



## Public Board Meeting

Wednesday, November 24, 2021

6:30-9:00 p.m.

[Online via Zoom](#)

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

**Invited Attendees:** All interested FFCA stakeholders

- To attend the public board meeting, use the above Zoom link.
- You may need to install the Zoom app on your device before the meeting.
- You will need to enter your name and a valid email address upon joining the meeting.
- You will be in a virtual waiting room until the host grants entry.
- You will be able to view the meeting and ask questions by voice only or online chat when the Board Chairperson provides the opportunity.

## AGENDA

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

#### LAND ACKNOWLEDGEMENT

We are gathered at this meeting as settlers on Treaty 7 land, the ancestral and traditional territory of the Blackfoot Confederacy: Kanai, Pikani and Siksika, as well as the Tsu T'ina First Nation and Stoney Nakoda First Nation. We acknowledge this territory is home to the Metis Nation, Region 3 and further acknowledge all Nations – Indigenous and non- who live, work, and play on this land.

1. Review of Meeting Agenda ..... Chair Wilson
2. Approval of Consent Agenda (motion) ..... Chair Wilson
  - Public Board Meeting Minutes September 29, 2021 – attached;
  - Correspondence: fr Chair Wilson to Premier Kennedy: SLS funding – attached
3. Staff/Campus Reports .....Chair Wilson
  - 3.1. NHS Replacement Design Presentation ..... COO Leinweber
4. Superintendent's Report.....CEO Nippard
5. Information Items .....Chair Wilson
  - 6.1. Standing Item: Administrative Procedures Update ..... COO Leinweber
    - 6.1.1. AP-D-501.1 Campus Fundraising
    - 6.1.2. AP-D-502.1 Charitable Donations and Gifts
    - 6.1.3. AP-G-803.1 COVID Vaccination and Testing
      - 6.1.3.1 AP-G-803.1.1 Confirmation of COVID-19 Vaccination Form
    - 6.1.4. AP-I-101.1 Registration and Admission of Students
    - 6.1.5. AP-I-101.2 Kindergarten Admission and Orientation
  - 6.2. Standing Item: Strategic/Education Plan Update .....CEO Nippard
  - 6.3. Standing Item: High School Update .....CEO Nippard
  - 6.4. Standing Item: COVID Response .....COO Leinweber
7. Discussion Items..... Chair Wilson
  - 7.1. AERR: Annual Education Results Report (motion) – attached.....COO Leinweber
8. Committees/Liaison Reports..... Chair Wilson
  - 8.1. Executive Committee..... Chair Wilson
  - 8.2. Communications and Community Relations (CCR) ..... Director Scantlebury

- 8.3. Policy and Performance Review (PPR) ..... Director Makwana
  - 8.3.1. Policy 09 Being Heard: second reading (motion) – attached
  - 8.3.2. Policy 18 Parental Partnership: second reading (motion) – attached
  - 8.3.3. Policy 14 Uniform: non-substantive changes (motion) – attached
  - 8.3.4. AGM Agenda (motion) – attached
  - 8.3.5. Acting-Superintendent Performance Review (motion)
  - 8.3.6. Board Performance Review (motion)
- 8.4. Audit Committee ..... Director Diaz
  - 8.4.1. Audited Financial Statements (motion) – attached ..... Director Diaz
  - 8.4.2. Appointment of Auditors (motion) ..... Director Diaz
- 8.5. TAAPCS Board Rep Report..... Vice-Chair Hill & Director Jin
- 8.6. ASC Rep Report..... Director Scantlebury
- 9. Director Highlights ..... Chair Wilson
- 10. Open to Gallery..... Chair Wilson
- 11. Chairperson’s Remarks ..... Chair Wilson

ADJOURNMENT: by 9:00 p.m.

NEXT MEETINGS: AGM December 15, 2021, Public Board Meeting January 26, 2022

FUTURE AGENDA ITEMS:

**MEETING MOTIONS**

**CONSENT AGENDA**

- 2. **2021-11-24-1CA** Approve Consent Agenda  
 MOVED by Director \_\_\_\_\_ and seconded by Director \_\_\_\_\_ to approve the Consent Agenda as presented.

**REGULAR AGENDA**

- 7.1. **2021-11-24-1RA** AERR: Annual Education Results Report  
 MOVED by Director \_\_\_\_\_ and seconded by Director \_\_\_\_\_ that the Board approve the 2020-2021 Annual Education Results Report as presented.
- 8.3.1. **2021-11-24-2RA** Policy 09 Being Heard  
 MOVED by Director \_\_\_\_\_ and seconded by Director \_\_\_\_\_ that Policy 09 Being Heard be approved for Second Reading as presented.
- 8.3.2. **2021-11-24-3RA** Policy 18 Parental Partnership  
 MOVED by Director \_\_\_\_\_ and seconded by Director \_\_\_\_\_ that Policy 18 Parental Partnership be approved for Second Reading as presented.
- 8.3.3. **2021-11-24-4RA** Policy 14 Uniform  
 MOVED by Director \_\_\_\_\_ and seconded by Director \_\_\_\_\_ that Policy 14 Uniform be approved for non-substantive changes to appendices as presented.
- 8.3.4. **2021-11-24-5RA** AGM Agenda  
 MOVED by Director \_\_\_\_\_ and seconded by Director \_\_\_\_\_ that the Board approve the 2021 Annual General Meeting Agenda as presented.

- 8.3.5. **2021-11-24-6RA** Acting-Superintendent Performance Review  
MOVED by Director \_\_\_\_\_ and seconded by Director \_\_\_\_\_ that the Board approve the Acting-Superintendent Evaluation Report as developed during the evaluation workshop of October 16, 2021, as an accurate account of the Acting-Superintendent's performance for the period March 1, 2021, to September 30, 2021. Additionally, that the Board Chair be authorized to make any required technical edits and to sign the report on the Board's behalf.
- 8.3.6. **2021-11-24-7RA** Board Performance Review  
MOVED by Director \_\_\_\_\_ and seconded by Director \_\_\_\_\_ that the Board approve the Board Performance Review Report for the period September 1, 2020, to August 31, 2021, as developed at the facilitated workshop of October 16, 2021. Additionally, that the Board Chair be authorized to monitor the priorities and suggestions agreed to and bring items forward for Board consideration as deemed appropriate.
- 8.4.1. **2021-11-24-8RA** Audited Financial Statements  
MOVED by Director \_\_\_\_\_ and seconded by Director \_\_\_\_\_ that the 2020-2021 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.
- 8.4.2. **2021-11-24-9RA** 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 2021-22 school year.



## Public Board Meeting

Wednesday, September 29, 2021

6:30-8:00 p.m.

Online via Zoom

### Attendees

**Board and Executive:** Chair Jeff Wilson, Vice-chair Jenny Hill, Director Amanda Fisher, Director Naren Makwana, Director Randall Spahl, Director Jehn Scantlebury, Director Sam Jin, Director Shahid Qureshi, Director Sumara Diaz, ACEO Kurtis Leinweber, CFO Reta Morgan, Coordinator of Instructions Justin Kool, Director of Technology Jeff Cullen, Executive Assistant Phoebe Greentree

**Gallery:** AS, AW, ALomboy, Amy, Andre Shoucri, Bahareh Saeidikho, Candice Parno, Claire, Corey, Crystal, Darren Yeh, Dawn Ackroyd, Dinithi Weerasooriya, Dolly, Erkan Unal, Gaurav Jain, Harold Beatty, Julia Imanoff, Krista Lee, Lancong Mu, MD, Paul Bushell, Rachel Bradley, Reza Mashayekhi, Rosemary van Dyk, Tanya, VW, Weizhong Chen, Zongfu Su

## MINUTES

### 6:32 p.m. CALL TO ORDER

#### 1. Review of Meeting Agenda

#### 2. **2021-09-29-1CA** Approval of Consent Agenda

MOVED by Director Hill and seconded by Director Diaz that the Consent Agenda for September 29, 2021; the minutes of June 9, 2021, Public Board Meeting; the minutes of August 31, 2021, Special Board Meeting; and the correspondence received from Minister LaGrange, July 20, 2021, be approved as presented.

Question re: correspondence – Is the accumulated operating surplus accurate? Yes - confirmed.

CARRIED.

#### 3. Staff/Campus Reports

##### 3.1. Steps to Truth and Reconciliation Presentation

- Land Acknowledgement Video: <https://www.youtube.com/watch?v=K3KeHCOKpDY>
- National Call to Action in 2015 formed a catalyst for action across the country. This was key to FFCA looking at what more we could do.
- Campuses engaged in arts, crafts, games, books, and indigenous traditions beginning last week and culminated with Orange Shirt Day on September 29.
- Looking forward to continuing the exploration of opportunities to leverage the National Day of Truth and Reconciliation to help our students expand their knowledge and appreciation to create a more inclusive school and society.
- Powerpoint presentation attached.
- Questions
  - What's the significance of the Blanket Ceremony? Several blankets are placed on the floor. As the stories are told regarding reservations, residential schools, and other impacts on the indigenous people, the blanket gets smaller and smaller. To the point, you are left with one single blanket with most people sitting on the outside looking in. Words do not do justice; it is an emotional, awe-inspiring, very personal symbolic and metaphoric experience.
  - How does FFCA compare to other schools? This journey has been one that we have walked through together in partnership with our surrounding jurisdictions. We are in constant communication to ensure we are doing this well.

- Has FFCA got the indigenous people's opinion regarding is what we have done enough? We have engaged Randy Bottle to help us through the journey of improving, growing and progressing in our learning about and teaching of the goals of truth and reconciliation. He has expressed satisfaction with our progress and partnership so far.
- How was the importance of the Orange Shirt / National Day for Truth and Reconciliation approached with the younger grades? Campus admin used very purposeful and specific language that was kid-friendly to help the kids with their understanding. They used books, games, crafts etc., to convey the learning.

#### 4. Superintendent's Report

- Contextual Update
  - Draft K-6 Curriculum Pilot now 6-weeks underway and going well
  - FFCA is providing feedback to Alberta Education via the pilot process, and additionally, through consultations coordinated with TAAPCS and CASS
  - FFCA has now completed and submitted the results of our initial screening of grades 2 and 3 student literacy and numeracy competencies as part of AB Ed's catch-up program. Now awaiting approval of additional grants to provide intensive supports to lagging students.
  - TAAPSC Charter School Conference – October 22
  - STEM Innovation Academy (new SW charter school) opened on schedule with significant facilities and ICT support from FFCA.
- Operations Update
  - Mostly completed a full migration to a new Student Information System. Still a number of challenges and we will likely experience 'hiccups' during the year as we undertake some processes for the first time with the new system (e.g. report cards).
  - Enrollment is presently 22 students below budgeted targets
  - Central office and the high school campuses administration have drafted principles of cultural and programming alignment to support the FFCA 'One-campus' culture. Some key outstanding issues include whether to have a single combined graduation ceremony and how to coordinate the FFCA internally supported scholarships.
- Personnel Update
  - Bharati Singh LOA
    - Sue Boyd was named NHS Acting PE
    - Colin Marshall was named NHS Acting AP

#### 5. Information Items

##### 6.1. Standing Item: Administrative Procedures Update (all attached)

##### 6.1.1 Rescinded AP I-501.1.1 Uniform Lists: replaced by Policy 14

All approved and posted:

6.1.2 AP-D-101.1.2 Expense Reimbursement

6.1.3 AP-D-101.1.3 Company Credit Cards

6.1.4 AP-D-101.1.5 Campus-based Budgeting

6.1.5 AP-D-701.1.3 Directory of Personal Information

6.1.6 AP-H-104.1 Library Learning Commons and Supplementary Resource Collections

6.1.7 AP-H-104.2 Instructional Resource Selections

6.1.8 AP-H-501.1 Learning Commons

6.1.9 AP-I-602.1 Field Trips

6.1.9.1 AP-I-602.1.1 Field Trips Request & Approval Form

6.1.9.2 AP-I-602.1.2 Field Trips Consent & Permission Form

6.1.9.3 AP-I-602.1.3 Field Trips Medical Information Form

6.1.9.4 AP-I-602.1.4 High-Risk Field Trip Questionnaire

6.1.9.5 AP-I-602.1.5 Overnight Out-of-Province High-Risk Field Trip Questionnaire

6.1.10 AP-I-801.1 Responding to Students with Medical Needs

6.1.11 AP-I-802.4 Specialized Assessments and Support

- 6.2. Standing Item: Strategic/Education Plan Update
  - Education Plan Review meeting with AB Ed
    - AB Ed was, in general, impressed with our plan, appreciated our shift towards Assurance from Accountability, and requested no substantive changes.
    - Discussed limitations given lack of historical data because of the new framework and reduced provincial testing data due to COVID
    - Discussed exploring revision and expansion of local measures as KPIs
    - Continued advocacy for equitable funding consistent with the legislative mandate (e.g. WMA, SLS & HS CEU funding)
  - Reporting and Report Card Review
    - Been over a decade since the last formal review of academic reporting and five years since we introduced the current character reports
    - Survey engagement with campus councils in Oct-Nov
    - Broad parent survey in December or January
- 6.3. Standing Item: High School Update
  - SHS modulars are now complete, and classes have occupied them
  - High School Replacement Tentative Project Timeline:
    - Hazardous Materials Removal Contractor Selection – Oct
    - Primary Contractor Selection – Dec/Jan
    - Phase 1 – Central Hazmat and demolition – Jan-Mar 2022
    - Phase 2 - Construction – Apr 2022 to Dec 2023
    - Phase 3 – North Hazmat and demolition – Apr-Jun 2023
      - \*\*Loss of Gym – Apr 2023
    - Phase 4 – North and West Parking Construction – Jul-Sep 2023
    - MOVE IN – Jan 2024
    - Phase 5 – South Hazmat and demolition – Jan-Mar 2024
    - Phase 6 - Sports field landscaping – spring 2024
- 6.4. Standing Item: COVID Response
  - Total of 22 students tested positive so far this school year, and one staff member
  - Average 90 absences per day for untested students, with COVID symptoms as per the AHS recommendations
  - Vaccination Clinics at middle and high campuses scheduled, minimum 18 participants

## 7. Discussion Items

- 7.1. Q4 Preliminary (incomplete) Report: Report is incomplete because the report is produced 3 days following year-end, August 31. Staff were just back from summer break and school was recently back in session; invoices were still arriving. Audit committee reviewed the report September 7.
  - Salary and Benefits are the most significant expenditures. Showing slightly over budget due to additional teachers hired in 20/21 using the 'COVID safe return to work' funding.
  - Under budget in transportation due to low ridership in 20/21 (online learning or parents chose to drive students)
  - Facilities showing over budget due to the HS emergency split (received additional funding)
  - Received funding for 'critical workers' identified by the government.
  - Question: Surplus amount? Surplus for Sep 2021 to Aug 2022 is \$858,000.

### **2021-09-29-1RA** Q4 Financial Report

MOVED by Director Hill and seconded by Director Qureshi that the Board receive for information the FFCA Fourth Quarter Preliminary Financial Report as presented. CARRIED.

## 8. Committees/Liaison Reports

- 8.1. Executive Committee: Met two times since the last public meeting. No decisions were taken.
- 8.2. Communications and Community Relations (CCR)
  - Prioritized some upcoming activities – stay tuned
  - Update from the Board in this week's campus newsletter

- Focus on highlighting some big organizational challenges (inequitable charter school funding, increasing costs, long waitlists, outdated regulatory restrictions prohibiting our growth, AB political landscape and fiscal situation are unstable, growing lack of awareness and support for public charter schools among Albertans).
  - Evaluating and looking at ways to proactively respond to these challenges
- Elections are coming up in December. Nomination call-out coming soon.
- 8.3. Policy and Performance Review (PPR)
  - Election planning and enhancing communications around the election
  - Feedback requested from school councils on the below policies by October 31
  - 8.3.1. **2021-09-29-2RA** Policy 09 Being Heard
    - MOVED by Director Makwana and seconded by Director Scantlebury that Policy 09 Being Heard be approved for First Reading as presented. CARRIED.
  - 8.3.2. **2021-09-29-3RA** Policy 18 Parental Partnership
    - MOVED by Director Makwana and seconded by Director Hill that Policy 18 Parental Partnership be approved for First Reading as presented. CARRIED.
  - 8.3.3. **2021-09-29-4RA** Appointments: Chief Returning Officer and Assistant Returning Officer
    - MOVED by Director Makwana and seconded by Director Spahl that the Board appoint Kurtis Leinweber as Chief Returning Officer and Reta Morgan as Assistant Returning Officer. The Chief Returning Officer may delegate election support duties to one or more other FFCA employees as necessary. CARRIED.
- 7.1. Audit Committee
  - Met on September 7
  - Reviewed the preliminary Q4 financials.
  - Are in discussions with admin regarding the Enterprise Risk Framework; will then be presented to the board.
  - The Board is under budget due to COVID and the lack of in-person meetings and campus visits.
- 7.2. TAAPCS Board Rep Report – Meeting September 21, 2021
  - Two new charter schools have started up in Alberta, STEM in SW Calgary and New Humble Community Charter School near Leduc. There are 15 Charter Schools in AB.
  - TAAPCS signed three months contract with GPA (a Government Relation Firm) to get advice and make connections with the Calgary Caucus and UCP government regarding Equitable funding, and other proposals.
  - AB Ed has given TAAPCS \$35,000 in funding to research the feedback of the new curriculum draft.
    - Funding is based on the questions CASS offered, charter school teachers will look at the 6 questions within different subject areas. Funding depends on which charter is willing to free up teachers to do the research and their area of expertise.
- 7.3. ASC Rep Report
  - The three policies under review have been passed on to ASC for feedback
  - Public School Board Trustee elections (CBE and CCSD): two largest AB Boards. Have influence with AB Education. They are politicians, policymakers, and lobbyists. Reach out to the trustee in your ward and ask them where they stand on AB Charter schools to help you decide who to vote for if you plan to vote.
  - Advocacy Committee: created from a need to restore and improve support for charter schools.
    - Made up of representatives from 8 Alberta charter schools
    - Spreading awareness, support and understanding.
    - Myth-busting: some organizations may use information from the US charter schools and spread misinformation.
    - CALL to ACTION: follow the committee on Twitter at: <https://twitter.com/AbeDiversity>
- 8. Director Highlights
  - Sumara – It was nice to see the Truth and Reconciliation presentation and what FFCA did today and all week to acknowledge Truth and Reconciliation
  - Jenny – The PPR committee brought some policies to the school councils for feedback in late May 2021. Jenny loved attending a couple of council meetings to engage with parents and hear about what students are up to at a campus level.

