,588)	\$ (127,217)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Investment earnings	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Received during the year	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from UDCC	\$ -	\$ (1,613,371)	\$ -	\$ -	\$ (1,613,371)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred directly (to) SDCC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
DOC closing balance at Aug 31, 2020	\$ -	\$ -	\$ -	\$ 52,657	\$ 52,657	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Unspent Deferred Capital Contributions (UDCC)															
Balance at Aug 31, 2019	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance Aug. 31, 2019	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Received during the year (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 150,162	\$ -	\$ -	\$ -	\$ 150,162	\$ -	\$ -	\$ -	\$ -	\$ -
UDCC Receivable	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Investment earnings	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Received during the year	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Proceeds on disposition of supported capital/ Insurance proceeds (and related interest)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from (to) DOC	\$ -	\$ 1,613,371	\$ -	\$ -	\$ 1,613,371	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,613,371
Transferred from (to) SDCC	\$ -	\$ (1,033,294)	\$ -	\$ -	\$ (1,033,294)	\$ (150,162)	\$ -	\$ -	\$ -	\$ (150,162)	\$ -	\$ -	\$ -	\$ -	\$ (1,183,456)
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
UDCC closing balance at Aug 31, 2020	\$ -	\$ 580,077	\$ -	\$ -	\$ 580,077	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 580,077
Total Unspent Deferred Contributions at Aug 31, 2020	\$ -	\$ 580,077	\$ -	\$ 52,657	\$ 632,734	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 632,734
Spent Deferred Capital Contributions (SDCC)															
Balance at Aug 31, 2019	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,095,810	\$ -	\$ -	\$ -	\$ 2,095,810	\$ -	\$ 2,860	\$ 2,860	\$ -	\$ 2,098,670
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance Aug. 31, 2019	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,095,810	\$ -	\$ -	\$ -	\$ 2,095,810	\$ -	\$ 2,860	\$ 2,860	\$ -	\$ 2,098,670
Donated tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Alberta Infrastructure managed projects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from DOC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from UDCC	\$ -	\$ 1,033,294	\$ -	\$ -	\$ 1,033,294	\$ (150,162)	\$ -	\$ -	\$ -	\$ 150,162	\$ -	\$ -	\$ -	\$ -	\$ 1,183,456
Amounts recognized as revenue (Amortization of SDCC)	\$ -	\$ (326,497)	\$ -	\$ -	\$ (326,497)	\$ (60,770)	\$ -	\$ -	\$ -	\$ (60,770)	\$ -	\$ (2,860)	\$ (2,860)	\$ -	\$ (390,127)
Disposal of supported capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (789,251)	\$ -	\$ -	\$ -	\$ (789,251)	\$ -	\$ -	\$ -	\$ -	\$ (789,251)
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
SDCC closing balance at Aug 31, 2020	\$ -	\$ 706,797	\$ -	\$ -	\$ 706,797	\$ 1,395,951	\$ -	\$ -	\$ -	\$ 1,395,951	\$ -	\$ -	\$ -	\$ -	\$ 2,102,748



**SCHEDULE OF PROGRAM OPERATIONS
for the Year Ended August 31, 2020 (in dollars)**

REVENUES	2020							2019
	Instruction		Plant Operations and Maintenance	Transportation	Board & System Administration	External Services	TOTAL	TOTAL
	ECS	Grades 1 - 12						
(1) Alberta Education	\$ 1,252,949	\$ 24,615,893	\$ 3,004,409	\$ 1,348,196	\$ 1,291,454	\$ -	\$ 31,512,901	\$ 32,138,810
(2) Alberta Infrastructure	\$ -	\$ -	\$ 60,770	\$ -	\$ -	\$ -	\$ 60,770	\$ 57,867
(3) Other - Government of Alberta	\$ -	\$ 64,268	\$ 4,753	\$ -	\$ -	\$ -	\$ 69,021	\$ -
(4) Federal Government and First Nations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(5) Other Alberta school authorities	\$ -	\$ -	\$ 384,333	\$ -	\$ -	\$ -	\$ 384,333	\$ 430,680
(6) Out of province authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(7) Alberta municipalities-special tax levies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(8) Property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(9) Fees	\$ 31,071	\$ 1,085,375	\$ -	\$ 1,427,821	\$ -	\$ -	\$ 2,544,267	\$ 3,329,162
(10) Sales of services and products	\$ 2,550	\$ 55,395	\$ -	\$ -	\$ -	\$ -	\$ 57,945	\$ 101,186
(11) Investment income	\$ -	\$ 50,966	\$ -	\$ -	\$ 7,615	\$ -	\$ 58,581	\$ 72,546
(12) Gifts and donations	\$ 2,078	\$ 52,103	\$ -	\$ -	\$ -	\$ -	\$ 54,181	\$ 56,341
(13) Rental of facilities	\$ -	\$ 1,617	\$ 1,591	\$ -	\$ 144,568	\$ -	\$ 147,776	\$ 170,891
(14) Fundraising	\$ 10,725	\$ 233,234	\$ -	\$ -	\$ -	\$ -	\$ 243,959	\$ 413,187
(15) Gains on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(16) Other revenue	\$ 82,210	\$ 59,730	\$ -	\$ -	\$ 15,148	\$ -	\$ 157,088	\$ 291,459
(17) TOTAL REVENUES	\$ 1,381,583	\$ 26,218,581	\$ 3,455,856	\$ 2,776,017	\$ 1,458,785	\$ -	\$ 35,290,822	\$ 37,062,129
EXPENSES								
(18) Certificated salaries	\$ 998,179	\$ 17,556,650	\$ -	\$ -	\$ 365,697	\$ -	\$ 18,920,526	\$ 18,859,332
(19) Certificated benefits	\$ 85,290	\$ 3,547,879	\$ -	\$ -	\$ 53,051	\$ -	\$ 3,686,220	\$ 3,877,028
(20) Non-certificated salaries and wages	\$ 113,553	\$ 2,440,648	\$ 913,030	\$ 113,360	\$ 352,378	\$ -	\$ 3,932,969	\$ 4,465,764
(21) Non-certificated benefits	\$ 27,655	\$ 598,276	\$ 203,929	\$ 21,953	\$ 51,114	\$ -	\$ 902,927	\$ 1,110,645
(22) SUB - TOTAL	\$ 1,224,677	\$ 24,143,453	\$ 1,116,959	\$ 135,313	\$ 822,240	\$ -	\$ 27,442,642	\$ 28,312,769
(23) Services, contracts and supplies	\$ 154,613	\$ 1,990,634	\$ 1,488,701	\$ 2,620,704	\$ 427,020	\$ -	\$ 6,681,672	\$ 8,495,900
(24) Amortization of supported tangible capital assets	\$ -	\$ 2,860	\$ 387,267	\$ -	\$ -	\$ -	\$ 390,127	\$ 60,727
(25) Amortization of unsupported tangible capital assets	\$ 3,660	\$ 79,525	\$ 141,628	\$ -	\$ 132,379	\$ -	\$ 357,192	\$ 346,730
(26) Supported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(27) Unsupported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(28) Other interest and finance charges	\$ 2,016	\$ 43,793	\$ -	\$ 20,000	\$ 14,999	\$ -	\$ 80,808	\$ 114,235
(29) Losses on disposal of tangible capital assets	\$ -	\$ -	\$ 2,669	\$ -	\$ -	\$ -	\$ 2,669	\$ -
(30) Other expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(31) TOTAL EXPENSES	\$ 1,384,966	\$ 26,260,265	\$ 3,137,224	\$ 2,776,017	\$ 1,396,638	\$ -	\$ 34,955,110	\$ 37,330,361
(32) OPERATING SURPLUS (DEFICIT)	\$ (3,383)	\$ (41,684)	\$ 318,632	\$ -	\$ 62,147	\$ -	\$ 335,712	\$ (268,232)

SCHEDULE OF PLANT OPERATIONS AND MAINTENANCE
for the Year Ended August 31, 2020 (in dollars)

EXPENSES	Custodial	Maintenance	Utilities and Telecomm.	Expensed IMR/CMR, Modular Unit Relocations & Lease Payments	Facility Planning & Operations Administration	Unsupported Amortization & Other Expenses	Supported Capital & Debt Services	2020 TOTAL Operations and Maintenance	2019 TOTAL Operations and Maintenance
Non-certificated salaries and wages	\$ 566,705	\$ 243,425	\$ -	\$ -	\$ 102,900			\$ 913,030	\$ 1,032,531
Non-certificated benefits	\$ 145,610	\$ 36,777	\$ -	\$ -	\$ 21,542			\$ 203,929	\$ 255,732
Sub-total Remuneration	\$ 712,315	\$ 280,202	\$ -	\$ -	\$ 124,442			\$ 1,116,959	\$ 1,288,263
Supplies and services	\$ 229,465	\$ 683,190	\$ -	\$ -	\$ 9,294			\$ 921,949	\$ 927,585
Electricity			\$ 248,552					\$ 248,552	\$ 256,921
Natural gas/heating fuel			\$ 217,135					\$ 217,135	\$ 217,115
Sewer and water			\$ 69,163					\$ 69,163	\$ 100,878
Telecommunications			\$ -					\$ -	\$ -
Insurance					\$ 31,902			\$ 31,902	\$ 26,899
ASAP maintenance & renewal payments							\$ -	\$ -	\$ -
Amortization of tangible capital assets									
Supported							\$ 387,267	\$ 387,267	\$ 57,867
Unsupported						\$ 141,628		\$ 141,628	\$ 128,901
Total Amortization						\$ 141,628	\$ 387,267	\$ 528,895	\$ 186,768
Interest on capital debt									
Supported							\$ -	\$ -	\$ -
Unsupported						\$ -		\$ -	\$ -
Lease payments for facilities				\$ -				\$ -	\$ -
Other interest charges						\$ -		\$ -	\$ -
Losses on disposal of capital assets						\$ 2,669		\$ 2,669	\$ -
TOTAL EXPENSES	\$ 941,780	\$ 963,392	\$ 534,850	\$ -	\$ 165,638	\$ 144,297	\$ 387,267	\$ 3,137,224	\$ 3,004,429

SQUARE METRES									
School buildings								34,515.0	\$ 34,515
Non school buildings								554.0	\$ 554

Note:

Custodial: All expenses related to activities undertaken to keep the school environment and maintenance shops clean and safe.