- Naren – Was able to go to a few North campuses and loved how engaged and interested the parents are. He appreciated that opportunity.
- Sam – We have three director openings at the end of the year. Come contribute your ideas and help us overcome challenges, including funding.
- Amanda – Loved seeing what the campuses did for the recognition of Truth and Reconciliation; it's so much about the storytelling and relationships. Amanda encourages the campuses to continue down this path to open the door to Truth and Reconciliation.
- Shahid – Gratitude: the inability to travel created a positive in his life – for the first time ever he was able to spend the entire summer with his wife and kids!! Was a great experience!!
- Jehn – FFCA embarking on the Truth and Reconciliation path, seeing the engagement in that whole process of learning makes Jehn happy! The board is a great team; it's much deeper than sitting around discussing policies. Becoming a director will give you the experience of serving with a truly dynamic group of people who are here to serve. You will grow as a person and a leader!
- Randall – a positive spin on current events: the majority of the people are behaving in a responsible and positive manner with respect to Truth and Reconciliation.
- Jeff – Commends admin and teachers for taking the Day for Truth and Reconciliation very seriously. He reflects on how far we have come from when he was in school. We can find our way to the truth by educating our kids today.

#### 9. Open to Gallery

- Should we vote for CBE or CCSD School Trustees? You are given the option to vote and the choice to vote for either CBE or CCSD. Some trustees can be more vocally opposed to charter schools.
- How can parents get involved with charter school funding and curriculum process with regards to MLAs? Reach out and share your perspectives; they are here to serve you.  
[www.assembly.ab.ca](http://www.assembly.ab.ca). You can do some research at [www.taapcs.ca](http://www.taapcs.ca) or talk to the board.
- Comment: Commending FFCA for adopting September 30 holiday on such short notice. The Board's decision was made in consultation with admin. The Board thanks all admin, staff and parents for the support in making the decisions to recognize the holiday.
- Board member time commitment? 4-8 hours per month, depending on how many committee meetings there are or what topics are up for debate.

10. Chairperson's Remarks: It's great to be back in school! It was great to see the smooth back-to-school transition. That really speaks to the level of care that the team at every campus puts into making sure our students are their number one priority.

ADJOURNMENT: by 8:26 p.m.

NEXT MEETING: November 24, 2021



November 5, 2021

Honourable Jason Kenney  
Premier of Alberta  
307 Legislature Building  
10800 - 97 Avenue  
Edmonton, AB  
T5K 2B6

Sent via email: [premier@gov.ab.ca](mailto:premier@gov.ab.ca)

Dear Premier,

On behalf of Foundations for the Future Charter Academy and the thousands of students we have the privilege to serve, I would like to take the opportunity to acknowledge the work that your government has done to advance choice in education. Our entire community was relieved and excited to have a government willing to so vocally support choice and highlight the many great outcomes of the charter system in Alberta. This support manifested into FFCA being able to finally secure the Montgomery High School property and advance the building of a new capital project in the name of a charter school; this represents a major victory for FFCA and the wider charter community. Our students, staff and parents will positively reflect on the legacy of this project for years to come.

In my role as Board Chair, I feel compelled to share some the areas where FFCA has been impacted by your government's inaction, which continues to negatively impact the day-to-day operations of our schools. I understand that you recently met with The Association of Alberta's Public Charter Schools (TAAPCS), and I am hopeful that the Association was able to deliver the message that, despite all the talk about support for choice in education, the resistance from the Minister of Education to address our concerns in any meaningful way remains a major challenge.

As it pertains to Specialized Learning Support (SLS) funding, a historical context is important. Prior to Alberta Education adopting Inspiring Education in 2012, the only way that school jurisdictions could receive additional funding support for students with special needs was to have the student go through a Psychoeducational assessment, be individually coded as 'special needs' and have an Individual Program Plan (IPP) developed that would be used to support the student and their unique needs. This was the model that was in place when FFCA initially applied for its Charter in 1997; it was also a model that has never fit within the vision of FFCA.

FFCA's Charter has a focus on delivering the Alberta Programs of Study through the lens of our Direct Instruction Framework. This exceptionally successful Framework outlines a highly engaging group learning environment that requires full, active participation and simultaneous equal participation for our students. Students who are experiencing difficulties are supported with various interventions, however, as is explicitly noted in our Charter, these interventions are implemented "outside the development of Individualized Program Plans." As FFCA approaches its 25<sup>th</sup> year in operation under this Charter, I can confirm that FFCA has not once coded a student as 'special needs.'

When Alberta Education adopted Inspiring Education in 2012, the 'Inclusive Education' model of student support was introduced. This model represented a major shift in policy, and removed barriers for school jurisdictions to be able to support a wide-range of students and their unique

needs without needing to have coding and IPPs tied to specific students to receive funding. As of November 2021, the Alberta Education website describes Inclusive Education as follows:

*“Inclusion is not just about learners with special needs. It is an attitude and approach that embraces diversity and learner differences and promotes equal opportunities for all learners in Alberta. Alberta’s education system is built on a values-based approach to accepting responsibility for all children and students.*

*Every learner has unique needs. Some learners have profound and ongoing needs and others have short-term or situation-based needs. This calls for flexible and responsive learning environments that can adapt to the changing needs of learners.”*

This model is premised on the fact that in any student population there would be a range of needs and provides school jurisdictions with the flexibility and means to provide supports where required. A funding formula was developed that incorporated a number of regional demographics including income, education level of parents, percent of lone parents, etc., and then Alberta Education allocated this ‘Inclusion’ grant on a per student basis. While your government has renamed the Inclusion grant to SLS, according to Alberta Education, the intent remains the same: SLS is designed to ensure that school jurisdictions can support all students and their unique needs, not only those who may have profound and ongoing needs.

It is also worth noting that Section 33 (1)(e) of the *Education Act* passed by your government in 2019, mandates that all school jurisdictions “*provide a continuum of specialized supports and services to students that is consistent with the principles of inclusive education.*”

The primary source of FFCA’s frustration with the Minister of Education and her position on SLS funding for FFCA (and all charter schools advocating for SLS funding) is that she consistently demonstrates a lack of understanding of four key factors:

1. Alberta Education’s SLS funding model is intended to provide equal opportunities for Alberta public school students outside of the coding model
2. Charter school’s ability to meet the new legal mandate and threshold articulated in the *Education Act* is severely curtailed by the inequity in the SLS grant model design
3. Charter school students are Alberta’s students, are representative of the general population, and deserve the same opportunities and supports as their peers in Public, Catholic and Francophone schools
4. Unique to FFCA, our Charter doesn’t allow for coding and IPPs

For some inexplicable reason, the Minister of Education believes that a historical view of the number of mild, moderate or severely coded students attending FFCA or any other charter school should inform the SLS grant design going forward; but only for charter schools. Every other public school student in Alberta receives the SLS grant with no questions asked.

Charter school students are no different than any other student in Alberta; they come from the general population and as such bring their own unique challenges to their learning environments. Yet, at FFCA we receive \$575 less per student than other Public, Catholic and Francophone students do. With ~3,700 students, that represents over \$2M that is not available to support our students and families that have exercised their choice in education; a choice your government has been very vocally supportive of.

Premier, the third party study looking into this is a red herring. FFCA represents 40% of the charter school population in Alberta, and we've never coded a student. Any data that is created by this study will essentially be useless; 40% of the data will be missing or skewed and our concern is that incorrect conclusions will be drawn from it to justify the status quo. Even if that weren't the case, under the Inclusive Education model Alberta implemented in 2012, the data the third party is looking for is inconsequential to how the SLS grant is allocated today. Further, as of November 4<sup>th</sup>, FFCA has learned that the process to begin this review has been delayed yet again, and a successful proponent will not be named until mid-December at the earliest. Factoring in Christmas break, it is highly unlikely this work will be completed in a timeframe to impact this school year, or possibly even the 2022 Budget.

Given the miniscule impact to the overall Education budget (~\$8M), the significant impact to charter school's budgets and our ability to provide for our students, I call on you to direct Minister LaGrange to stand down this review, correct this inequity once and for all by having her department work with Treasury Board to provide full SLS funding to charter schools retroactive to September 1, 2021 and to ensure this allocation is maintained in future budget cycles.

Premier, this is only one of the issues facing charter schools. TAAPCS raised other issues in your meeting on October 30<sup>th</sup>; I would be pleased to offer the FFCA view on weighted moving average, bridge funding, board and system admin funding, lack of space for charters to grow, and the cumulative impacts to our ability to maintain the very high standards of education that has become synonymous with FFCA.

Sincerely,



Jeff Wilson  
Chair, Board of Directors  
Foundations for the Future Charter Academy



## AP-D-501.1 Fundraising Administrative Procedures

### BACKGROUND & RATIONALE

Students, staff and parents / guardians may wish to provide supplemental learning opportunities or enhanced educational experiences for students through the use of resources acquired from sources other than the FFCA operational budget. Sources of additional funds include, but are not limited to, proceeds from sales of various items (e.g. food, materials), donations (e.g. money, equipment) or advertisements (e.g. yearbook). For information regarding Monetary or Gifts in Kind Donations, see *AP-D-502.1 Charitable Donations and Gifts*.

### PROCEDURES

1. **General Fundraising** is that which targets the general FFCA/campus community and is used to support a broad range of initiatives and activities which impact a large number of students.
  - 1.1. Fundraising in FFCA campuses will primarily be undertaken by campus school councils in accordance with *Article 10 Fundraising of their School Council Bylaws*.
  - 1.2. FFCA campus parents / guardians may establish a casino society for purposes of accessing AGLC funds to further support the learning activities and educational experiences of their students. Campus casino society fundraising will occur in accordance with AGLC regulations and each society's bylaws.
  - 1.3. Fundraising in FFCA middle and high school campuses may be undertaken by student representative councils / student unions in accordance with their operating guidelines as approved by campus administration.
  - 1.4. Consideration must be given to the safety of students and to maintaining good public relations when organizing any projects involving activities within or beyond the school.
  - 1.5. Fund-raising activities may be subject to the review and approval of the Superintendent or designate.
  - 1.6. Revenue from fundraising must be used in direct support of the school's educational program/goals and for the purpose for which the activity was undertaken.
  - 1.7. Participation in fundraising activities will be voluntary. No student will be excluded from an activity, event or program due to a lack of participation in the fundraising aspect of the activity, event or program.
  - 1.8. Acceptable forms of fund-raising include the:
    - 1.8.1. Sale of a useable product;
    - 1.8.2. Sale of products not available through local businesses or, if available from local businesses, the sale of products which have been provided by local suppliers where price and quality of the product are comparable to non-local business area suppliers;
    - 1.8.3. Provision of a worthwhile service to the customer;
    - 1.8.4. Receipt of funds and or services as provided for under the conditions of "charitable donations".
  - 1.9. The following are not permitted:
    - 1.9.1. Activities which bring personal financial gain to students or staff, unless

- approved by the Superintendent or designate.
- 1.9.2. Any activity on FFCA property which results in financial gain from students or parents to any outside individual or commercial enterprise unless it is approved by the Principal.
  - 1.9.3. Any fund-raising or promotion in which students are compelled to participate.
  - 1.9.4. Fund-raising involving elementary, middle or junior high students in games of chance like lotteries, raffles, pools and bingo.
  - 1.9.5. Prizes for student participation beyond those which can be fairly judged by the Principal to be token in nature. In general, and wherever possible, student rewards will be of an intrinsic nature.
  - 1.9.6. Sales methods which have the potential of putting the safety of students in jeopardy are prohibited. (For example, no unsupervised door-to-door sales by students.)
- 1.10. Campus councils may offer parents / guardians the opportunity to make a single donation in lieu of participating in various fundraisers during the school year. If provided, the campus councils will remind parents / guardians who chose this option that they did so when subsequent fundraising opportunities are presented.
  - 1.11. The FFCA Association of School Councils (ASC) can only undertake coordinated general fundraising activities if approved by all campus councils to support initiatives approved by all existing campus councils and only within the parameters in this administrative procedure and any other relevant regulations, policies or administrative procedures.
2. **Targeted Fundraising** (that targets the general FFCA/campus community and is used to support specific initiatives of a small group of students) may be undertaken by various FFCA student groups under the following conditions:
    - 2.1. Targeted fundraising activities will only be approved for groups and purposes that are sanctioned in advance by the campus administration (e.g. leadership classes, campus seniors).
    - 2.2. Targeted fundraising activities must not conflict with general fundraising activities.
    - 2.3. Targeted fundraising to subsidize a student activity should not be so significant to place an extreme burden on students and families who would otherwise qualify for participation in the activity.
    - 2.4. Ticket sales proceeds used to off-set the costs of competitions, performances, or productions are not considered targeted-fundraising.
3. **External Fundraising – Student Groups** (that targets sources external to FFCA and is used to support specific initiatives of a small group of students) may be undertaken by various FFCA student groups with the advance approval of campus administration under the following conditions:
    - 3.1. External fundraising activities may only be approved for groups and purposes that are sanctioned in advance by the campus administration (e.g. athletics teams).
    - 3.2. External fundraising activities must not conflict with general or targeted fundraising.
    - 3.3. External fundraising to subsidize a student activity should not be so significant to place an extreme burden on students and families who would otherwise qualify for participation in the activity.
4. **Capital Fundraising – Board / Central Office** (that targets sources internal and/or external to FFCA and is used to support specific capital initiatives of FFCA) may be undertaken by FFCA in consultation with the Board of Directors and other approved parties,

under the following conditions:

- 4.1. Capital fundraising purposes, projects, and/or goals will be approved by the FFCA administration in consultation with the Board of Directors.
- 4.2. Capital fundraising activities will be approved by the Superintendent or designate in consultation with the Board of Directors.
- 4.3. No value consideration or other privileges will be bestowed on a donor who could have the ability to exercise, directly or indirectly, control or significant influence over the organization.
- 4.4. No tangible benefit of any kind may be provided to the donor, or to anyone designated by the donor with the exception of advertising opportunities such as those in section 4.6 (sponsorships) or others subject to *AP-J-101.1 Advertising in Schools*.
- 4.5. FFCA may accept and solicit restricted gifts or donations designated for an approved special project already included in the annual operating budget.
  - 4.5.1. A restricted gift is defined as a gift that has a specific purpose specified by the donor and agreed to by FFCA upon acceptance.
  - 4.5.2. If the nature of the restricted gift involves a long-term strategic association, a formal partnership agreement will be developed and signed to define the alliance.
- 4.6. When the benefits and recognition offered by FFCA to a donor are considered to be material based on the guidelines of the CRA, FFCA and the donor should enter into a formal Letter of Agreement with regard to benefits and recognition, and the contribution should be classified as a sponsorship. No tax receipt will be issued to acknowledge sponsorships.

## 5. **Advertising**

- 5.1. Campus funds can be raised by advertising products or services subject to *AP-J-101.1 Advertising in Schools*.

## 6. **Ethics**

- 6.1. In any and all cases, donations will not be accepted if they are deemed to have originated from unethical or unlawful activities as determined by FFCA

Original Approval Date: January 12, 2017  
Revision Dates: November 15, 2021  
References: <https://www.canada.ca/en/services/taxes/charities.html>  
AP-J-101.1 Advertising in Schools  
School Council Bylaws, Article 10 Fundraising  
AP-D-502.1 Charitable Donations and Gifts  
Student council / union operating guidelines



## **AP-D-502.1 Charitable Donations & Gifts**

### **Administrative Procedures**

#### **BACKGROUND & RATIONALE**

Foundations for the Future Charter Academy (FFCA) is a registered charitable organization through the Canada Revenue Agency (CRA) and is authorized to issue tax receipts for charitable donations. Although the Provincial Government provides funding for FFCA's core education requirements, there are additional programs, services, and projects that greatly benefit from donor contributions.