Maintenance: All expenses associated with the repair, replacement, enhancement and minor construction of buildings, grounds and equipment components. This includes regular and preventative maintenance undertaken to ensure components reach or exceed their life cycle and the repair of broken components. Maintenance expenses exclude operational costs related to expensed IMR & Modular Unit relocations, as they are reported on separately.

Utilities & Telecommunications: All expenses related to electricity, natural gas and other heating fuels, sewer and water and all forms of telecommunications.

Expensed IMR & Modular Unit Relocation & Lease Pmts: All operational expenses associated with non-capitalized Infrastructure Maintenance Renewal projects, modular unit (portable) relocation, and payments on leased facilities.

Facility Planning & Operations Administration: All expenses related to the administration of operations and maintenance including (but not limited to) contract administration, clerical functions, negotiations, supervision of employees & contractors, school facility planning & project 'administration', administration of joint-use agreements, and all expenses related to ensuring compliance with health and safety standards, codes and government regulations.

Unsupported Amortization & Other Expenses: All expenses related to unsupported capital assets amortization and interest on unsupported capital debt.

Supported Capital & Debt Services: All expenses related to supported capital assets amortization and interest on supported capital debt.

**SCHEDULE OF CASH, CASH EQUIVALENTS, AND PORTFOLIO INVESTMENTS
for the Year Ended August 31, 2020 (in dollars)**

Cash & Cash Equivalents

	2020			2019
	Average Effective (Market) Yield	Cost	Amortized Cost	Amortized Cost
Cash		\$ 3,533,598	\$ 3,533,598	1,088,609
Cash equivalents				
Government of Canada, direct and guaranteed	0.00%	-	-	-
Provincial, direct and guaranteed	0.00%	-	-	-
Corporate	0.00%	-	-	-
Other, including GIC's	1.95%	88,339	88,339	81,846
Total cash and cash equivalents		\$ 3,621,937	\$ 3,621,937	\$ 1,170,455

See Note 3 for additional detail.

Portfolio Investments

	Average Effective (Market) Yield	2020			2019
		Cost	Fair Value	Balance	Balance
Interest-bearing securities					
Deposits and short-term securities	2.26%	\$ 1,042,946	\$ 1,042,946	\$ 1,042,946	\$ 1,019,000
Bonds and mortgages	0.00%	-	-	-	-
	2.26%	1,042,946	1,042,946	1,042,946	1,019,000
Equities					
Canadian equities	0.00%	\$ -	\$ -	\$ -	\$ -
Global developed equities	0.00%	-	-	-	-
Emerging markets equities	0.00%	-	-	-	-
Private equities	0.00%	-	-	-	-
Pooled investment funds	0.00%	-	-	-	-
Total fixed income securities	0.00%	-	-	-	-
Other					
Other (Specify)	0.00%	\$ -	\$ -	\$ -	\$ -
Other (Specify)	0.00%	-	-	-	-
Other (Specify)	0.00%	-	-	-	-
Other (Specify)	0.00%	-	-	-	-
Total equities	0.00%	-	-	-	-
Total portfolio investments	2.26%	\$ 1,042,946	\$ 1,042,946	\$ 1,042,946	\$ 1,019,000

See Note 5 for additional detail.

Portfolio investments

Operating

Cost
Unrealized gains and losses

Endowments

Cost
Unrealized gains and losses
Deferred revenue

Total portfolio investments

	2020	2019
Cost	\$ 1,042,946	\$ 1,019,000
Unrealized gains and losses	-	-
	1,042,946	1,019,000
Cost	\$ -	\$ -
Unrealized gains and losses	-	-
Deferred revenue	-	-
	-	-
Total portfolio investments	\$ 1,042,946	\$ 1,019,000

The following represents the maturity structure for portfolio investments based on principal amount:

	2020	2019
Under 1 year	100.0%	95.0%
1 to 5 years	0.0%	5.0%
6 to 10 years	0.0%	0.0%
11 to 20 years	0.0%	0.0%
Over 20 years	0.0%	0.0%
	100.0%	100.0%

SCHEDULE 6

School Jurisdiction Code: 9

**SCHEDULE OF TANGIBLE CAPITAL ASSETS
For the Year Ended August 31, 2020 (in dollars)**

Tangible Capital Assets	2020						2019
	Land	Work In Progress*	Buildings**	Equipment	Vehicles	Computer Hardware & Software	Total
Estimated useful life			25-50 Years	5-10 Years	5-10 Years	3-5 Years	
Historical cost							
Beginning of year	\$ 756,000	\$ 791,920	\$ 6,560,545	\$ 958,564	\$ -	\$ 1,244,447	\$ 10,311,476
Prior period adjustments	-	-	-	-	-	-	-
Additions	-	-	1,102,941	68,937	-	94,702	1,266,580
Transfers in (out)	-	-	-	-	-	-	-
Less disposals including write-offs	-	(791,920)	-	(121,373)	-	-	(913,293)
Historical cost, August 31, 2020	\$ 756,000	\$ -	\$ 7,663,486	\$ 906,128	\$ -	\$ 1,339,149	\$ 10,664,763
Accumulated amortization							
Beginning of year	\$ -	\$ -	\$ 2,101,064	\$ 927,931	\$ -	\$ 1,174,327	\$ 4,203,322
Prior period adjustments	-	-	-	-	-	-	-
Amortization	-	-	643,537	36,291	-	67,491	747,319
Other additions	-	-	-	-	-	-	-
Transfers in (out)	-	-	-	-	-	-	-
Less disposals including write-offs	-	-	-	(121,373)	-	-	(121,373)
Accumulated amortization, August 31, 2020	\$ -	\$ -	\$ 2,744,601	\$ 842,849	\$ -	\$ 1,241,818	\$ 4,829,268
Net Book Value at August 31, 2020	\$ 756,000	\$ -	\$ 4,918,885	\$ 63,279	\$ -	\$ 97,331	\$ 5,835,495
Net Book Value at August 31, 2019	\$ 756,000	\$ 791,920	\$ 4,459,481	\$ 30,633	\$ -	\$ 70,120	\$ 6,108,154

	2020	2019
Total cost of assets under capital lease	\$ 72,605	\$ 193,978
Total amortization of assets under capital lease	\$ 72,605	\$ 165,148

*Work In Progress written off during the year as the project was restarted under the direction of Alberta Infrastructure with a new request for proposal for Prime Consultants (Architects). Building codes have changed in the six years since the project first began. The deferred contribution of \$789,251 was also written off during the year.

SCHEDULE 7

School Jurisdiction Code: 9

**SCHEDULE OF REMUNERATION AND MONETARY INCENTIVES
For the Year Ended August 31, 2020 (in dollars)**

Board Members:	FTE	Remuneration	Benefits	Allowances	Performance Bonuses	ERIP's / Other Paid	Other Accrued Unpaid Benefits	Expenses
J. Wilson, Chair	-	\$7,020	\$382					\$799
J. Hill, Vice Chair	-	\$3,830	\$200					\$368
S. Diaz	-	\$2,420	\$126					\$445
S. Jin	-	\$815	\$23					\$0
N. Makwana	-	\$2,375	\$123					\$432
J. Scantlebury	-	\$1,670	\$86					\$293
R. Spahl	-	\$1,400	\$79					\$93
F. Suleman	-	\$3,572	\$178					\$536
R. Bharmal	-							\$0
	-							\$0
	-							\$0
	-							\$0
	-							\$0
Subtotal	-	\$23,102	\$1,197	\$0			\$0	\$2,966
R. Nippard, CEO\Superintendent	1.00	\$205,388	\$49,797	\$0	\$0	\$0	\$0	\$8,319
	-							
R. Morgan, CFO\Secretary Treasurer	1.00	\$153,991	\$39,786	\$0	\$0	\$0	\$0	\$3,085
	-							
Certificated		\$18,715,138	\$3,636,423	\$0	\$0	\$0	\$0	
School based	190.00							
Non-School based	2.00							
Non-certificated		\$3,755,876	\$861,944	\$0	\$0	\$0	\$0	
Instructional	46.00							
Plant Operations & Maintenance	19.00							
Transportation	2.00							
Other	4.00							
TOTALS	265.00	\$22,853,495	\$4,589,147	\$0	\$0	\$0	\$0	\$14,370

SCHEDULE 8

UNAUDITED SCHEDULE OF FEES
For the Year Ended August 31, 2020 (in dollars)

	Actual Fees Collected 2018/2019	Budgeted Fee Revenue 2019/2020	(A) Actual Fees Collected 2019/2020	(B) Unspent September 1, 2019*	(C) Funds Raised to Defray Fees 2019/2020	(D) Expenditures 2019/2020	(A) + (B) + (C) - (D) Unspent Balance at August 31, 2020*
Transportation Fees	\$1,934,863	\$1,942,465	\$1,427,821	\$0	\$0	\$1,427,821	\$0
Basic Instruction Fees							
Basic instruction supplies	\$541,822	\$525,685	\$555,703	\$0	\$0	\$555,703	\$0
Fees to Enhance Basic Instruction							
Technology user fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Alternative program fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Fees for optional courses	\$285,916	\$282,195	\$189,601	\$0	\$0	\$189,601	\$0
Activity fees	\$424,034	\$506,494	\$266,522	\$0	\$0	\$266,522	\$0
Early childhood services	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other fees to enhance education	\$0	\$9,374	\$0	\$0	\$0	\$0	\$0
Non-Curricular fees							
Extracurricular fees	\$69,982	\$83,335	\$46,866	\$0	\$0	\$46,866	\$0
Non-curricular travel	\$8,590	\$6,000	\$1,433	\$0	\$0	\$1,433	\$0
Lunch supervision and noon hour activity fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Non-curricular goods and services	\$63,955	\$21,435	\$56,321	\$0	\$0	\$56,321	\$0
Other Fees	\$0	\$6,375	\$0	\$0	\$0	\$0	\$0
TOTAL FEES	\$3,329,162	\$3,383,358	\$2,544,267	\$0	\$0	\$2,544,267	\$0