#### **PROCEDURES**

##### **1. General Donation**

- 1.1. Central Office issues tax receipts for any contribution \$25 or more
- 1.2. The tax receipts will be emailed to the donor from Central Office by Feb 28<sup>th</sup> for the year prior
  - 1.2.1. Tax receipts for online donations will be made out to the credit card holder
  - 1.2.2. Donations made by cheque are accepted from businesses or non-FFCA donors. The donor's cheque must be made payable to FFCA in order to receive a tax receipt.
- 1.3. The donation cannot directly benefit the donor or the donor's family members
- 1.4. The donor cannot receive anything (service or goods) in return for the donation
- 1.5. If the donation is to a campus, the Principal Educator will make the final decision on how the donations are spent (CRA allows the Principal Educator to do this in consultation with the School Council).

##### **2. Board Scholarship Fund Donation**

- 2.1. Opportunities to donate to the Board Scholarship Fund will be provided online via the Family Zone.
- 2.2. Donors may designate their funds to support a specific scholarship (e.g. Shelley Schroh Memorial Unsung Hero Scholarship)
- 2.3. Tax receipts will be issued as per the process outline for General Donations

##### **3. Designated Project Donation**

- 3.1. Opportunities may be provided to donate to specific projects which have been sanctioned by FFCA
- 3.2. Methods of donation will be determined at the time the specific project is sanctioned by FFCA
- 3.3. Tax receipts will be issued as per the process outline for General Donations

##### **4. Gifts in Kind**

- 4.1. A tax receipt can be issued for donations of goods made to FFCA or a specific campus.
  - 4.1.1. For tax receipts less than \$1,000, a knowledgeable staff member may provide the valuation
  - 4.1.2. For tax receipts greater than \$1,000, FFCA is obligated to obtain a market valuation from an independent third party and cannot issue a tax receipt for greater than the assessed value. The donor is under no obligation to make the donation if the market valuation obtained is considered to be too low.
- 4.2. Donations of services do not qualify for a receipt (unless the person provides the service to FFCA, FFCA pays for that service, then the person chooses to donate the money back to FFCA).

- 4.3. Volunteer's out of pocket expenses incurred on behalf of FFCA do not qualify for a tax receipt. FFCA can reimburse the volunteer for the expense, as per *AP-D-101.1.2 Expense Reimbursement*. If the volunteer chooses to then donate that amount back to FFCA, a tax receipt can be issued.
- 4.4. Gift cards & certificates donated do not qualify for a tax receipt.
- 4.5. Items purchased from a fundraiser do not qualify for a tax receipt.
  - 4.5.1. For example: Items purchased from an Online/Silent Auction – even though the money is going towards a fundraising campaign, no receipt will be issued because the purchaser is receiving something in return for the dollar amount paid.

Original Approval Date: March 25, 2010  
Revision Dates: November 15, 2021  
References: CRA: <https://www.canada.ca/en/services/taxes/charities.html>  
AP-J-101.1 Advertising in Schools  
School Council Bylaws, Article 10 Fundraising  
AP-D-101.1.2 Expense Reimbursement  
AP-D-501.1 Fundraising





# AP-G-803.1 COVID-19 Required Vaccinations or Testing for Employees, Contractors, On-site Visitors, and Volunteers

Administrative Procedure  
October 20, 2021

## BACKGROUND & RATIONALE

FFCA is committed to providing a safe and healthy workplace and learning environment for our students and staff. In response to the global COVID-19 pandemic, FFCA is committed to taking every precaution reasonable in the circumstances to protect the health and safety of our students, employees, families and the larger community from the health hazard created by the virus. In accordance with the recommendations of Alberta Health, immunization against COVID-19 is currently recognized as the most effective means to prevent the spread of COVID-19 and to reduce the risk of outbreaks in FFCA campuses and other FFCA worksites. Requiring all individuals working in our school to be vaccinated is a prudent step to protect students, staff, vulnerable and immuno-compromised individuals within, and affiliated directly with, FFCA.

The purpose of this *Vaccination for Employees, Contractors, On-site Visitors and Volunteers Administrative Procedure* is to provide guidelines pertaining to the expectations and requirements of employees, Directors, on-site visitors, and volunteers with respect to COVID-19 vaccinations.

This Administrative Procedure applies to all employees, contractors, Directors, and any other individuals providing on-site services in any capacity to FFCA. It is consistent with the *Education Act, Occupational Health and Safety Act, and the Alberta Human Rights Act as well as FFCA Policy 19 – Welcoming, Caring, Respectful, Safe and Inclusive Learning and Working Environments, and AP-G-802.1 Occupational Health and Safety.*

Due to the evolving nature of COVID-19, and regular changes to direction or advice from the Ministry of Education and public health officials, this Administrative Procedure will be updated as required on a regular basis.

## DEFINITIONS

“Approved Vaccine” refers to a COVID-19 vaccine approved by the World Health Organization and includes Moderna, Pfizer-Biotech, AstraZeneca, and Janssen (Johnson & Johnson).

“Fully Vaccinated” refers to having received all of the doses required for a COVID-19 vaccine(s) approved by the World Health Organization (e.g., two doses of a two-dose vaccine, or one dose of a single-dose vaccine); and having received the final vaccine dose at least 14 days ago.

“PCR” refers to polymerase chain reaction test, which is a test to detect genetic material from a specific organism, such as a virus.

“POC” refers to rapid point-of-care diagnostic tests performed at or near the place where a specimen is collected, which provide results within minutes rather than hours.

“FFCA Workplace” includes all FFCA campuses, central office, associated lands and shared vehicles used for work purposes.

“FFCA Learning Location” includes any campus or off-campus location in which FFCA students are engaged in an authorized school-related activity or transportation to or from such activity.

## PROCEDURES

### 1. Application & Scope

- a) This Administrative Procedure applies to:
  - i) All FFCA employees including continuing, probationary, temporary, and casual administrative, teaching, and support staff.
  - ii) All FFCA substitute teachers
  - iii) Contractors and on-site visitors
    - (1) individuals who frequently attend FFCA workplaces or engage in FFCA-related activities or functions and have direct contact with FFCA students or staff including, but not limited to:
      - (a) contracted service providers such as registered psychologists, occupational therapists, speech and language pathologists, bus drivers, etc.,
      - (b) members of other partner agencies providing services in FFCA workplaces such as public health nurses or other Alberta Health Services personnel,
      - (c) post-secondary practicum students
    - (2) guest presenters
    - (3) members of other organizations providing services in FFCA workplaces including, but not limited to, delivery, utility company, or repair personnel
    - (4) volunteers (including Board Directors)
    - (5) members of groups utilizing any FFCA facilities under a rental agreement
  - iv) Volunteer supervisors for off-site field trips and activities

### 2. Vaccination Requirements & Timeline

- a) Effective October 30, 2021, all newly hired FFCA employees are required to be fully vaccinated against COVID-19 as a pre-condition of employment.
- b) Effective October 30, 2021, all new contractor agreements established will include mandatory vaccination as a condition of the agreement.
- c) Effective December 10, 2021, all employees, Directors, contractors, on-site visitors, and volunteers subject to this Administrative Procedure are required to be fully vaccinated with a COVID-19 approved vaccine prior to entering an FFCA workplace or learning location.
  - i) For a two dose vaccine series, employees must have received their second dose of an approved COVID-19 vaccine by November 26, 2021.
  - ii) For a single dose vaccine series (e.g. Johnson and Johnson), employees must have received their single dose by November 26, 2021.
  - iii) If recommended by Alberta Health, individuals subject to this Administrative Procedure must receive booster vaccination dose(s) appropriate to their type of vaccines in accordance with timelines established by the Superintendent or designate at that time.
- d) Employees are encouraged to schedule their COVID-19 vaccination appointments during non-working hours whenever possible, but if deemed necessary, they may access sick leave for vaccination appointments during working hours in accordance with their terms outlined in the FFCA Employment Handbook to a maximum of one-half day.

### 3. Proof of Vaccination

- a) All individuals subject to this Administrative Procedure must, along with photographic identification, provide proof of their vaccination status in one of the following acceptable forms:
  - i) government-issued COVID-19 Immunization Record (e.g. My Alberta Health)
  - ii) pharmacy-issued vaccination confirmation
  - iii) medical doctor – issued vaccination confirmation
  - iv) other forms as approved by the Superintendent or Designate
- b) Individuals subject to this Administrative Procedures must provide their proof of vaccination to the following FFCA individuals.
  - i) All FFCA employees are to provide proof of vaccination to the FFCA Human Resources Administrator via their Supervisor.
    - (1) Actual vaccination information will not be retained on file by FFCA. Upon the provision of proof of vaccination to the designated FFCA authority, an *AP-G-803.1.1 Confirmation of Vaccination form* will be completed and signed by the individual and their supervisor for addition to their personnel file.
  - ii) All substitute teachers are to provide proof of vaccination to the FFCA Human Resources Administrator directly.
    - (1) Actual vaccination information will not be retained on file by FFCA. Upon the provision of proof of vaccination to the designated FFCA authority, an *AP-G-803.1.1 Confirmation of Vaccination form* will be completed and signed by the Superintendent or designate for addition to their personnel file.
  - iii) All Contractors are to provide proof of vaccination to the Principal Educator, or designate, if in a campus, or the Superintendent, or designate, if in central office, for verification prior to entering the workplace or learning location.
    - (1) In situations where a contractor or on-site visitor attends the workplace frequently, an *AP-G-803.1.1 Confirmation of Vaccination form* can be completed and signed by the individual and designated FFCA authority and may be kept in a secure file only accessible to the Principal Educator, Superintendent, or their designate(s) with the consent of the contractor or visitor.
    - (2) If consent to maintain a copy of the *AP-G-803.1.1 Confirmation of Vaccination form* is not provided, the contractor or visitor must provide proof upon each entry to the facility.
  - iv) All on-site visitors and volunteers are to provide proof of vaccination to the Principal Educator, or designate, if in a campus, or the Superintendent, or designate, if in central office, for verification prior to entering the workplace or learning location.
    - (1) In situations where a volunteer attends the workplace or learning location frequently (e.g. board directors), a copy of the proof of vaccination may be kept on file by the site contact with the consent of the volunteer.
    - (2) If consent to maintain a copy of the proof of vaccination is not provided, the volunteer must provide proof upon request of the site contact.

### 4. Proof of Negative Testing Option

- a) Effective December 8, 2021, where an individual subject to this Administrative Procedure is unable or unwilling to provide proof of vaccination against COVID-19, the individual may access an FFCA workplace or learning location by providing the site supervisor or designate with photographic identification and documented proof of a negative COVID-19 molecular polymerase chain reaction (PCR) test or Rapid COVID-19 Antigen test result obtained within the 72 hours preceding their access to the FFCA workplace or learning location.

- i) For FFCA employees who work daily, proof of negative test results are to be provided to the site supervisor or designate upon arrival to the site on the first and third operational days of the week (typically Mondays and Wednesdays).
- b) Proof of a negative test result can include:
  - i) a test report from AHS, medical office under the authority of a physician, pharmacy or other third-party testing site approved by FFCA and must include the following information:
    - (1) Name of individual tested
    - (2) Name of organization performing the test
    - (3) Name of test performed
    - (4) Date the test was performed
    - (5) Test result
  - ii) A date/time stamped photograph of a rapid test strip showing a negative test result, with the date written in marker on the cartridge, and photo ID beside may be considered depending on available processes for collection with the approval of the Superintendent or designate.
- c) The method of providing the proof of negative test result will be determined by the Superintendent or designate and communicated to all relevant personnel in advance of the deadline for providing such results.
- d) Any changes to the process for the provision of negative test results will be communicated to all relevant personnel in advance of the deadline for providing such results.
- e) Cost of Testing
  - i) FFCA will make arrangements for the provision of rapid tests to all unvaccinated employees to be self-administered, and/or will establish a partnership with a third-party provider to administer rapid tests with the associated costs to be covered by FFCA.
  - ii) Should an employee elect to use a different means of testing than that provided for, or arranged by, FFCA, any costs associated with obtaining proof of a negative COVID-19 test will become the responsibility of the employee.

## 5. Confidentiality

- a) Information relating to any individual's proof of vaccination and/or proof of negative test results will remain in their confidential personnel file or secured file accessible to the Superintendent, Principal Educator or their designates only, for the purposes of ensuring the safety of employees, contractors, and local communities, in the event of a COVID-19 outbreak.

## 6. Employee Voluntary Unpaid Leave of Absence

- a) FFCA will, upon request, consider a temporary unpaid leave of absence for an Employee subject to this Administrative Procedure who wishes to not vaccinate or provide proof of negative COVID test results every 72 hours.
  - i) Terms of the temporary leave of absence will be determined by the Superintendent or designate in consultation with the employee.
  - ii) The leave of absence will be reviewed on a regular basis or upon the revision or rescindment of this Administrative Procedure.

## 7. Non-Compliance

- a) It is a violation of this Administrative Procedure to:
  - i) access an FFCA workplace or learning location without fully complying with this Administrative Procedure;
  - ii) fail to report vaccination status or COVID-testing status as required in this Administrative Procedure; or
  - iii) provide false, misleading, or otherwise dishonest information to FFCA in relation to this Administrative Procedure.
- b) Employees failing to comply with the terms of this Administrative Procedure may be subject to disciplinary action. Non-compliance issues will be addressed on a case-by-case basis. Interventions may include, but are not limited to:
  - i) Supervisor discussion of concerns,
  - ii) Superintendent or designate discussion of concerns with the employee,
  - iii) Formal warning or reprimand,
  - iv) Suspension of employee without pay,
  - v) Termination of employment
- c) Contractors, on-site visitors, and volunteers failing to follow this Administrative Procedure will be prohibited from entering FFCA workplaces or learning locations. FFCA may pursue the modification or termination of contractor agreements as deemed necessary.

## 8. Ongoing Safety Measures

- a) FFCA will continue to closely monitor its COVID-19 risk mitigation strategy and the evolving public health information to ensure that it continues to optimally protect the health and safety of employees in the workplace and the public that they serve.
- b) Regardless of vaccination status, unless a legislated or regulatory exemption applies, all FFCA employees are expected and required to continue to comply with applicable health and safety measures to reduce the hazard of COVID-19, including but not limited to:
  - i) to compliance with established workplace access controls (e.g. screening),
  - ii) wearing a mask or face covering,
  - iii) using provided PPE,
  - iv) maintaining appropriate physical distancing, and
  - v) self-monitoring of potential COVID-19 symptoms
  - vi) any other measure identified in FFCA's *COVID-19 Response Plan*.

## 9. Extension or Expiry of this Temporary Administrative Procedure

- a) This Administrative Procedure expires on September 30, 2022 unless extended by the Superintendent or designate.
- b) Any extension of this Administrative Procedure will include an identified expiry date approved by the Superintendent or Designate
- c) Any extension of this Administrative Procedure will be posted on the FFCA website and shared with all known relevant parties by August 31, 2022.

### Legal References:

Alberta Human Rights Act  
Education Act  
Occupational Health and Safety Act  
Policy 19: Welcome, Caring, Respectful, Safe, Inclusive Learning and Working Environments  
National Advisory Committee: [Recommendations on the use of COVID-19 vaccines](#)  
Government of Alberta: [Alberta COVID-19 Immunization Policy](#)

Original Approval:

Approved Revisions:



AP-G-803.1.1

**COVID-19 CONFIRMATION OF VACCINATION FORM**

In accordance with FFCA Administrative Procedure *AP-G-803.1 COVID-19 Required Vaccinations or Testing for Employees, Contractors, On-site Visitors, and Volunteers*, all FFCA employees, substitute teachers, contractors, on-site visitors, and volunteer supervisors for field trips are required to provide proof of COVID vaccination or proof of negative COVID test within 72 hours. **Please read *AP-G-803.1* prior to completing and/or signing this form.**

This form is to be completed and signed by all persons providing proof of COVID-19 vaccination and either:

- a) their direct supervisor (if an employee), or
- b) the site Principal Educator, Superintendent, or designate (if contractor, on-site visitor, or volunteer consents to a record of their vaccination status being maintained on file)

TO BE COMPLETED BY INDIVIDUAL

Name: \_\_\_\_\_

Relationship to FFCA:      Employee              Contractor              On-site visitor              Volunteer

E-mail Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Date of Final Dose (YYYY-MM-DD): \_\_\_\_\_

Signature: \_\_\_\_\_

TO BE COMPLETED BY SUPERVISOR, SUPERINTENDENT, PRINCIPAL EDUCATOR, OR DESIGNATE

Form of Proof of Vaccination Status Provided (initial which of following approved forms was provided):

- government-issued Immunization Record              physician-issued vaccination confirmation
- pharmacy-issued vaccination confirmation              other (specify) \_\_\_\_\_

FFCA Official's Name: \_\_\_\_\_

FFCA Official's Signature: \_\_\_\_\_

Date Proof of Vaccination Provided: \_\_\_\_\_



## **AP-I-101.1 Registration and Admission of Students Administrative Procedures**

### **BACKGROUND & RATIONALE**

In order to create an opportunity for all families that would like to join the FFCA community, we moved to a lottery system for any student (other than siblings or priority status students) added to the waitlist as of October 1, 2016. Due to the long waitlists and high retention rate at FFCA, we have had to implement the following procedures to ensure all stakeholders are aware of our admissions process. The first step to registration at FFCA is the submission of a Waitlist Application online. This includes uploading a copy of the birth certificate, a document verifying the student's home address, and a current report card (if already attending school). The placement at a campus is determined by the home address and grade level.