*Unspent balances cannot be less than \$0

Please disclose amounts paid by parents of students that are recorded as "Sales of services and products", "Fundraising", or "Other revenue" (rather than fee revenue):	Actual 2020	Actual 2019
Cafeteria sales, hot lunch, milk programs	\$3,924	\$7,549
Special events, graduation, tickets	\$35,181	\$71,083
International and out of province student revenue	\$0	\$0
Sales or rentals of other supplies/services (clothing, agendas, yearbooks)	\$18,840	\$16,904
Adult education revenue	\$0	\$0
Preschool	\$0	\$0
Child care & before and after school care	\$0	\$0
Lost item replacement fee	\$0	\$0
Kindergarten program Fees	\$82,209	\$18,290
Other (Describe)	\$0	\$0
Other (Describe)	\$0	\$0
TOTAL	\$140,154	\$113,826

SCHEDULE 9

UNAUDITED SCHEDULE OF CENTRAL ADMINISTRATION EXPENSES
For the Year Ended August 31, 2020 (in dollars)

EXPENSES	Allocated to Board & System Administration			
	Salaries & Benefits	Supplies & Services	Other	TOTAL
Office of the superintendent	\$ 305,597	\$ -	\$ -	\$ 305,597
Educational administration (excluding superintendent)	\$ 176,271	\$ -	\$ -	\$ 176,271
Business administration	\$ 214,613	\$ 103,774	\$ -	\$ 318,387
Board governance (Board of Trustees)	\$ 24,299	\$ 59,396	\$ -	\$ 83,695
Information technology	\$ -	\$ -	\$ -	\$ -
Human resources	\$ 71,776	\$ -	\$ -	\$ 71,776
Central purchasing, communications, marketing	\$ -	\$ -	\$ 20,320	\$ 20,320
Payroll	\$ 29,684	\$ -	\$ -	\$ 29,684
Administration - insurance			\$ 30,040	\$ 30,040
Administration - amortization			\$ 132,379	\$ 132,379
Administration - other (admin building, interest)			\$ 133,110	\$ 133,110
Other (Audit)	\$ -	\$ 43,434	\$ -	\$ 43,434
Other (Legal)	\$ -	\$ 36,946	\$ -	\$ 36,946
Other (Bank Processing Fees)	\$ -	\$ 14,999	\$ -	\$ 14,999
TOTAL EXPENSES	\$ 822,240	\$ 258,549	\$ 315,849	\$ 1,396,638

DRAFT

The FFCA Charter School Society

Notes to Financial Statements

August 31, 2020

1. Purpose of the Society

The Society delivers educational programs, operating as The FFCA Charter School Society (the "Society") under the authority of the *Education Act 2012, Chapter E-0.3 (formerly School Act)*. The Society was incorporated on March 21, 1996 under the *Societies Act of Alberta*. Through a charter established with the Minister of Education, the Society operates a charter school from seven locations. The campuses provide education from kindergarten to Grade 12. The Charter was renewed for fifteen years on August 31, 2012.

The Society receives funding for instruction and support under Education Grants Regulation (AR 120/2008). The regulation allows for the setting of conditions and use of grant monies. The Society is limited on certain funding allocations and administrative expenses.

The Society is incorporated under the *Societies Act of Alberta* as a not-for-profit organization and is a registered charity and, as such, is exempt from income taxes.

2. Significant accounting policies

These financial statements have been prepared in accordance with Canadian public sector accounting standards. The financial statements have, in management's opinion, been properly prepared within reasonable limits of materiality and within the framework of the accounting policies summarized below:

(a) Cash and cash equivalents

Cash and cash equivalents consist of cash on hand, bank balances and guaranteed investment certificates ("GIC") that have a maturity of less than 90 days from year-end.

(b) Prepaid expenses

Certain expenditures incurred and paid before the close of the school year are for specific school supplies which will be consumed subsequent to the year-end and are accordingly recorded as prepaid expenses.

(c) Portfolio investments

GIC's, term deposits and other investments not quoted in an active market are reported at cost or amortized cost.

(d) Tangible capital assets

Purchased tangible capital assets are recorded at cost. Contributed tangible capital assets are recorded at fair market value at the date of contribution. Only tangible capital assets with costs in excess of \$5,000 are capitalized.

Work-in-progress is recorded as a transfer to the applicable asset class at substantial completion.

Buildings include site and leasehold improvements.

The FFCA Charter School Society

Notes to Financial Statements

August 31, 2020

Leases that, from the point of view of the lessee, transfer substantially all the benefits and risks incident to ownership of the property to the Society are considered capital leases. These are accounted for as an asset and an obligation. Capital lease obligations are recorded at the present value of the minimum lease payments excluding executor costs. The discount rate used to determine the present value of the lease payments is the lower of the Society's rate for incremental borrowing or the interest rate implicit in the lease.

Amortization on capital assets is provided on a straight-line basis over the following range of years:

Buildings	25 years
Site improvements	4 years
Portable buildings	1 to 5 years
Other equipment	3 to 5 years
Computer hardware and software	2 to 3 years
Leasehold improvements	1 to 5 years
Capital improvements - central office	10 years

Capital assets are tested for impairment when circumstances arise that indicate impairment may have occurred.

(e) Accounts payable and accrued liabilities

Accounts payable and accrued liabilities include unearned revenue collected from external organizations and individuals for which goods and services have yet to be provided.

(f) Deferred contributions

Deferred revenue includes contributions received for operations, which have stipulations that meet the definition of a liability. These contributions are recognized by the Society once it has met all eligibility criteria to receive the contributions. When stipulations are met, deferred revenue is recognized as revenue in the fiscal year in a manner consistent with the circumstances and evidence used to support the initial recognition of the contributions received as a liability.

Deferred contributions also include contributions for capital expenditures. Deferred capital revenue represents externally restricted capital funds that have been expended but have yet to be amortized over the useful life of the related capital asset. Amortization over the useful life of the related capital asset is due to certain stipulations related to the contributions that require that the Society to use the asset in a prescribed manner over the life of the associated asset.

The FFCA Charter School Society

Notes to Financial Statements

August 31, 2020

(g) Revenue recognition

Revenue is recognized as follows:

Instruction and support allocations are recognized in the year to which they relate. Fees for services related to courses and programs are recognized as revenue when such courses and programs are delivered.

Unrestricted donations are recognized as revenue when received or receivable if the amount to be received can be reasonably estimated and collection is reasonably assured. Donations in kind are recorded at fair market value when reasonably determinable.

Externally restricted contributions are deferred and recognized as revenue in the period in which the related expenses are incurred.

(h) Expenses

Expenses are reported on an accrual basis. The cost of goods consumed and services received during the year are expensed.

(i) Pensions

Pension costs included in these financial statements as part of salary and benefits comprise the cost of employer and Provincial contributions for current service of support staff employees during the year.

Alberta Teachers' Retirement Fund (TRF) contributions by the Province for current service are a component part of education's system costs and are formally recognized in the accounts of the school jurisdictions, even though the jurisdiction has no legal obligation to pay these costs. The amount of current service contributions are recognized as revenue from the Province and as certificated benefits expense. For the school year ended August 31, 2020, the amount contributed to the Teachers' Retirement Fund by the Province was \$2,041,033 (2019 - \$2,095,853).

The Society participates in a multi-employer pension plan, the Local Authorities Pension (LAPP) Plan, and does not report on any unfunded liabilities. The expense for this pension plan is equivalent to the annual contributions of \$320,434 for the year ended August 31, 2020 (2019 - \$399,018). At December 31, 2019, the Local Authorities Pension Plan reported a surplus of \$7,913,261,000 (2018 - a surplus of \$3,469,347,000).

(j) Vacation pay

Vacation pay is accrued in the period in which the employee earns the benefit. The value of earned vacation not yet taken and included in accounts payable and accrued liabilities as at August 31, 2020 is \$56,990 (2019 - \$31,030).

The FFCA Charter School Society

Notes to Financial Statements

August 31, 2020

(k) Financial instruments

A contract establishing a financial instrument creates, at its inception, rights and obligations to receive or deliver economic benefits. The financial assets and financial liabilities portray these rights and obligations in the financial statements. The Society recognizes a financial instrument when it becomes a party to a financial instrument contract.

Financial instruments consist of cash and cash equivalents, accounts receivable, portfolio investments, accounts payable and accrued liabilities, capital leases and mortgages. Unless otherwise noted, it is management's opinion that the Society is not exposed to significant credit and liquidity risks, or market risk, which includes currency, interest rate and other price risks.

All of the Society's financial assets and liabilities are recorded at cost or amortized cost and the associated transaction costs are added to the carrying value of items in the cost or amortized cost upon initial recognition. The gain or loss arising from derecognition of a financial instrument is recognized in the Statement of Operations. Impairment losses such as write-downs or write-offs are reported in the Statement of Operations.

(l) Contributed materials and services

Contributed materials and services which are used in the normal course of the Society's operations and would otherwise have been purchased are recorded at their fair value at the date of contribution if fair value can be reasonably estimated.

Volunteers assist the Society in carrying out certain activities. Because of the difficulty of determining their fair market value and the fact that such assistance is generally not otherwise purchased, contributed services of this nature are not recognized in the financial statements.

(m) Operating and capital reserves

Reserves are established at the discretion of the Board of Directors of the Society to set aside funds for operating and capital purposes. Such reserves are appropriations of unrestricted surplus.

3. Measurement uncertainty

The valuation of tangible capital assets is based on management's best estimates of the future recoverability of these assets and the determination of costs subject to classification as capital assets. The amounts recorded for amortization of the tangible capital assets are based on management's best estimates of the remaining useful lives and period of future benefit of the related assets.

By their nature, these estimates are subject to measurement uncertainty and the effect on the financial statements of changes in such estimates in future periods could be significant.

The FFCA Charter School Society
Notes to Financial Statements
August 31, 2020

4. Accounts receivable

	2020	2019
GIC interest	\$ 14,146	\$ 13,485
Alberta Education	-	17,940
Alberta Infrastructure	-	272,885
Federal Government	117,542	134,199
Other School authorities	10,240	35,051
Other receivables	<u>74,183</u>	<u>70,236</u>
Total	<u>\$ 216,111</u>	<u>\$ 543,796</u>

The Society did not have an allowance for doubtful accounts as at August 31, 2020 and 2019 as all receivables are considered collectible.