### **PROCEDURES**

#### **Campus Designation**

FFCA has defined attendance boundaries for each campus. Students are assigned to a campus according to their home address. During your child's registration, you will be required to produce the original of one of the following documents to verify your home address (either a driver's license, offer to purchase/lease, or utility bill). Please notify the waitlist coordinator by November 30 to ensure you are placed on the correct waitlist if you plan to move before the following school year. If the child does not live within the campus boundary and no arrangements were made regarding an impending move, they will be transferred to the correct waitlist. Children are then sorted on the new waitlist according to their original application date, if they are on the Ranked System. If in the Lottery System, they will be added to the lottery pool for the new campus. Once the lottery is run after renewal, the waitlists are SET. Those students will be placed at the end of the list and only accessed IF the ranked and/or lottery list is exhausted and there are seats remaining. The following year, the student will be returned to the waitlist according to their status, either ranked or lottery, as before and considered for a seat either in their ranked order or by lottery result. School bus transportation is available at a fee for those living within the defined campus boundaries.

Families living outside Calgary city limits may choose the campus they wish their child(ren) to attend. If they want to access an existing bus route within city limits, parents can pay the applicable bus fees, provided there is space available on that route for additional passengers.

#### **Internal Transfer Requests**

FFCA will only accommodate an Internal Transfer after a student has completed one full year with FFCA – exceptions may be made for children of staff. The transfer requests are done through the Online Waitlist System. Both parents/guardians must be aware of the transfer request and they must both be listed on the application (exceptions can be made accordingly with an uploaded custody order). FFCA STAFF: ensure all communication is done through email and that both parents/guardians are always included.

If your family is moving to a home outside the boundary of your child's current campus, your child may remain at that campus, but you will be responsible for transporting your child to and from school. Bussing is not available outside the designated campus boundaries. If you require

transportation, you will need to apply for an internal transfer to the campus designated for your new address. Internal transfers take effect in Aug/Sep of each year; there are no mid-year transfers. You may apply on or after the first day of school for the following school year, and the application should be in place by March 1 to have the best opportunity to transfer for the upcoming school year. Transfers depend on a seat becoming available in the grade your child requires at the desired campus. We cannot guarantee that space will be available for all of your children in the same year. Please see #1 and 3 (Internal Transfer Requests) below for additional information.

If the Internal Transfer Request is NOT accommodated and you would like your child to remain on the list for the following year, you will be required to renew the application during the fall renewal period to maintain the order in which you applied for the transfer.

## **Waitlist**

Students are accepted from the waitlist in the following order:

1. **Internal Transfer Request (students at multiple campuses).** A parent who has children attending different FFCA campuses (one inside the defined attendance boundary and one outside the defined attendance boundary) may request an internal transfer to the designated campus within the defined attendance boundary. See Internal Transfer Requests above.
2. **Deferred Admission Priority Status.** FFCA campus administration, in consultation with parents, and other professionals who work with the child, feel that delayed admission to FFCA combined with intensive (PUF) support in another pre-kindergarten and/or kindergarten program provides the greatest chances of short and long term success for the child. Terms:
  - 2.1. Student is eligible for a place in an FFCA kindergarten class based on their position on the waitlist or name being selected in the lottery AND student is receiving / eligible to continue to receive PUF funding through another educational agency.
  - 2.2. Student will be placed on a Deferred Admission Priority List for Grade 1 (based on date of admission deferral) for the following school year as determined by campus administration, in consultation with parents.
  - 2.3. Student will be offered a place in grade one following re-registration of existing students PRIOR to internal transfers and admission of siblings or waitlist students in accordance with *AP-I-101.2 Kindergarten Admission and Orientation* AND under the following conditions:
    - 2.3.1. space exists in grade one.
    - 2.3.2. the campus administration, in consultation with parents, feel that the student has a reasonable likelihood of being successful in grade one.
    - 2.3.3. should parents choose to have their child repeat kindergarten and the Alberta Education funding has been exhausted (funding eligibility is evaluated on an individual basis as outlined in the *Base Instruction Funding Manual*), they can do so upon payment of the cost of the program. Refer to *AP-I-101.2 Kindergarten Admission and Orientation* for further details.
    - 2.3.4. if space is not available in grade one and the child is not repeating kindergarten, the student may remain on the deferred list for an additional year after which they are placed back on the waitlist with their original date of entry.
    - 2.3.5. If parents deny placement into grade one when offered a position, the student's name will be removed from any waitlist.



3. **Internal Transfer Requests.** A parent with a child who attends an FFCA campus may request to transfer to a different campus according to the Internal Transfer Requests Procedure above. Requests will be processed in the following prioritized order:
  - 3.1. the family has moved to a home within the campus boundary,
  - 3.2. a staff member with a child already attending FFCA, and
  - 3.3. convenience requests from all other parents.
  
4. **Sibling Status.**
  - 4.1. A child who has a brother or sister attending FFCA for at least one full academic year, will be granted sibling status. Their application date is then changed to reflect the date they became a sibling on the wait list. They will be sorted by the new application date on the sibling list.
  - 4.2. A child of a current, permanent staff member will be granted sibling status. Their application date is the date they submitted their wait list application. Employees who resign their position at FFCA will no longer continue to have sibling status for their children on the wait list. This does not apply during an approved leave of absence or maternity leave but would apply in the event of a resignation at the conclusion of the leave.
  - 4.3. Once a student leaves FFCA, their siblings will be eligible for sibling status for the following academic year only. The sibling/s will then be sorted by the application date on the general wait list. Should the application date be after October 1, 2016, the sibling will be added to the future lottery pool. If parents request Priority Status for the exiting FFCA student, this status does not apply to siblings who do not attend FFCA.
  
5. **Priority Status.** In the event that a student must withdraw from FFCA and may be returning after a period of time, it is possible to obtain Priority Status from the Principal Educator prior to their departure. Parents must fill in a waitlist application to have their child's name added to the waitlist, and the application must be renewed on time in order to maintain Priority Status. Priority status is effective for a maximum period of two years. The entry date onto the waitlist for priority status students is determined by the last date of attendance. Priority status does not apply to siblings who do not attend FFCA.
  
6. **General Wait List.** All other ranked children on the waitlist are sorted according to entry date. Beginning on October 1, 2016, all children/students added to the waitlist will no longer have a rank but will be chosen by lottery.

If a parent declines admission or an intake interview, the child will be removed from the Waitlist or have the application date removed and be added to the future lottery pool.

### **Grade Placement**

Grade placement will be determined by the Principal Educator for the campus of enrollment as per *AP-I-301.2 Student Evaluation and Grade Placement*.

### **Fees**

Required fees will be paid at the time of registration, as per *AP-D401.1 School Fees*.

## Registration Process – waitlist children

For Kindergarten Admission information, please see *AP-I-101.2 Kindergarten Admission and Orientation*.

### Pre-registration

After re-registration for current students has taken place, campuses will contact families from the waitlist between April and September according to the defined order above. Parents may be contacted, via email, to have the child take part in an intake interview. Emails are sent to those families whose child's rank order or selection from the lottery list would make them eligible for a possible placement. This pre-registration process requires parents to provide the most recent report cards among other documents (see 'Campus Designation' section above) and respond by the deadline indicated in the email. Timelines are set for this step to be completed, and failing to do so will jeopardize a child's placement.

- Communication will be provided to parents/guardians using all available contact information, and campuses will make every effort to inform parents when steps have not been completed.
- We only accept students up to September 30; therefore, the deadlines can be very tight in order for us to ensure we have reached our budgeted student count.
- In September, parents/guardians will need to accept the placement **within 24 hours of the offer** to move to the registration process to confirm their child's attendance at FFCA.
  - If parents are contacted on or after September 15 and they choose to decline in order to limit the disruption to their child's academic year, the student will not lose their application date.
- A decline in all other circumstances (including no response to our communication) will result in the child's name being removed from the waitlist or added to the lottery pool.

### Lottery System

A lottery system was implemented on October 1, 2016. All children added to the waitlist as of that date will not have a rank associated with their name. Any waitlist that exhausts all ranked children will move to a lottery to determine admission. While our first kindergarten lottery will be 2022/23, other grades may move to a lottery sooner or later than that due to the differing lengths of waitlists and the rate at which current students transfer out.

### Child Placement

Placement will be confirmed with parents/guardians and steps will be provided for registration and payment of fees. Parents/guardians are required to complete the online registration and pay fees in a timely manner, as per 'Pre-registration' section above, to assure their registration.

### Parent Orientation

- A session will be held for parents/guardians whose child has been placed in a class at FFCA. Attendance at this session is strongly encouraged.
- This session provides information on items such as:
  - Uniform information (AP-I-501.1 Uniforms and Policy 14 Uniforms)
  - Grade-level expectations
  - School supplies
  - Parent Partnership
  - School calendar

### Family Orientation Conferences

- Prior to the first day of school, a mandatory conference is scheduled for parents/guardians and their child to meet with the assigned teacher or grade-level teachers, as per *AP-I-301.3 Family Orientation Conferences*.

### **Re-Registration Process – current FFCA students**

In the spring, each individual campus will send home information regarding the process for completing re-registration through the online system by the dates indicated. Any opening that comes available due to a current student not re-registering will be filled from the waitlist according to the defined order above. If the family has moved or plans to move, see Internal Transfer Request process above.

Original Approval Date: September 13, 2012  
Revision Dates: May 21, 2020; November 15, 2021  
References: Education Act  
Charter Schools Regulation  
AP-I-101.2 Kindergarten Admission and Orientation  
AP-I-301.2 Student Evaluation and Grade Placement  
AP-I-301.3 Family Orientation Conferences  
AP-D-401.1 School Fees



## AP-I-101.2 Kindergarten Admission & Orientation Administrative Procedures

### BACKGROUND & RATIONALE

FFCA accepts kindergarten children annually and is committed to providing a high-quality academic kindergarten program. This administrative procedure outlines the process we follow for kindergarten admission.

### PROCEDURES

#### 1. Age Requirement

- 1.1. Children must be five years of age on or before December 31 to be eligible for kindergarten admission.
- 1.2. Given the academic focus of our kindergarten, parents/guardians are encouraged to consider their child's developmental readiness for such a program. It is permissible for a child to delay entrance to kindergarten as long as:
  - 1.2.1. Children who have received an ESL code or gifted and talented code are not older than five years six months by September 1.
  - 1.2.2. Children who have previously received ECS funding are younger than six years of age by September 1 of that school year, AND the child has spent less than the number of years in the program for which they are eligible.
  - 1.2.3. Children are younger than seven years of age by September 1 of that school year AND have not received any prior ECS funding.
- 1.3. Refer to Alberta Education Base Funding Manual for details.

#### 2. Pre-registration Information Session

- 2.1. The first step of the pre-registration process is to collect the required documents. Parents must have all documents uploaded to the online waitlist system for verification by the campus' deadline. These documents include citizenship, address verification, and when applicable, ESL/IPP reports and custody information.
  - 2.1.1. If the child does not live within the campus boundary, they will be moved to the correct waitlist. Children are then sorted on the new waitlist according to their original application date, if they are on the Ranked System. If in the Lottery System, they will be added to the lottery pool for the new campus. Once the lottery is run after renewal, the waitlists are SET. Those students will be placed at the end of the list and only accessed IF the ranked and/or lottery list is exhausted and there are seats remaining. The following year, the student will be returned to the waitlist according to their status, either ranked or lottery, as before and considered for a seat either in their ranked order or by lottery result.
- 2.2. Each elementary campus invites parents/guardians, by email, to a kindergarten information night. Campuses review the Alberta Student Numbers to determine if all children are eligible to receive kindergarten funding. When it is identified that a child has used all their base instruction funding or are ineligible because of their age, parents/guardians are informed in writing of their options:
  - 2.2.1. Move to the grade 1 waitlist, or
  - 2.2.2. Pay for the funding of kindergarten for their child.
- 2.3. Invitations are sent to those families whose children's rank order or selection from the lottery list would make them eligible for a possible placement. This information evening is a crucial step in the registration process. Invitations are sent prior to registration with the intention of:

- 2.3.1. Initiating the registration process during which parents/guardians are required to respond in a timely manner to each step.
- 2.3.2. Familiarizing parents/guardians on the waitlist with the unique aspects of the kindergarten program and FFCA as a whole so they may make an informed decision about the best placement for their child.
- 2.3.3. Building awareness with the parents/guardians of what we can and cannot offer regarding educational programming in our school.
- 2.4. Registration information is distributed to parents/guardians following the information evening. Email communication is sent to any parents who did not attend the parent information evening requesting confirmation of their intention to continue with the registration process. Without this confirmation, registration cannot proceed.

### 3. Intake Interviews

- 3.1. School staff will schedule intake interviews with families in accordance with their rank on the waitlist or selection from the lottery list.
- 3.2. When the school does not receive a response from the parent/guardian to schedule an interview, an email will be sent. If no response is given, follow-up communication will occur two further times (using all provided contact information). If no response is received at this time, the school will move to schedule the next child on the waitlist. A final email will be sent to inform parents/guardians their child has been removed from the waitlist.
- 3.3. The intake conferences provide an opportunity for:
  - 3.3.1. Parents/guardians to clarify any questions or concerns they may have regarding our unique programming.
  - 3.3.2. The collection of basic student information via parents'/guardians' completion of the kindergarten general information form and kindergarten registration form.
- 3.4. Intake interviews consist of administering a standardized kindergarten readiness tool and gathering parental/guardian information about the child.
- 3.5. Intake Interviews are conducted by certificated teachers through scheduled appointments.

### 4. Child Placement & Registration

- 4.1. Kindergarten placement will be considered by the Principal Educator for the campus of enrollment as per *AP-I-301.2 Student Evaluation and Grade Placement*.
- 4.2. Parents/guardians will be made aware of any concerns or recommendations prior to any placement offer. This may include consideration of deferred admission or delayed entry if the child meets the criteria for late entry to kindergarten.
- 4.3. When a recommendation for deferral is initiated, a standardized documentation process will be followed by the campus administrator, in consultation with the teacher. This process will involve gathering all pertinent information needed to inform the recommendation for deferral (refer to documentation template). When recommendation for delayed entry is made, campus administrators will ensure funding is available and follow the necessary steps outlined in the documentation process for recommending a delayed entry to kindergarten.
- 4.4. Parents/guardians will need to accept the placement to move to the registration process to confirm their child's attendance in kindergarten at FFCA. Timelines are set for this step to be completed, and failing to do so will jeopardize a child's placement in a kindergarten class.
  - 4.4.1. Communication will be provided to parents/guardians using all available contact information, and campuses will make every effort to inform parents when steps have not been completed.
  - 4.4.2. We only accept students up to September 30; therefore, the deadlines can be very tight in order for us to ensure we have reached our budgeted student count. In September, parents/guardians will need to accept the placement **within 24 hours of the offer** to move to the registration process.

- 4.4.2.1. If parents are contacted on or after September 15 and they choose to decline in order to limit the disruption to their child's academic year, the student will not lose their application date.
- 4.4.2.2. A decline in all other circumstances (including no response to our communication) will result in the child's name being removed from the waitlist or added to the lottery pool.

4.5. Required fees will be paid at the time of registration, as per *AP-D-401.1 School Fees*.

4.6. For further details, see *AP-1-101.1 Registration and Admission of Students*

## 5. **Parent Orientation**

5.1. See Parent Orientation in *AP-1-101.1 Registration and Admission of Students*

## 6. **Family Orientation Conferences**

6.1. See Family Orientation Conferences in *AP-1-101.1 Registration and Admission of Students*

## 7. **Lottery System**

7.1. See *AP-1-101.1 Registration and Admission of Students*

Original Approval Date: April 12, 2010  
Revision Dates: January 7, 2020; November 15, 2021  
References: Education Act  
Alberta Education Funding Manual for School Authorities Section 1.1  
Charter Schools Regulation  
AP-I-101.1 Registration and Admission of Students  
AP-I-301.2 Student Evaluation and Grade Placement  
AP-I-301.3 Family Orientation Conferences  
AP-D-401.1 School Fees



# ANNUAL EDUCATION RESULTS REPORT 2020-21



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## **MESSAGE FROM THE BOARD CHAIR**

2020-21 was perhaps the most unique and challenging year in FFCA's history. While the previous year faced the spring disruption of in-person classes due to COVID, 2020-21 saw us faced with the challenge of educating our students under pandemic conditions which impacted virtually every area of school operations. Adding to the challenge at FFCA was the provincial expectation that we provide an online learning option for families not yet ready to send their students to school during the pandemic. As a result, almost 20% of FFCA students elected to complete at least one-third of the school year learning from home with over 700 students completing the entire school year remotely. On top of COVID's impact, our high school faced the additional challenge of needing to split into two separate campuses on an emergent basis. With very little notice, our administration, staff, and families all had to adjust to an unexpected situation on short notice.

As such, the results highlighted in this year's report reflect a very different reality than usual. In many cases, our results are less complete than they would have been in a typical school year. The 2020-21 Alberta Assurance data omitted provincial examination performance measures as examinations were made optional and very few were written. The provincial shift to the new Assurance framework resulted in a reduction in baseline and comparative data, as well as many evaluation measures. Given COVID restrictions, FFCA limited our local year-end survey to staff and parents.

With the challenges and limitations we faced, FFCA is very pleased that 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 those that are reflected in the data and the significant successes that are not. 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.

This success is the product of a caring community, working collaboratively towards a common goal of student success in academics and character development. In this extra challenging year, teachers, administrators and support staff went above and beyond FFCA's usual high expectations to meet the needs of our students and families, perhaps more than ever before. Their commitment was an extremely large part of this being a uniquely successful year at FFCA.

## **ACCOUNTABILITY STATEMENT**

The Annual Education Results Report for Foundations for the Future for the 2020-21 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 2020-21 school year was approved by the Board on November 24, 2021.



Jeff Wilson  
FFCA Board Chair

## HIGHLIGHTS

Many highlights arose from our ability to meet the unique challenges of 2020-21. These included:

### Safe School Operations during COVID

In a usual year, keeping staff and students healthy while maintaining continuity of instruction would seem like a low bar for success, but doing so during a pandemic required tremendous effort and commitments of many. FFCA developed and implemented a COVID re-entry plan that included the



preparation of buildings, teaching of hygiene practices, establishment of cohorts and activity modification, monitoring and tracking of positive cases, and the short-term transition to online learning for individual classes, whole campuses, or all of FFCA as needed. One of our campuses created a COVID-friendly outdoor gym. 96% of our parents and staff were satisfied or very satisfied with our COVID plan implementation 95% of our parents and staff were satisfied with our response to quarantine incidents.

### Successful Opening and Operation of an Online Campus

In short order, FFCA was able to hire and place staff, enroll and transfer students, resource (including technology) teachers and students, and deliver a high quality online instruction program for almost 800 students from all 8 of our campuses. This also required us to make rapid adjustments to our bussing with the accompanying drop in ridership levels. We were very appreciative of the supplemental COVID funding which allowed this to occur.

### Successful Opening and Operation of a South High School Campus

On an emergent basis, FFCA was able to move over 400 south students in grades 9-12 to a new campus location. Thanks to the partnership of the Calgary Board, our south students were able to attend school in the Dr. Norman Bethune building where we have a 4-year lease. Intensive work of our facilities and tech services teams, in addition to the outstanding commitments of site administrators and teachers allowed the high school to open just over one-week later than planned. The campus operated as a single school under a shared admin team for the year. While programming options were reduced with the smaller student populations in the two campuses, the campuses provided the full core academic and leadership programs as required by our charter in very difficult circumstances.

### Completion of North High School Replacement Design

FFCA, under the leadership of Alberta Infrastructure, and in partnership with Gibbs Gage architects, completed the design process of the North High School replacement project. The replacement high school is a 1000-student building and the design will allow for the north high school students to remain, albeit in tight quarters, in the south portion of the existing building during construction. The projected opening of the new building is fall 2023 with full site completion by summer 2024.



## CHALLENGES

### Specialized Learning Supports

FFCA continues to provide the most inclusive education supports that we can given our limited resources. However, the \$2 million funding deficit for specialized learning support that we experience relative to a comparable resident school board is now beginning to directly impact our ability to provide specialized learning supports for our students with the greatest needs. We no longer had the reserve funds necessary to maintain our levels of specialized learning support staff. As a result, our campuses had fewer educational and ESL assistants to work directly with our students with specialized learning needs.

## ALBERTA ASSURANCE MEASURES SUMMARY

Although much of the usual data is missing, we are including our summary table of results on the core Alberta Assurance measures to provide both historical and current context. On the only two measures for which we do have accurate and complete evaluative data, FFCA maintained its performance at the top achievement level of ‘very high’. While not significant, we did observe a slight drop in the perceived education quality, but this is not surprising given the impact of COVID.

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	88.2	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	88.8	87.3	87.1	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	96.3	95.3	94.9	83.4	80.3	79.6	Very High	Maintained	Excellent
	5-year High School Completion	95.1	96.6	97.1	86.2	85.3	84.8	Very High	Maintained	Excellent
	PAT: Acceptable	n/a	n/a	94.3	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	41.2	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	94.1	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	45.2	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.7	92.4	93.0	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.0	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	83.9	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	86.6	86.8	87.6	79.5	81.8	81.4	n/a	n/a	n/a



## STUDENT GROWTH & ACHIEVEMENT RESULTS

*Outcome 1: Students will achieve academic excellence in relation to the core knowledge, skills and competencies identified in the Alberta Ministerial Order on Learning and programs of study.*

Provincial Measures	Results (in percentages)				
	2017	2018	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	93.2	95.5	92.7	n/a	n/a
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	41.0	49.4	41.1	n/a	n/a
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	92.7	94.4	94.1	n/a	n/a
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	34.7	40.5	42.0	n/a	n/a
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	92.2	93.9	89.8	93.4	n/a
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	93.9	95.8	91.5	95.3	96.3
High School Completion Rate – Percentage of students who completed high school within four years of entering Grade 10.	96.9	96.3	96.0	92.4	97.2
High School Completion Rate – Percentage of students who completed high school within five years of entering Grade 10.	95.5	97.5	97.3	96.6	95.1
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.3	0.1	0.0	0.4	0.0
High school to post-secondary transition rate of students within four years of entering Grade 10.	77.7	76.6	83.7	77.3	83.6
High school to post-secondary transition rate of students within six years of entering Grade 10.	90.0	93.0	93.9	94.0	95.1
Percentage of Grade 12 students who qualified for a Rutherford Scholarship.	86.6	90.4	93.7	90.7	90.6
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	70.2	69.6	70.9	76.3	88.0
Percentage of teachers, parents and students who agree that students are engaged in their learning at school.	n/a	n/a	n/a	n/a	88.2

### Comments

FFCA students continue to excel academically. Although the absence of provincial examination data makes an objective assessment difficult, based on school-level marks, 90.6 students qualified for the Rutherford scholarships which is consistent with our pre-COVID levels. Our 3-year graduation rate actually hit its highest level in at least five years with 96.3% graduating. Also at or near its five-year high is the percentage of students transitioning to post-secondary schooling. 83.6% of our students are going to post-secondary school within 4 years of entering grade 10 and 95.1% of students are attending post-secondary programs within six years of entering grade 10.



*Outcome 2: FFCA students develop their character and leadership capacity through an intentional, integrated, and distinctive approach to character and leadership education that has evolved to help students to develop the foundational competencies needed now and in the future locally and globally.*

Provincial Measures	Results (in percentages)				
	2017	2018	2019	2020	2021
Overall teacher, parent and student agreement that students model the characteristics of active citizenship.	88.7	86.3	87.6	87.3	88.8

Local Measures	Results (in percentages)				
	2017	2018	2019	2020	2021
Percentage of students who agree (or strongly agree) that their campus provides opportunities to develop character and leadership.	93	91	92	n/a	n/a
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	n/a	83
Percentage of students who agree (or strongly agree) that their campus supports student-developed service learning projects and focus.	89	88	89	n/a	n/a
Percentage of staff, students and parents who are satisfied (or very satisfied) with their knowledge about the elements of digital citizenship.	94	95	95	n/a	91*
Percentage of staff and students who agree (or strongly agree) that they apply the elements of digital citizenship.	94	93	94	n/a	n/a

\*result does not include students

**Comments**

With limited measures available, we are able to identify that character, leadership, and citizenship remain strengths at FFCA. However, there was a noticeable drop in satisfaction with service learning activities. This is not a surprise given the impact of COVID restrictions which curtailed most of service learning across all of our campuses.

**TEACHING & LEARNING RESULTS**

**\*Charter Goal: 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.**

Provincial Measures	Results (in percentages)				
	2017	2018	2019	2020	2021
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	93.1	92.8	93.8	92.4	91.7

**General Comments**

Teacher, parent, and student satisfaction with the overall quality of basic education at FFCA remained well over 90%. The quality of teaching and learning at FFCA is supported by the processes outlined in our administrative procedures for the growth, supervision and evaluation of all teachers and administrators. There was a slight drop in overall satisfaction for the second consecutive year which is consistent with anecdotal reports from all stakeholders who largely attribute this to the impact of COVID. We will continue to monitor this performance indicator.





*Outcome 3: 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.*

Local Measures	Results (in percentages)				
	2017	2018	2019	2020	2021
Percentage of students who feel (strongly) that their learning is improved by the teacher's use of digital technologies.	94	93	93	n/a	n/a
Percentage of students who feel (strongly) that they are being taught how to improve their learning using digital technologies.	-	83	82	n/a	n/a
Percentage of parents satisfied (or very satisfied) with their children's use of digital technologies to support and enhance learning.	-	92	94	n/a	98
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	89
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	86
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	84
Percentage of staff satisfied (or very satisfied) with their ability to access technologies to support student learning.	-	88	87	n/a	72
Percentage of staff satisfied (or very satisfied) with their students' ability to access technologies necessary for their learning.	-	87	85	n/a	69

**Comments**

Staff satisfaction with a number of measures related to digital technology integration into teaching and learning was noticeably lower in 2020-21 than when it was last measured in 2019-20. On the surface, this may seem surprising given that the amount of technology integration has increased with the short term or long-term shifts to online teaching and learning all staff and students due to COVID. However preliminary exploration of these results indicate that the forced shift to greater use of technology has both increased the capacity to use technology and the ability to recognize limitations among student and staff ability and access to various technologies.

*Outcome 4: 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.*

Local Measures	Results (in percentages)				
	2017	2018	2019	2020	2021
Percentage of students who feel (strongly) that they are provided feedback that helps them know how to improve their learning.	87	88	87	n/a	n/a
Percentage of parents satisfied (or very satisfied) with the school's communication of their children's learning outcomes.	-	92	95	n/a	94
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	94
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	95
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	92
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	90
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	95

**Comments**

The measures on the assessment and reporting outcome also decreased from 2019. While further exploration will be necessary, preliminary exploration indicated that this may be because of perceived inconsistencies with our recently developed assessment and reporting framework and our current reporting practices. We are embarking on a review of reporting practices in the 2021-22 school year and will be monitoring these results closely.

*Outcome 5: FFCA builds, supports and leverages the leadership capacity of our staff in achieving our charter vision, mission, strategic goals and educational priorities.*

Performance Measures	Results (in percentages)				
	2017	2018	2019	2020	2021
Percentage of staff who are satisfied (or very satisfied) with the opportunities they have to take on leadership roles that promote ethical citizenship.	93	95	93	n/a	70
Percentage of staff who are satisfied (or very satisfied) with the opportunities you have to be involved in school decision-making?	New Measure			n/a	68

**Comments**

We experienced a significant drop in both measures related to staff leadership. In some ways this may not be surprising given the impact of COVID. The increased volume of organizational decisions, including many of a time-sensitive nature highlighted the limitations of, and reliance on, our existing staff engagement structures. However, preliminary exploration of this drop shows that while COVID and other urgent challenges may have exacerbated the challenges of engaging with and leveraging staff leadership, there may be other factors to be considered. The board and system leadership at FFCA will be exploring these results further and developing a plan for improved engagement with staff in the 2021-22 school year.

## INCLUSION & LEARNING SUPPORTS RESULTS

**Outcome 6:** *Students with specialized learning and social-emotional needs (e.g. ESL) are effectively supported in their learning in a manner consistent with the charter’s distinctive approach to teaching and learning and prohibition of individualized program plans.*

Provincial Measures	Results (in percentages)				
	2017	2018	2019	2020	2021
Percentage of students, parents, and teachers who agreed that students have access to appropriate supports and services at school.	n/a	n/a	n/a	n/a	83.9
Overall percentage of ESL students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	92.0	n/a	n/a
Overall percentage of ESL students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	31.3	n/a	n/a
Overall percentage of ESL students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	88.0	n/a	n/a
Overall percentage of ESL students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	16.7	n/a	n/a
Percentage of ESL students writing four or more diploma exams within three years of entering Grade 10.	88.6	90.2	96.7	n/a	n/a
High School Completion Rate – Percentage of ESL students who completed high school within three years of entering Grade 10.	91.1	97.6	96.7	97.1	n/a
High School Completion Rate – Percentage of ESL students who completed high school within five years of entering Grade 10.	100	100	97.2	100	n/a
Drop Out Rate - annual dropout rate of ESL students aged 14 to 18	0.0	0.0	0.7	0.0	n/a
High school to post-secondary transition rate of ESL students within four years of entering Grade 10.	78.7	85.0	82.6	86.2	n/a
High school to post-secondary transition rate of ESL students within six years of entering Grade 10.	94.8	93.4	95.2	97.0	n/a
Percentage of Grade 12 ESL students who qualified for a Rutherford Scholarship.	81.1	88.6	83.3	83.8	n/a

Local Measures	Results (in percentages)				
	2017	2018	2019	2020	2021
Percentage of staff satisfied (or very satisfied) with their ability to foster equality and respect for all students.	-	100	98	n/a	95
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	92
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	80
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	81

### Comments

Students, parents and teachers report satisfaction levels with access to appropriate supports and services far (8%) below their overall satisfaction with basic educational quality indicating this is an area of concern. As indicated in the challenges section of this report, the ability of FFCA to support the students who require specialized learning supports has been impacted both by COVID, and by reductions in support staff who prioritize this work given our funding limitations. As a result, staff are reporting a decrease in satisfaction with their ability, or that of the school, to meet the learning and social-emotional support needs of all students.



*Outcome 7 FNMI students are effectively supported in their learning.*

**Comments**

FFCA did not have a sufficient number of self-identified FNMI students to obtain performance data on any of the provincial measures.

**GOVERNANCE RESULTS**

*Outcome 8 Parents, staff and students highly satisfied with the leadership of the Board and administration in providing an excellent educational experience at FFCA.*

Provincial Measures	Results (in percentages)				
	2017	2018	2019	2020	2021
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.	92.1	89.3	90.6	90.4	91.6
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.	91.5	92.0	86.2	92.5	94.6
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	84.7	89.9	86.0	86.8	86.6
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.	83.0	82.7	84.3	85.1	81.6

Local Measures	Results (in percentages)				
	2017	2018	2019	2020	2021
Percentage of parents who are satisfied (or very satisfied) with the opportunities they have to be involved within their school community.	96	95	97	n/a	92
Percentage of parents and staff who are satisfied (or very satisfied) with the leadership that is demonstrated by the FFCA Board of Directors?	New Measure			n/a	88
Percentage of parents and staff who are satisfied (or very satisfied) with the way the FFCA Board of Directors keeps you informed about their work?	New Measure			n/a	88

**Comments**

FFCA's performance on most governance measures was maintained at very high levels. However, the percentage of FFCA staff, students and parents who feel that their school has improved or stayed the same dropped from last year's high of 85.1% to a five-year low of 81.6%. This may merely reflect the impact of COVID and but it may also further reflect the decrease in specialized learning support staff and resource allocations to support our teachers and students. It is not immediately concerning but will be monitored closely in the next year or two. Another drop was in the satisfaction levels of parents' opportunities to be involved within the school community. Given the restrictions on physical involvement of parents in our schools and in school-related activities, this makes complete sense and that 92% are satisfied reflects the commitment and creativity of our campuses to involve parents as much as possible.

## FINANCIAL SUMMARY

REVENUE	SYSTEM				TOTAL	\$ PER STUDENT
	INSTR	PO&M	ADMIN	TRANS		
Alberta Education	\$ 27,520,768	\$ 3,914,236	\$ 1,596,948	\$ 1,784,974	\$ 34,816,926	9,810
Parent fees	887,867			1,567,501	2,455,368	692
Miscellaneous	518,922	470,794	79,774	-	1,069,490	301
<b>TOTAL REVENUE</b>	<b>\$ 28,927,557</b>	<b>\$ 4,385,030</b>	<b>\$ 1,676,722</b>	<b>\$ 3,352,475</b>	<b>\$ 38,341,784</b>	<b>10,804</b>
<b>EXPENSE</b>						
Salaries & Benefits	\$ 26,286,286	\$ 1,223,361	\$ 572,861	\$ 158,679	\$ 28,241,187	7,958
Campus Books & Educ. Supplies	2,265,572				2,265,572	638
Technology	405,777				405,777	114
Facilities		2,786,971			2,786,971	785
System Admin/Board			513,806		513,806	145
Transportation				3,193,796	3,193,796	900
<b>TOTAL EXPENSE</b>	<b>\$ 28,957,635</b>	<b>\$ 4,010,332</b>	<b>\$ 1,086,667</b>	<b>\$ 3,352,475</b>	<b>\$ 37,407,109</b>	<b>10,540</b>
<b>EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES</b>	<b>\$ (30,078)</b>	<b>\$ 374,698</b>	<b>\$ 590,055</b>	<b>\$ 0</b>	<b>\$ 934,675</b>	
<b># of FTE students</b>	<b>3,549</b>	<b>3,549</b>	<b>3,549</b>	<b>2,050</b>	<b>3,549</b>	
<b>Average cost per student</b>	<b>\$8,159</b>	<b>\$1,130</b>	<b>\$306</b>	<b>\$1,635</b>	<b>\$10,540</b>	

### Significant changes from prior year:

Increase of 62 full-time equivalent students  
Salaries & Benefits represent the most significant expenditure at 75.5% of total costs  
Transportation - Actual number of riders declined significantly due to at home learning  
Surplus of \$934,675 is ~2.4% of total revenue

### School Generated Funds:

Detailed information on sources and uses of school generated funds can be found in Note 9 of FFCA's 2021 Audited Financial Statements (link below)

### Comments

FFCA ran an unbudgeted surplus in 2020-21. This was largely the result of additional revenues in the form of supplemental COVID funding and emergent funding to support the splitting of the high school. Some of these funds remain to be spent in 2021-22. Also contributing to the surplus were some unexpected reductions in expenses due to COVID. For example, our planned maintenance and substitute teacher costs were significantly less than usual as priorities shifted to COVID response and the nature of that response involved moving entire classes online when positive cases occurred.