5. Accounts payable and accrued liabilities

	2020	2019
Other Alberta school jurisdictions	\$ -	\$ 14,154
Salaries and benefit costs	56,990	86,198
Fee payments owing back to parents (Covid)	681,871	-
Textbook deposits owing back to parents	268,092	-
Other trade payables and accrued liabilities	825,820	567,088
Unearned revenue (fees)	<u>1,900,314</u>	<u>1,897,429</u>
	<u>\$ 3,733,087</u>	<u>\$ 2,564,869</u>

6. Employee future benefits liabilities

	2020	2019
	<u>\$ -</u>	<u>\$ 76,996</u>

During the year ended August 31, 2015, the Society entered into agreements with key employees that entitle the individuals to retiring allowances upon the expiry of their employment contract agreements, or any extensions of the employment contract agreements, or the cessation of employment for any reasons other than termination for just cause. The contracts are being accreted based on a rate of 5% over the 3-year life. As at August 31, 2020 no such agreements exist.

The FFCA Charter School Society
Notes to Financial Statements
August 31, 2020

7. Prepaid Expenses

	2020	2019
Providence Child Development	\$ 74,000	\$ -
Powerschool	48,750	-
Other prepaids	<u>60,083</u>	<u>163,084</u>
Total	<u>\$ 182,833</u>	<u>\$ 163,084</u>

8. Obligations under capital lease

	2020	2019
Obligation under capital lease, repayable in twenty quarterly instalments of \$1,125, including interest at 4.52%, secured by specific office equipment, due June 2021	\$ 4,429	\$ 8,636
Repaid during the year	<u>-</u>	<u>5,564</u>
	<u>\$ 4,429</u>	<u>\$ 14,200</u>

Payments due on obligations under capital lease are as follows:

2021	\$ 4,572
Payments representing interest	<u>(143)</u>
	<u>\$ 4,429</u>

9. Mortgage

The Society has obtained a mortgage in the amount of \$1,500,000 bearing interest at 2.54% per annum. The mortgage is repayable through monthly installment payments of \$6,760 amortized over a 25 year period, with the term expiring on August 1, 2022. The mortgage is repayable on demand if called by the lender. The mortgage was approved by the Society and the Minister of Education and is secured by the property for which the mortgage was obtained at 7000 Railway Street SE, Calgary, Alberta and by a general security agreement providing a first charge and security interest in and to all of the Society's personal property and real estate. As at August 31, 2020, a balance of \$1,362,358 (2019 - \$1,408,255) is outstanding on the mortgage.

Under the terms of the mortgage, the Society is required to maintain a debt-to-equity ratio not to exceed 2.00:1 and a working capital ratio below 1.50:1. The Society was in compliance with these covenants at August 31, 2020.

The FFCA Charter School Society
Notes to Financial Statements
August 31, 2020

Assuming renewal at similar terms, the estimated principal and interest payments due are as follows:

	Principal	Interest	Total
2020-21	\$ 47,055	\$ 34,059	\$ 81,114
2021-22	48,264	32,850	81,114
2022-23	49,504	31,610	81,114
2023-24	50,692	30,422	81,114
2024-25	52,079	29,035	81,114
2025 to maturity	<u>1,114,764</u>	<u>258,076</u>	<u>1,372,840</u>
Total	<u>\$ 1,362,358</u>	<u>\$ 416,052</u>	<u>\$ 1,778,410</u>

10. Net Assets

Detailed information related to accumulated surplus is shown on the Schedule of Changes in Accumulated Surplus. Accumulated surplus is summarized as follows:

	2020	2019
Unrestricted surplus	<u>\$ 3,104,134</u>	<u>\$ 2,768,422</u>
Accumulated surplus from operations	\$ 1,315,582	\$ 181,393
Investment in tangible capital assets	<u>1,788,552</u>	<u>2,587,029</u>
Accumulated surplus	<u>\$ 3,104,134</u>	<u>\$ 2,768,422</u>

Accumulated surplus from operations includes funds of \$249,873 (2019 - \$236,066) that are raised at the campus level and are not available to spend at the board level. The adjusted surplus from operations is calculated as follows:

	2020	2019
Accumulated surplus from operations	\$ 1,315,582	\$ 181,393
School Generated Funds	<u>249,873</u>	<u>236,066</u>
Adjusted accumulated surplus (deficit)	<u>\$ 1,065,709</u>	<u>\$ (54,673)</u>

The FFCA Charter School Society
Notes to Financial Statements
August 31, 2020

11. School generated funds

	2020	2019
School generated funds, beginning of year	\$ 647,334	\$ 717,798
Gross receipts		
Fees	560,743	852,476
Unearned Fees	429,851	411,268
Fundraising	243,959	413,187
Gifts and donations	54,181	56,341
Other sales and services	<u>57,945</u>	<u>95,536</u>
Total gross receipts	1,346,679	1,828,808
Total related expenses and uses of funds	1,103,139	1,544,737
Total direct costs including cost of goods sold to raise funds	<u>211,150</u>	<u>354,535</u>
School generated funds, end of year	<u>\$ 679,724</u>	<u>\$ 647,334</u>
Balance included in Accounts Payable and Accrued Liabilities	<u>\$ 429,851</u>	<u>\$ 411,268</u>
Balance included in Accumulated Surplus	<u>\$ 249,873</u>	<u>\$ 236,066</u>