## OPERATING BUDGET VS. ACTUAL REVENUE & EXPENSES

	2021 Actual	2021 Budget	Variance Amount	Variance %	Variance Explanation (higher than 10% and \$100K; or lower than -10% and -\$100K)
<b>Total Revenues</b>	38,341,784	36,882,723	1,459,061	4%	Additional government funding provided for Safe Return to School (COVID) and the emergency split of our high school into two sites following the building failure in the summer of 2020
<b>Expense by Programs</b>					
Instruction (K - Grade 12)	28,957,635	28,829,141	128,494	0%	
Operations and maintenance	4,010,332	3,194,880	815,452	26%	CMR project amortization was not budgeted.
Transportation	3,352,475	3,626,856	(274,381)	-8%	Due to online students, less routes were operated than budgeted
System administration	1,086,667	1,226,893	(140,226)	-11%	Under budgeted the allocation of costs to Instruction, POM and Transportation
<b>Total Expenses</b>	<b>37,407,109</b>	<b>36,877,770</b>	<b>529,339</b>	<b>1%</b>	

For additional financial information, please contact the Secretary Treasurer at 403.520.3206.

## **STAKEHOLDER ENGAGEMENT & ASSURANCE PROCESSES**

While this annual education report is our first utilizing the new Alberta Assurance Framework, they reflect our 3-year education plan for 2020-23 that was established using the previous accountability framework. As such, the outcomes and measures from our education plan, while maintained, have been re-structured to align with the new assurance domains.

The education plan was informed by analysis of our past annual education results, a review of the current educational context in Alberta and FFCA specifically, as well as consultation with staff and our seven campus councils (parents). The Board of Directors, also comprised of FFCA parents, provided the final approval of that plan.

The results in this report reflect both provincial and local measures. The provincial measures data were provided via Alberta Education's assurance surveys of grade 4, 7 & 10 students, parents and all staff and provincially provided quantitative data on the objective measures (e.g. 3 & 5-year graduation rates). The local measures data was obtained through FFCA's own year-end surveys of all parents and staff. Future years will include student data as well.

The results in this report will be shared with all stakeholders and collaborative groups of administrators, teaching and support staff, students and parents (campus councils) will use this data to provide input into future education plans.

## **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 2020-21 school year, the Designated Officer received no disclosures of wrong-doing, and therefore no investigations were warranted.

## **PUBLICATION & LINKS**

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](https://www.ffca-calgary.com/documents_publications/annual_reports)

Link to FFCA Audited Financial Statements:

[https://www.ffca-calgary.com/documents\\_publications/finances/audited\\_financial\\_reports](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>



## Policy 9 – BEING HEARD

### 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: First Reading September 29, 2021

## **Policy 09 Appendix A: Public Interest Disclosure (Whistleblower Protection)**

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FFCA provides an environment in which staff are safe to disclose wrongdoing without fear of reprisal, consistent with the Public Interest Disclosure (Whistleblower Protection) Act and related Regulations of the Province of Alberta.

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.

If you are aware of a situation that falls in the area of Public Interest Disclosure, please see Administrative Procedure AP-G-801.1.



## **Policy 9 – BEING HEARD (under review)**

### **Preamble**

Effective communication amongst all Foundations for the Future Charter Academy (FFCA) stakeholders is foundational to achieving the FFCA mission. This policy provides principles and processes by which individuals should work together within FFCA to seek clarity, offer suggestions, or resolve issues that may arise. This policy applies to all individuals involved with FFCA, including directors, employees, students, parents, volunteers, contractors and visitors. The Board expects all relevant persons to follow the guidelines and processes outlined in this policy to address ideas or issues on the level at which they occur whenever possible.

### **Guiding Principles**

When addressing questions, suggestions or concerns, individuals are encouraged to:

1. Focus on achieving a positive outcome. Resolving issues or reaching an agreement often includes a compromise by all people involved. The best solutions come from parents, students, and employees working together.
2. Assume that everyone has positive intentions and is doing their best.
3. Be specific; describe the problem and identify the underlying concern.
4. Be practical; make suggestions; actively seek resolution.
5. Respect everyone's right to privacy and confidentiality; questions, suggestions, and concerns should be brought up in private and not in the presence of students, parents, or employees other than those directly related to the issue.

### **Process**

The following steps should be followed when bringing forth any questions, concerns or suggestions within FFCA:

1. The first step in raising any question, concern or suggestion should be to communicate the issue directly to the employee(s) involved (initial contact).
  - 1.1. Contact information for campuses and central office will be posted on their website's "contact us" page.
  - 1.2. The preferred form of contact is email. All FFCA employees have an email address in the format of: Firstname.Lastname@FFCA-Calgary.com.
  - 1.3. For time-sensitive issues, the preferred form of contact is by phone to the main campus number.
2. FFCA employees will respond to questions, concerns, or suggestions within two operational school days.
  - 2.1. Any FFCA employee who is contacted by a parent, student or community member with a suggestion or concern about another employee will advise the person of this "Being Heard" policy and support them in following the appropriate process.
3. If a resolution is not reached through dialogue with the initial contact, then the question, concern, or suggestion may be directed to that employee's supervisor (follow-up contact).

4. The following table identifies the initial and follow-up contacts for questions, concerns or suggestions:

Person for which there is a question, concern or suggestion	Initial contact	Follow-up contact (Escalation) if needed
Campus staff member	Staff member	Principal Educator
Principal Educator	Principal Educator	Superintendent / CEO
Central Office Staff Member	Staff member	Deputy Superintendent / COO OR Secretary-Treasurer / CFO
Deputy Superintendent / COO	Deputy Superintendent / COO	Superintendent / CEO
Secretary Treasurer / CFO	Secretary Treasurer / CFO	Superintendent / CEO
Superintendent / CEO	Superintendent / CEO	Board Chairperson
Board or Board Chairperson	Board or Board Chairperson	Superintendent / CEO <u>and</u> Board Chairperson
School Council	School Council Chair	School Council Chair <u>and</u> Principal Educator
Transportation	See the Transportation Parent Handbook, Section 8.0	
Uncertain who to contact?	Executive Assistant to the Superintendent (403-520-3206, ext. 8154).	

5. If a resolution is not reached through dialogue with the follow-up contact, the suggestion or concern may be direct, in writing, to the Deputy Superintendent / COO outlining the:
- 5.1. nature of the question, concern or suggestion, and
  - 5.2. previous steps taken to address the matter directly with the employee(s) involved.

### Appeals to Board

In the event that an individual has followed the process above without resolution, they may contact the Superintendent / CEO to discuss the appropriateness of lodging an appeal to the Board (*Policy 13*).

### Public Interest Disclosure (Whistleblower Protection)

FFCA provides an environment in which individuals are safe to disclose wrongdoing without fear of reprisal, consistent with the Public Interest Disclosure (Whistleblower Protection) Act and related regulations of the Province of Alberta. FFCA maintains a culture characterized by integrity, respect, trust and care, and expects all employees to demonstrate high ethical standards in their work. Employees should expect in return a positive workplace. Any employee who is aware of a situation that falls in the area of Public Interest Disclosure should refer to FFCA's *Administrative Procedure AP-G-801.1*.

Original Approval Date: First Reading September 29, 2021

Revision Dates:

References:

Policy 13 Appeals and Hearings Regarding Student Matters  
 Policy 18 Parental Partnership  
 Policy 19 Welcome Caring Respectful Safe Inclusive Learning and Working Environments  
 AP-G-601.1 Discrimination and Harassment  
 AP-G-801.1 Public Interest Disclosure (Whistleblower Protection)  
 Province of Alberta: Public Interest Disclosure (Whistleblower Protection) Act





## Policy 18 – PARENTAL PARTNERSHIP (under review)

### Preamble

As reflected in our charter, mission, and guiding principles, FFCA identifies the partnership between the home and school as essential, and works to leverage this powerful relationship to maximize the learning and development of our students. We believe this is best achieved through a strong collaboration of parents and staff which, in turn, creates a culture where successful student learning is produced by the school and the families. By working closely with parents as partners, FFCA fosters student confidence and character and guides students and families through the academic and social journey within and beyond FFCA. Parental partnership is the shared responsibility of both school and parents.

### Specifically

1. FFCA expects that 100% of parents (families) will engage as partners in their child's education through seven forms of parental involvement (adapted from Epstein, 2002) which include both basic and extended forms of partnership.
  - 1.1 FFCA expects parents to support the development and learning of their child(ren) through the forms of basic parental partnership to the extent necessary for their child(ren) to be successful:
    - 1.1.1 Parenting  
The school supports parents in establishing home environments to support their children's development and learning as students.
    - 1.1.2 Communicating  
Communication between the home and school is regular, two-way, and meaningful. It will contribute to positive relationships, enhanced student progress and the ability to solve problems more easily.
    - 1.1.3 Learning at Home  
Parents help their children at home with homework and other curriculum-related activities, decisions and planning.
    - 1.1.4 Personal Decision-making and Advocacy  
Parents are valued partners in the making of school decisions affecting the education of their children.
  - 1.2 FFCA expects parents to support the development and learning of their child(ren) and other students by committing to and logging of a minimum of 20 extended parental partnership hours per school year per family:
    - 1.2.1 Volunteering  
Parents are welcome, and their support and assistance are meaningful and valued. Volunteering includes, but is not limited to: helping in the classroom, school, on field trips, at school events or working at home to provide a service to the school, etc.
    - 1.2.2 School Decision-making and Advocacy  
Informed parent representatives and leaders provide advice and advocate on behalf of all parents and students as part of the school's decision-making process. School Decision-making and

Advocacy include, but are not limited to: participation at Board, Council, and committee meetings, town halls, providing feedback on school reports and policies under review, or completing surveys, etc.

- 1.2.3 Community Building, Collaboration and Celebration  
Parents and the campus work together to build a strong sense of the FFCA community and engage other community partners to strengthen school programs, family practices, and student learning and development. This includes, but is not limited to: attending assemblies, athletic events, performing arts, and school celebrations, etc.

- 2. FFCA will foster and support parental engagement by providing:
  - 2.1 Information to incoming parents of the types of parental partnership and associated roles and responsibilities that are available.
  - 2.2 Parents with regular, clear and accessible communications about available opportunities for parental partnership.
  - 2.3 Opportunities for the parental community to gather, consolidate, and strengthen.
  - 2.4 Parents with opportunities and avenues to provide feedback and offer suggestions on how to strengthen parental partnerships.
  - 2.5 Translated information when reasonable and feasible.
  - 2.6 Supports to School Councils to help meet their mandates.
- 3. An aggregate level of parental partnership will be made public and reported annually.

Original Approval Date: May 16, 2017

Revision Dates: First Reading September 29, 2021

References: Education Act Sections 27, 32, 53, 55, 222  
FFCA Charter Document 2012-2027

Policy 19 Welcome Caring Respectful Safe Inclusive Learning and Working Environments



## 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

*Revised:* November ##, 2021

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

## Appendix A - Uniform Supplier and Requirements

### UNIFORM SUPPLIER

## InSchoolwear

Philips Park, Building A, Unit A9E  
 6120 2<sup>nd</sup> St SE, Calgary, AB T2H 2L8  
 Ph: 403-640-1032  
 Email: [calgary@inschoolwear.com](mailto:calgary@inschoolwear.com)

### GALA UNIFORM REQUIREMENTS

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

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

**Please note:**

1. uniform pieces identified with an asterisk (\*) above are required to be purchased from the official sanctioned supplier
2. some pieces identified as 'generic acceptable' may be purchased at a store of your choice as long as they meet the requirements as described.

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

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

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

Please note:

- uniform pieces identified with an asterisk (\*) above are required to be purchased from the official sanctioned supplier
- some pieces identified as 'generic acceptable' may be purchased at a store of your choice as long as they meet the requirements as described.

## **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 physical education clothing for physical education classes.

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.

**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' for Physical education by removing their tunic and just wearing their modesty shorts (worn underneath tunic) 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>

*These uniform (gala, daily, & phys ed) 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.*

## Appendix B – Available Uniform Size Chart

The following chart lists the standard sizes as well as any available custom sizes.

- If a student requires custom sizes, they can be ordered through the supplier in advance (i.e. PRIOR TO MARCH 1<sup>st</sup> to have in time for school start-up).
- In cases where our supplier’s standard and custom sizes do not fit the student, campus administration may approve similar items purchased elsewhere. Parents/Guardians must seek this approval in advance. In these cases, campus administration will email the approval information to InSchoolwear and InSchoolwear will add cresting where necessary (the fee and time frame will be determined on a case-by-case basis).

Code	Description	Sizes
2030	Dress Pant	24, 25, 26, 27, 28, 29, 30, 31, 32, 34, 36, 38, 40, 42, 44, 46 (custom 48-50)
2045	Mock Fly Pant	20, 21, 22, 23, 24, 25, 26
2048	Elastic Cargo-style Pant	21, 22, 23, 24, 25, 26, 27, 28, 30, 32, 34, 36 (custom 38-40)
2085	Jr Dress Pant	3/4, 4/5, 5/6, 6/7, 7/8, 8/9, 9/10, 11/12, 13
2088	Dress Pant	22, 23, 24, 26, 27, 28, 29, 30, 31, 32, 34, 36, 38
3032	Jr Walking Short	20, 21, 22, 23, 24, 25
3035	Walking Short	24, 25, 26, 28, 30, 32, 34, 36, 38, 40
2535	Jr Pull Up Skort	2/3, 3/4, 4/5, 5/6, 6/7, 7/8, 9/10, 11/12, 13
2500	Kilt	8, 10, 12, 14, 16, AS, AM, AL, AXL
7921	V-Neck Vest, Burgundy	24, 26, 28, 30, 32, 34, 36, 38, 40 (custom 42, 44, 46)
7921	V-Neck Vest, Green	30, 32, 34, 36, 38, 40, 42, 44 (custom 46,48)
7501	Cardigan, Burgundy	24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46
7501	Cardigan, Green	30, 32, 34, 36, 38, 40, 42, 44,46,48
4024	Polo Shirt SS, White	3/4, 5/6, 7/8, 9/10, 11/12, 13, AS, AM, AL, AXL, A2XL
4024	Polo Shirt SS, Burgundy	3/4, 5/6, 7/8, 9/10, 11/12, 13, AS, AM, AL,AXL
4001	Polo Shirt LS, Burgundy	3/4, 5/6, 7/8, 9/10, 11/12, 13, AS, AM, AL, AXL
5000	Oxford Shirt LS, White	12.5, 13, 13.5, 14, 14.5, 15, 15.5, 16, 16.5
5020	Oxford Shirt SS, White	12.5, 13, 13.5, 14, 14.5, 15, 15.5, 16, 16.5
1043	Blazer, Black	32, 34, 36, 38, 40, 42, 44, 46, (custom 48-50)
1023	Blazer, Black	32, 34, 36, 38, 40, 42, 44, 46, (custom 48-50)
2910	Side Pleat Tunic	2, 4, 6, 8, 10, 12
3020	Kilt Short (Twin Pack)	YM, YL, YXL, AXS, AS, AM
8520	Tights	2-4, 4-6, 6-8, 8-10, 10-14
8510	Tights	AS, AM, AL, AXL, 2XL



**Appendix C – Uniform Combinations**

**K-4 Gala Uniform Combinations**



No skirts or shorts on Gala Day.

**K-4 Daily Uniform Combinations**



These tops can also be combined with shorts, cargo pants and skirts

## Grade 5-8 Gala Uniform Combinations



No shorts on Gala Day.

## Grade 5-8 Daily Wear Combinations



These tops can also be combined with shorts or your choice of pants.

## Grade 9-11 Gala Uniform Combinations



No shorts on Gala Day.

## Grade 12 Gala Uniform Combinations



No shorts on Gala Day.

## Grade 9-12 Daily Wear Combinations



These tops can also be combined with shorts

## Grade 12 Daily Wear Combinations



These tops can also be combined with shorts



## 2021 Annual General Meeting

Wednesday, December 15, 2021

8:00-9:00 p.m.

[Online via Zoom](#)

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

**Invited Attendees:** All interested FFCA stakeholders

- You will need to enter your name and a valid email address upon joining the meeting and will be in a virtual waiting room until the host grants entry.

## AGENDA

### 1. 8:00 p.m. CALL TO ORDER

### 2. Land Acknowledgement

We are gathered at this meeting as settlers on Treaty 7 land, the ancestral and traditional territory of the Blackfoot Confederacy: Kanai, Pikani and Siksika, as well as the Tsu T'ina First Nation and Stoney Nakoda First Nation. We acknowledge this territory is home to the Metis Nation, Region 3 and further acknowledge all Nations – Indigenous and non- who live, work, and play on this land.

### 3. Approval of Consent Agenda (motion)

3.1. Determination of Quorum (minimum 100)

3.2. Proof of Notice of Meeting - attached

3.3. Consideration of Agenda

3.4. Approval of the 2020 FFCA Annual General Meeting Minutes - attached

Motion to approve the Consent Agenda as presented.

**MOVED** by \_\_\_\_\_ and seconded by \_\_\_\_\_.

### 4. Reports of Officers

4.1. Introduction of Board Members

4.2. Board Chairperson's remarks

4.3. Superintendent's remarks

4.4. Secretary-Treasurer

4.4.1. 2020-21 Audited Financial Statements – attached (motion)

Be it resolved that the Society receive the 2020-21 Audited Financial Statements as presented.

**MOVED** by \_\_\_\_\_ and seconded by \_\_\_\_\_.

4.4.2. Appointment of Auditor (motion)

Be it resolved that the Society approve the appointment of RSM Alberta LLP Chartered Accountants as FFCA's auditors for the 2021-22 school year.

**MOVED** by \_\_\_\_\_ and seconded by \_\_\_\_\_.

### 5. Board Election Results

### 6. Open to gallery

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



# **The FFCA Charter School Society**

Financial Statements

August 31, 2021

*PRELIMINARY DRAFT  
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**AUDITED  
FINANCIAL STATEMENTS  
FOR THE YEAR ENDED AUGUST 31, 2021**  
[Education Act, Sections 139, 140, 244]

**0009 Foundations for the Future Charter Academy 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](mailto:reta.morgan@ffca-calgary.com)**

Contact Numbers and Email Address

**SCHOOL JURISDICTION MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING**

The financial statements of 0009 Foundations for the Future Charter Academy 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**

**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](mailto: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, 2021 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, 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, 2021, 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, 2021 and the schedules of fees and system administration expenses for the year ended August 31, 2021 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.

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  
(•)  
Calgary, Alberta

**STATEMENT OF FINANCIAL POSITION**  
As at August 31, 2021 (in dollars)

	2021	2020
<b>FINANCIAL ASSETS</b>		
Cash and cash equivalents (Schedule 5; Note 2(a))	\$ 3,783,070	\$ 3,621,937
Accounts receivable (net after allowances) (Note 4)	\$ 160,990	\$ 216,111
Portfolio investments		
Operating (Schedule 5)	\$ 1,066,324	\$ 1,042,946
Endowments	\$ -	\$ -
Inventories for resale	\$ -	\$ -
Other financial assets	\$ -	\$ 40,168
<b>Total financial assets</b>	<b>\$ 5,010,384</b>	<b>\$ 4,921,162</b>
<b>LIABILITIES</b>		
Bank indebtedness (Note 15)	\$ -	\$ -
Accounts payable and accrued liabilities (Note 5)	\$ 2,929,431	\$ 3,733,087
Unspent deferred contributions (Schedule 2)	\$ 616,654	\$ 632,734
Employee future benefits liabilities	\$ -	\$ -
Environmental liabilities	\$ -	\$ -
Other liabilities	\$ -	\$ -
Debt		
Supported: Debentures	\$ -	\$ -
Unsupported: Debentures	\$ -	\$ -
Mortgages and capital loans (Note 7)	\$ 1,315,304	\$ 1,362,358
Capital leases	\$ -	\$ 4,429
<b>Total liabilities</b>	<b>\$ 4,861,389</b>	<b>\$ 5,732,608</b>
<b>Net financial assets</b>	<b>\$ 148,995</b>	<b>\$ (811,446)</b>
<b>NON-FINANCIAL ASSETS</b>		
Tangible capital assets (Schedule 6)	\$ 7,727,506	\$ 5,835,495
Inventory of supplies	\$ -	\$ -
Prepaid expenses (Note 6)	\$ 371,815	\$ 182,833
Other non-financial assets	\$ -	\$ -
<b>Total non-financial assets</b>	<b>\$ 8,099,321</b>	<b>\$ 6,018,328</b>
<b>Net assets before spent deferred capital contributions</b>	<b>\$ 8,248,316</b>	<b>\$ 5,206,882</b>
Spent deferred capital contributions (Schedule 2)	\$ 4,209,507	\$ 2,102,748
<b>Net assets</b>	<b>\$ 4,038,809</b>	<b>\$ 3,104,134</b>
<b>Net assets</b>		
Accumulated surplus (deficit) (Schedule 1)	\$ 4,038,809	\$ 3,104,134
Accumulated remeasurement gains (losses)	\$ -	\$ -
	\$ 4,038,809	\$ 3,104,134
<b>Contractual rights</b> (Note 18)		
<b>Contractual obligations</b> (Note 17)		

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

**STATEMENT OF OPERATIONS**  
For the Year Ended August 31, 2021 (in dollars)

	Budget 2021 note 14	Actual 2021	Actual 2020
<b>REVENUES</b>			
Government of Alberta	\$ 32,806,903	\$ 35,284,671	\$ 32,027,025
Federal Government and other government grants	\$ -	\$ -	\$ -
Property taxes	\$ -	\$ -	\$ -
Fees (Schedule 8)	\$ 3,452,186	\$ 2,455,368	\$ 2,544,267
Sales of services and products	\$ -	\$ 90,450	\$ 57,945
Investment income	\$ 50,000	\$ 48,363	\$ 58,581
Donations and other contributions	\$ 369,084	\$ 331,375	\$ 298,140
Other revenue	\$ 204,550	\$ 131,557	\$ 304,864
<b>Total revenues</b>	\$ 36,882,723	\$ 38,341,784	\$ 35,290,822
<b>EXPENSES</b>			
Instruction - Pre Kindergarten	\$ -	\$ -	
Instruction - Kindergarten to Grade 12	\$ 28,829,141	\$ 28,957,635	\$ 27,645,231
Operations and maintenance (Schedule 4)	\$ 3,194,880	\$ 4,010,332	\$ 3,137,224
Transportation	\$ 3,626,856	\$ 3,352,475	\$ 2,776,017
System administration	\$ 1,226,893	\$ 1,086,667	\$ 1,396,638
External services	\$ -	\$ -	\$ -
<b>Total expenses</b>	\$ 36,877,770	\$ 37,407,109	\$ 34,955,110
<b>Annual operating surplus (deficit)</b>	\$ 4,953	\$ 934,675	\$ 335,712
Endowment contributions and reinvested income	\$ -	\$ -	\$ -
<b>Annual surplus (deficit)</b>	\$ 4,953	\$ 934,675	\$ 335,712
<b>Accumulated surplus (deficit) at beginning of year</b>	\$ 3,104,134	\$ 3,104,134	\$ 2,768,422
<b>Accumulated surplus (deficit) at end of year</b>	\$ 3,109,087	\$ 4,038,809	\$ 3,104,134

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

**STATEMENT OF CASH FLOWS**  
For the Year Ended August 31, 2021 (in dollars)

	2021	2020
<b>CASH FLOWS FROM:</b>		
<b>A. OPERATING TRANSACTIONS</b>		
Annual surplus (deficit)	\$ 934,675	\$ 335,712
Add (Deduct) items not affecting cash:		
Amortization of tangible capital assets	\$ 1,276,219	\$ 747,319
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	\$ (901,460)	\$ (390,127)
Deferred capital revenue write-down / adjustment	\$ -	\$ 789,251
Increase/(Decrease) in employee future benefit liabilities	\$ -	\$ (76,996)
Donations in kind	\$ -	\$ -
	\$ -	\$ -
	\$ 1,309,434	\$ 1,407,828
(Increase)/Decrease in accounts receivable	\$ 55,121	\$ 327,685
(Increase)/Decrease in inventories for resale	\$ -	\$ -
(Increase)/Decrease in other financial assets	\$ 40,163	\$ (40,168)
(Increase)/Decrease in inventory of supplies	\$ -	\$ -
(Increase)/Decrease in prepaid expenses	\$ (188,982)	\$ (19,749)
(Increase)/Decrease in other non-financial assets	\$ -	\$ -
Increase/(Decrease) in accounts payable, accrued and other liabilities	\$ (803,656)	\$ 1,168,218
Increase/(Decrease) in unspent deferred contributions	\$ (16,080)	\$ 559,657
Increase/(Decrease) in environmental liabilities	\$ -	\$ -
Other (describe)	\$ -	\$ -
<b>Total cash flows from operating transactions</b>	<b>\$ 396,005</b>	<b>\$ 3,403,471</b>
<b>B. CAPITAL TRANSACTIONS</b>		
Acquisition of tangible capital assets	\$ (1,454,332)	\$ (1,266,580)
Net proceeds from disposal of unsupported capital assets	\$ -	\$ -
Other (Construction in Progress)	\$ (223,708)	\$ -
<b>Total cash flows from capital transactions</b>	<b>\$ (1,678,040)</b>	<b>\$ (1,266,580)</b>
<b>C. INVESTING TRANSACTIONS</b>		
Purchases of portfolio investments	\$ (23,378)	\$ (23,946)
Proceeds on sale of portfolio investments	\$ -	\$ -
Other (Describe)	\$ -	\$ -
Other (describe)	\$ -	\$ -
<b>Total cash flows from investing transactions</b>	<b>\$ (23,378)</b>	<b>\$ (23,946)</b>
<b>D. FINANCING TRANSACTIONS</b>		
Debt issuances	\$ -	\$ -
Debt repayments	\$ (47,054)	\$ (45,897)
Increase (decrease) in spent deferred capital contributions	\$ 1,518,029	\$ 394,205
Capital lease issuances	\$ -	\$ -
Capital lease payments	\$ (4,429)	\$ (9,771)
Other (describe)	\$ -	\$ -
Other (describe)	\$ -	\$ -
<b>Total cash flows from financing transactions</b>	<b>\$ 1,466,546</b>	<b>\$ 338,537</b>
<b>Increase (decrease) in cash and cash equivalents</b>	<b>\$ 161,133</b>	<b>\$ 2,451,482</b>
<b>Cash and cash equivalents, at beginning of year</b>	<b>\$ 3,621,937</b>	<b>\$ 1,170,455</b>
<b>Cash and cash equivalents, at end of year</b>	<b>\$ 3,783,070</b>	<b>\$ 3,621,937</b>

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

**STATEMENT OF CHANGE IN NET FINANCIAL ASSETS**  
**For the Year Ended August 31, 2021 (in dollars)**

	2021	2020
Annual surplus (deficit)	\$ 934,675	\$ 335,712
Effect of changes in tangible capital assets		
Acquisition of tangible capital assets	\$ (1,454,332)	\$ (1,266,580)
Amortization of tangible capital assets	\$ 1,276,219	\$ 747,319
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	\$ (1,490,190)	\$ -
Other changes           Construction in Progress	\$ (223,708)	\$ -
<b>Total effect of changes in tangible capital assets</b>	\$ (1,892,011)	\$ 272,659
Acquisition of inventory of supplies	\$ -	\$ -
Consumption of inventory of supplies	\$ -	\$ -
(Increase)/Decrease in prepaid expenses	\$ (188,982)	\$ (19,749)
(Increase)/Decrease in other non-financial assets	\$ -	\$ -
Net remeasurement gains and (losses)	\$ -	\$ -
Change in spent deferred capital contributions (Schedule 2)	\$ 2,106,759	\$ 4,078
Other changes	\$ -	\$ -
<b>Increase (decrease) in net financial assets</b>	\$ 960,441	\$ 592,700
<b>Net financial assets at beginning of year</b>	\$ (811,446)	\$ (1,404,146)
<b>Net financial assets at end of year</b>	\$ 148,995	\$ (811,446)

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

**STATEMENT OF REMEASUREMENT GAINS AND LOSSES**  
**For the Year Ended August 31, 2021 (in dollars)**

	2021	2020
Unrealized gains (losses) attributable to:		
Portfolio investments	\$ -	\$ -
	\$ -	\$ -
Other	\$ -	\$ -
Amounts reclassified to the statement of operations:		
Portfolio investments	\$ -	\$ -
	\$ -	\$ -
Other	\$ -	\$ -
Other Adjustment (Describe)	\$ -	\$ -
Net remeasurement gains (losses) for the year	\$ -	\$ -
<b>Accumulated remeasurement gains (losses) at beginning of year</b>	\$ -	\$ -
<b>Accumulated remeasurement gains (losses) at end of year</b>	\$ -	\$ -

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

PRELIMINARY DRAFT  
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**SCHEDULE 1**

**SCHEDULE OF NET ASSETS**  
For the Year Ended August 31, 2021 (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
<b>Balance at August 31, 2020</b>	\$ 3,104,134	\$ -	\$ 3,104,134	\$ 1,788,552	\$ -	\$ -	\$ 1,315,582	\$ -
<b>Prior period adjustments:</b>								
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Adjusted Balance, August 31, 2020</b>	\$ 3,104,134	\$ -	\$ 3,104,134	\$ 1,788,552	\$ -	\$ -	\$ 1,315,582	\$ -
Operating surplus (deficit)	\$ 934,675		\$ 934,675			\$ 934,675		
Board funded tangible capital asset additions				\$ 740,088		\$ -	\$ (740,088)	\$ -
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	\$ -			\$ (1,276,219)		\$ 1,276,219		
Capital revenue recognized	\$ -			\$ 901,460		\$ (901,460)		
Debt principal repayments (unsupported)	\$ -			\$ 51,483		\$ (51,483)		
Additional capital debt or capital leases	\$ -			\$ -		\$ -		
Net transfers to operating reserves	\$ -					\$ (1,257,951)	\$ 1,257,951	
Net transfers from operating reserves	\$ -					\$ -	\$ -	
Net transfers to capital reserves	\$ -					\$ -		\$ -
Net transfers from capital reserves	\$ -					\$ -		\$ -
Other Changes	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Changes	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Balance at August 31, 2021</b>	\$ 4,038,809	\$ -	\$ 4,038,809	\$ 2,205,364	\$ -	\$ 0	\$ 1,833,445	\$ -

**SCHEDULE 1**

**SCHEDULE OF NET ASSETS  
For the Year Ended August 31, 2021 (in dollars)**

	INTERNALLY RESTRICTED RESERVES BY PROGRAM									
	School & Instruction Related		Operations & Maintenance		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
<b>Balance at August 31, 2020</b>	\$ 368,022	\$ -	\$ 1,113,213	\$ -	\$ (55,084)	\$ -	\$ (110,569)	\$ -	\$ -	\$ -
<b>Prior period adjustments:</b>										
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Adjusted Balance, August 31, 2020</b>	\$ 368,022	\$ -	\$ 1,113,213	\$ -	\$ (55,084)	\$ -	\$ (110,569)	\$ -	\$ -	\$ -
Operating surplus (deficit)										
Board funded tangible capital asset additions	\$ (58,641)	\$ -	\$ (673,627)	\$ -	\$ (7,820)	\$ -	\$ -	\$ -	\$ -	\$ -
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	\$ 19,292		\$ 561,715		\$ 676,944		\$ -		\$ -	
Net transfers from operating reserves	\$ -		\$ -		\$ -		\$ -		\$ -	
Net transfers to capital reserves		\$ -		\$ -		\$ -		\$ -		\$ -
Net transfers from capital reserves		\$ -		\$ -		\$ -		\$ -		\$ -
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Balance at August 31, 2021</b>	\$ 328,673	\$ -	\$ 1,001,301	\$ -	\$ 614,040	\$ -	\$ (110,569)	\$ -	\$ -	\$ -

**SCHEDULE OF DEFERRED CONTRIBUTIONS  
(EXTERNALLY RESTRICTED CONTRIBUTIONS ONLY)  
For the Year Ended August 31, 2021 (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	
<b>Deferred Operating Contributions (DOC)</b>															
Balance at August 31, 2020	\$ -	\$ -	\$ -	\$ 52,657	\$ 52,657	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Adjusted ending balance August 31, 2020</b>	\$ -	\$ -	\$ -	\$ 52,657	\$ 52,657	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Received during the year (excluding investment income)	\$ -	\$ 720,000	\$ 1,301,650	\$ 1,109,541	\$ 3,131,191	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ -	\$ (802,480)	\$ (826,762)	\$ (1,629,242)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Investment earnings	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Received during the year	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from UDCC	\$ -	\$ -	\$ (499,170)	\$ (79,984)	\$ (579,154)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred directly (to) SDCC	\$ -	\$ (720,000)	\$ -	\$ (217,952)	\$ (937,952)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>DOC closing balance at August 31, 2021</b>	\$ -	\$ -	\$ -	\$ 37,500	\$ 37,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Unspent Deferred Capital Contributions (UDCC)</b>															
Balance at August 31, 2020	\$ -	\$ 580,077	\$ -	\$ -	\$ 580,077	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Adjusted ending balance August 31, 2020</b>	\$ -	\$ 580,077	\$ -	\$ -	\$ 580,077	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Received during the year (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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	\$ -	\$ -	\$ 499,170	\$ 79,984	\$ 579,154	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from (to) SDCC	\$ -	\$ (580,077)	\$ -	\$ -	\$ (580,077)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>UDCC closing balance at August 31, 2021</b>	\$ -	\$ -	\$ 499,170	\$ 79,984	\$ 579,154	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Unspent Deferred Contributions at August 31, 2021</b>	\$ -	\$ -	\$ 499,170	\$ 117,484	\$ 616,654	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Spent Deferred Capital Contributions (SDCC)</b>															
Balance at August 31, 2020	\$ -	\$ 706,797	\$ -	\$ -	\$ 706,797	\$ 1,395,951	\$ -	\$ -	\$ -	\$ 1,395,951	\$ -	\$ -	\$ -	\$ -	\$ -
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Adjusted ending balance August 31, 2020</b>	\$ -	\$ 706,797	\$ -	\$ -	\$ 706,797	\$ 1,395,951	\$ -	\$ -	\$ -	\$ 1,395,951	\$ -	\$ -	\$ -	\$ -	\$ -
Donated tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Alberta Infrastructure managed projects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,490,190	\$ -	\$ -	\$ -	\$ 1,490,190	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from DOC	\$ -	\$ 720,000	\$ -	\$ 217,952	\$ 937,952	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from UDCC	\$ -	\$ 580,077	\$ -	\$ -	\$ 580,077	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amounts recognized as revenue (Amortization of SDCC)	\$ -	\$ (830,220)	\$ -	\$ (10,470)	\$ (840,690)	\$ (60,770)	\$ -	\$ -	\$ -	\$ (60,770)	\$ -	\$ -	\$ -	\$ -	\$ -
Disposal of supported capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>SDCC closing balance at August 31, 2021</b>	\$ -	\$ 1,176,654	\$ -	\$ 207,482	\$ 1,384,136	\$ 2,825,371	\$ -	\$ -	\$ -	\$ 2,825,371	\$ -	\$ -	\$ -	\$ -	\$ -