12. Trusts under administration

The Society has trusts under administration that are not included in these financial statements as follows:

	2020	2019
Scholarship trusts	\$ 107,132	\$ 89,087
Lessee Security Deposit	10,000	10,000
School Council Community Fund	22,435	15,447
Association of School Councils	<u>6,073</u>	<u>2,091</u>
Total	<u>\$ 145,640</u>	<u>\$ 116,625</u>

13. Economic dependence on related third party

The Society's primary source of income is from the Alberta Government. The Society's ability to continue viable operations is dependent on this funding.

The FFCA Charter School Society

Notes to Financial Statements

August 31, 2020

14. Financial instruments

The Society is exposed to the following significant financial risks:

(a) Credit risk

Credit risk is the risk that one party to a financial instrument will cause a financial loss for the other party by failing to discharge an obligation. The financial instruments that potentially subject the Society to a significant concentration of credit risk consist primarily of cash and portfolio investments as well as accounts receivable. The Society mitigates its exposure to credit loss by placing its cash with a major financial institution and mitigates its exposure to credit loss on accounts receivable by transacting with credit worthy customers and regularly reviewing these financial instruments.

(b) Interest rate risk

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates. The Society is exposed to interest rate price risk to the extent that the obligations of a mortgage, capital leases, cash and portfolio investments bear interest at fixed rates.

15. Budget amounts

The 2020 budget for the Society was approved by the Board and has been reported in the financial statements for information purposes only. These budgeted amounts have not been audited.

16. Credit Facility

The Society has negotiated a revolving operating line of credit, available to a maximum amount of \$1,000,000, and bearing interest at the lender's prime rate minus 0.50% per annum. Any amounts drawn on this facility shall be repaid in full on demand by the lender. The line of credit is secured through a general security agreement providing a first charge on the Society's present and future properties. At August 31, 2020, no amounts were outstanding under the line of credit.

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17. Related party transactions

All entities consolidated or accounted for on a modified equity basis in the accounts of the Government of Alberta are now related parties of school jurisdictions. These include government departments, health authorities, post-secondary institutions and other school jurisdictions in Alberta. The Society has related party transactions for the year ended August 31, 2020 with Calgary Board of Education, Calgary Separate School Division, Calgary Girls School, as well as other school jurisdictions and post secondary institutions. Transactions are recorded on the statement of operations and statement of financial position, at the amount of consideration agreed upon between the related parties.

	Balances		Transactions	
	Financial Assets (at cost or net realizable)	Liabilities (at amortized cost)	Revenues	Expenses
Government of Alberta (GOA)				
Education				
Prepaid expenses / deferred revenue	\$ -	\$ 52,657	\$ 60,589	\$ 60,589
Unspent deferred capital revenue	-	580,077	-	-
Spent deferred capital revenue	-	706,797	326,497	-
ATRF payments made on behalf of FFCA	-	-	-	2,041,033
Grant revenue and expenses	-	-	31,123,454	-
Other Alberta school jurisdictions	28,974	-	422,513	473,498
Post-secondary institutions	-	1,000	-	21,585
Government of Alberta	-	-	4,753	-
Infrastructure				
Spent deferred capital revenue	-	1,395,951	60,770	-
Total 2019-20	\$ 28,974	\$ 2,736,482	\$ 31,998,576	\$ 2,596,705
Total 2018-19	\$ 325,876	\$ 300,317	\$ 32,658,024	\$ 2,624,955

18. Contractual obligations

The Society leases eight locations for annual lease payments of \$1 each, these are for its campuses. Two campuses are leased from the Calgary Catholic School Board and the leases expire June 30, 2027. The other six campuses are leased from the Calgary Board of Education and four of the leases expire July 31, 2022, one on August 14, 2024 and one on July 31, 2027.

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19. Contractual rights

The Society leases out a portion of its head office location. Estimated amounts that will be received for each of the next two years are as follows:

2021	\$ 76,530
2022	\$ 21,633

20. Comparative figures

Certain comparative figures have been reclassified to conform with the current year's presentation.

21. COVID-19

On March 11, 2020, the World Health Organization assessed the coronavirus outbreak (COVID-19) as a pandemic. The outbreak has resulted in governments worldwide enacting emergency measures to combat the spread of the virus. These measures, which include the implementation of travel bans, self-imposed quarantine periods and social distancing, have caused material disruption to businesses globally resulting in an economic slowdown. Global equity markets have experienced significant volatility and weakness. Governments and central banks have reacted with significant monetary and fiscal interventions designed to stabilize economic conditions. The duration and impact of the COVID-19 outbreak is unknown at this time, as is the efficacy of the government and central bank interventions. It is not possible to reliably estimate the length and severity of these developments and the impact on the financial results and condition of the Society now and in future periods. As of the date these financial statements, the impact of COVID-19 has been minimal and the Society's operations have been consistent with historical levels.