PRELIMINARY DRAFT  
For Review and Discussion Purposes Only  
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**SCHEDULE OF PROGRAM OPERATIONS  
for the Year Ended August 31, 2021 (in dollars)**

REVENUES	2021							2020
	Instruction		Operations and Maintenance	Transportation	System Administration	External Services	TOTAL	TOTAL
	Pre Kindergarten	Kindergarten to Grade 12						
(1) Alberta Education	\$ -	\$ 27,520,768	\$ 3,914,236	\$ 1,784,974	\$ 1,596,948	\$ -	\$ 34,816,926	\$ 31,512,901
(2) Alberta Infrastructure	\$ -	\$ -	\$ 60,770	\$ -	\$ -	\$ -	\$ 60,770	\$ 60,770
(3) Other - Government of Alberta	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 69,021
(4) Federal Government and First Nations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(5) Other Alberta school authorities	\$ -	\$ -	\$ 406,975	\$ -	\$ -	\$ -	\$ 406,975	\$ 384,333
(6) Out of province authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(7) Alberta municipalities-special tax levies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(8) Property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(9) Fees	\$ -	\$ 887,867	\$ -	\$ 1,567,501	\$ -	\$ -	\$ 2,455,368	\$ 2,544,267
(10) Sales of services and products	\$ -	\$ 90,450	\$ -	\$ -	\$ -	\$ -	\$ 90,450	\$ 57,945
(11) Investment income	\$ -	\$ 48,363	\$ -	\$ -	\$ -	\$ -	\$ 48,363	\$ 58,581
(12) Gifts and donations	\$ -	\$ 49,567	\$ -	\$ -	\$ -	\$ -	\$ 49,567	\$ 54,181
(13) Rental of facilities	\$ -	\$ -	\$ -	\$ -	\$ 73,924	\$ -	\$ 73,924	\$ 147,776
(14) Fundraising	\$ -	\$ 281,808	\$ -	\$ -	\$ -	\$ -	\$ 281,808	\$ 243,959
(15) Gains on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(16) Other	\$ -	\$ 48,734	\$ 3,049	\$ -	\$ 5,850	\$ -	\$ 57,633	\$ 157,088
(17) <b>TOTAL REVENUES</b>	\$ -	\$ 28,927,557	\$ 4,385,030	\$ 3,352,475	\$ 1,676,722	\$ -	\$ 38,341,784	\$ 35,290,822
<b>EXPENSES</b>								
(18) Certificated salaries	\$ -	\$ 19,353,369	\$ -	\$ -	\$ 288,860	\$ -	\$ 19,642,229	\$ 18,920,526
(19) Certificated benefits	\$ -	\$ 3,619,340	\$ -	\$ -	\$ 42,041	\$ -	\$ 3,661,381	\$ 3,686,220
(20) Non-certificated salaries and wages	\$ -	\$ 2,707,548	\$ 1,013,027	\$ 130,980	\$ 218,363	\$ -	\$ 4,069,918	\$ 3,932,969
(21) Non-certificated benefits	\$ -	\$ 606,029	\$ 210,334	\$ 27,699	\$ 23,597	\$ -	\$ 867,659	\$ 902,927
(22) SUB - TOTAL	\$ -	\$ 26,286,286	\$ 1,223,361	\$ 158,679	\$ 572,861	\$ -	\$ 28,241,187	\$ 27,442,642
(23) Services, contracts and supplies	\$ -	\$ 2,607,080	\$ 1,708,964	\$ 3,173,796	\$ 330,804	\$ -	\$ 7,820,644	\$ 6,681,672
(24) Amortization of supported tangible capital assets	\$ -	\$ 10,470	\$ 890,990	\$ -	\$ -	\$ -	\$ 901,460	\$ 390,127
(25) Amortization of unsupported tangible capital assets	\$ -	\$ 53,799	\$ 187,017	\$ -	\$ 133,943	\$ -	\$ 374,759	\$ 357,192
(26) Supported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(27) Unsupported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ 34,059	\$ -	\$ 34,059	\$ -
(28) Other interest and finance charges	\$ -	\$ -	\$ -	\$ 20,000	\$ 15,000	\$ -	\$ 35,000	\$ 80,808
(29) Losses on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,669
(30) Other expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(31) <b>TOTAL EXPENSES</b>	\$ -	\$ 28,957,635	\$ 4,010,332	\$ 3,352,475	\$ 1,086,667	\$ -	\$ 37,407,109	\$ 34,955,110
(32) <b>OPERATING SURPLUS (DEFICIT)</b>	\$ -	\$ (30,078)	\$ 374,698	\$ -	\$ 590,055	\$ -	\$ 934,675	\$ 335,712

PRELIMINARY DRAFT  
 for Review and Discussion Purposes Only  
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**SCHEDULE OF OPERATIONS AND MAINTENANCE**  
for the Year Ended August 31, 2021 (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	2021 TOTAL Operations and Maintenance	2020 TOTAL Operations and Maintenance
Non-certificated salaries and wages	\$ 637,093	\$ 210,448	\$ -	\$ -	\$ 165,486			\$ 1,013,027	\$ 913,030
Non-certificated benefits	\$ 147,515	\$ 37,284	\$ -	\$ -	\$ 25,535			\$ 210,334	\$ 203,929
<b>SUB-TOTAL REMUNERATION</b>	\$ 784,608	\$ 247,732	\$ -	\$ -	\$ 191,021			\$ 1,223,361	\$ 1,116,959
Supplies and services	\$ 542,740	\$ 547,541	\$ -	\$ -	\$ 49,706			\$ 1,139,987	\$ 921,949
Electricity			\$ 231,018					\$ 231,018	\$ 248,552
Natural gas/heating fuel			\$ 224,397					\$ 224,397	\$ 217,135
Sewer and water			\$ 67,497					\$ 67,497	\$ 69,163
Telecommunications			\$ 4,606					\$ 4,606	\$ -
Insurance					\$ 41,459			\$ 41,459	\$ 31,902
ASAP maintenance & renewal payments							\$ -	\$ -	\$ -
Amortization of tangible capital assets									
Supported							\$ 890,990	\$ 890,990	\$ 387,267
Unsupported						\$ 187,017		\$ 187,017	\$ 141,628
<b>TOTAL AMORTIZATION</b>						\$ 187,017	\$ 890,990	\$ 1,078,007	\$ 528,895
Interest on capital debt									
Supported							\$ -	\$ -	\$ -
Unsupported						\$ -		\$ -	\$ -
Lease payments for facilities				\$ -				\$ -	\$ -
Other interest charges						\$ -		\$ -	\$ -
Losses on disposal of capital assets						\$ -		\$ -	\$ 2,669
<b>TOTAL EXPENSES</b>	\$ 1,327,348	\$ 795,273	\$ 527,518	\$ -	\$ 282,186	\$ 187,017	\$ 890,990	\$ 4,010,332	\$ 3,137,224

SQUARE METRES									
School buildings								34,462.0	34,515.0
Non school buildings								554.0	554.0

**Notes:**

**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 Infrastructure Maintenance Renewal (IMR), CMR & 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, CMR & Modular Unit Relocation & Lease Payments:** All operational expenses associated with non-capitalized IMR and CMR 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, 2021 (in dollars)**

**Cash & Cash Equivalents**

	2021			2020
	Average Effective (Market) Yield	Cost	Amortized Cost	Amortized Cost
Cash		\$ 3,675,215	\$ 3,675,215	\$ 3,533,598
Cash equivalents				
Government of Canada, direct and guaranteed	0.00%	-	-	-
Provincial, direct and guaranteed	0.00%	-	-	-
Corporate	0.00%	-	-	-
Other, including GIC's	0.5-0.67%	107,855	107,855	88,339
Total cash and cash equivalents		\$ 3,783,070	\$ 3,783,070	\$ 3,621,937

**Portfolio Investments**

	2021			2020	
	Average Effective (Market) Yield	Cost	Fair Value	Balance	Balance
<b>Interest-bearing securities</b>					
Deposits and short-term securities	0.88%	\$ 1,066,324	\$ 1,066,324	\$ 1,066,324	\$ 1,042,946
Bonds and mortgages	0.00%	-	-	-	-
	0.88%	1,066,324	1,066,324	1,066,324	1,042,946
<b>Equities</b>					
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%	-	-	-	-
<b>Other</b>					
#REF!	0.00%	\$ -	\$ -	\$ -	\$ -
#REF!	0.00%	-	-	-	-
#REF!	0.00%	-	-	-	-
#REF!	0.00%	-	-	-	-
Total equities	0.00%	-	-	-	-
Total portfolio investments	0.88%	\$ 1,066,324	\$ 1,066,324	\$ 1,066,324	\$ 1,042,946

**Portfolio investments**

**Operating**

Cost  
Unrealized gains and losses

**Endowments**

Cost  
Unrealized gains and losses  
Deferred revenue

**Total portfolio investments**

	2021	2020
Operating		
Cost	\$ 1,066,324	\$ 1,042,946
Unrealized gains and losses	-	-
	1,066,324	1,042,946
Endowments		
Cost	\$ -	\$ -
Unrealized gains and losses	-	-
Deferred revenue	-	-
	-	-
<b>Total portfolio investments</b>	\$ 1,066,324	\$ 1,042,946

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

	2021	2020
Under 1 year	100.0%	100.0%
1 to 5 years	0.0%	0.0%
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, 2021 (in dollars)**

Tangible Capital Assets	2021							2020
	Land	Work In Progress*	Buildings**	Equipment	Vehicles	Computer Hardware & Software	Total	Total
Estimated useful life			25-50 Years	5-10 Years	5-10 Years	3-5 Years		
<b>Historical cost</b>								
Beginning of year	\$ 756,000	\$ -	\$ 7,663,486	\$ 906,128	\$ -	\$ 1,339,149	\$ 10,664,763	10,311,476
Prior period adjustments	-	-	-	-	-	-	-	-
Additions	-	1,713,898	1,361,636	22,458	-	70,238	3,168,230	1,266,580
Transfers in (out)	-	-	-	-	-	-	-	-
Less disposals including write-offs	-	-	-	-	-	(10,924)	(10,924)	(913,293)
Historical cost, August 31, 2021	\$ 756,000	\$ 1,713,898	\$ 9,025,122	\$ 928,586	\$ -	\$ 1,398,463	\$ 13,822,069	\$ 10,664,763
<b>Accumulated amortization</b>								
Beginning of year	\$ -	\$ -	\$ 2,744,601	\$ 842,849	\$ -	\$ 1,241,818	\$ 4,829,268	4,203,322
Prior period adjustments	-	-	-	-	-	-	-	-
Amortization	-	-	1,192,379	22,423	-	61,417	1,276,219	747,319
Other additions	-	-	-	-	-	-	-	-
Transfers in (out)	-	-	-	-	-	-	-	-
Less disposals including write-offs	-	-	-	-	-	(10,924)	(10,924)	(121,373)
Accumulated amortization, August 31, 2021	\$ -	\$ -	\$ 3,936,980	\$ 865,272	\$ -	\$ 1,292,311	\$ 6,094,563	\$ 4,829,268
<b>Net Book Value at August 31, 2021</b>	\$ 756,000	\$ 1,713,898	\$ 5,088,142	\$ 63,314	\$ -	\$ 106,152	\$ 7,727,506	
<b>Net Book Value at August 31, 2020</b>	\$ 756,000	\$ -	\$ 4,918,885	\$ 63,279	\$ -	\$ 97,331		\$ 5,835,495

	2021	2020
Total cost of assets under capital lease	\$ 72,605	\$ 72,605
Total amortization of assets under capital lease	\$ 72,605	\$ 72,605

\*Work in Progress includes a project managed and controlled by Alberta Infrastructure with accumulated costs of \$1,490,190 for a new school expected to be open on September 1, 2024.

FFCA will report this school with its tangible capital assets when the school is complete and controlled by FFCA.

Also included in Work In Progress are four modulars with accumulated costs of \$223,708 which became operational subsequent to year-end in the 2021-22 school year.

\*\*Buildings include leasehold improvements with a total cost of \$3,873,246 and accumulated amortization of \$2,673,765.

**SCHEDULE 7**

School Jurisdiction Code: 9

**SCHEDULE OF REMUNERATION AND MONETARY INCENTIVES  
For the Year Ended August 31, 2021 (in dollars)**

Board Members:	FTE	Remuneration	Benefits	Allowances	Performance Bonuses	ERIP's / Other Paid	Other Accrued Unpaid Benefits	Expenses
J. Wilson, Chair	-	\$6,790	\$366	\$0			\$0	\$58
J. Hill, Vice Chair	-	\$5,750	\$309	\$0			\$0	\$91
S. Diaz	-	\$1,805	\$97	\$0			\$0	\$52
S. Jin	-	\$1,180	\$45	\$0			\$0	\$0
N. Makwana	-	\$2,480	\$133	\$0			\$0	\$116
J. Scantlebury	-	\$760	\$40	\$0			\$0	\$28
R. Spahl	-	\$1,420	\$76	\$0			\$0	\$34
A. Fisher	-	\$0	\$0	\$0			\$0	\$0
S. Quershi	-	\$430	\$24	\$0			\$0	\$0
C. McCauley	-	\$535	\$17	\$0			\$0	\$0
F. Suleman	-	\$625	\$33	\$0			\$0	\$150
	-	\$0	\$0	\$0			\$0	\$0
	-	\$0	\$0	\$0			\$0	\$0
<b>Subtotal</b>	-	\$21,775	\$1,140	\$0			\$0	\$529
Roger Nippard, Superintendent 1	0.58	\$123,496	\$25,858	\$0	\$0	\$0	\$0	\$5,262
Kurtis Leinweber, Superintendent 2	0.42	\$72,500	\$2,204	\$0	\$0	\$0	\$0	\$372
Name, Superintendent 3	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Reta Morgan, Secretary Treasurer	1.00	\$145,108	\$42,958	\$0	\$0	\$0	\$0	\$3,511
Name, Secretary	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0	\$0	\$0
Certificated		\$19,446,233	\$3,633,319	\$0	\$0	\$0	\$0	
School based	186.40							
Non-School based	1.00							
Non-certificated		\$3,903,035	\$823,561	\$0	\$0	\$0	\$0	
Instructional	42.38							
Plant Operations & Maintenance	18.30							
Transportation	2.02							
Other	2.00							
<b>TOTALS</b>	<b>254.10</b>	<b>\$23,712,147</b>	<b>\$4,529,040</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$9,674</b>

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**SCHEDULE 8**

**UNAUDITED SCHEDULE OF FEES**  
For the Year Ended August 31, 2021 (in dollars)

	Actual Fees Collected 2019/2020	Budgeted Fee Revenue 2020/2021	(A) Actual Fees Collected 2020/2021	(B) Unspent September 1, 2020*	(C) Funds Raised to Defray Fees 2020/2021	(D) Expenditures 2020/2021	(A) + (B) + (C) - (D) Unspent Balance at August 31, 2021*
<b>Transportation Fees</b>	\$1,427,821	\$2,004,220	\$1,567,501	\$0	\$0	\$1,567,501	\$0
<b>Basic Instruction Fees</b>							
Basic instruction supplies	\$555,703	\$537,965	\$572,148	\$0	\$0	\$572,148	\$0
<b>Fees to Enhance Basic Instruction</b>							
Technology user fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Alternative program fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Fees for optional courses	\$189,601	\$282,195	\$132,992	\$0	\$0	\$132,992	\$0
Activity fees	\$266,522	\$507,443	\$114,202	\$0	\$0	\$114,202	\$0
Early childhood services	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other fees to enhance education	\$0	\$6,788	\$0	\$0	\$0	\$0	\$0
<b>Non-Curricular fees</b>							
Extracurricular fees	\$46,866	\$77,140	\$0	\$0	\$0	\$0	\$0
Non-curricular travel	\$1,433	\$6,000	\$0	\$0	\$0	\$0	\$0
Lunch supervision and noon hour activity fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Non-curricular goods and services	\$56,321	\$21,435	\$68,525	\$0	\$0	\$68,525	\$0
Other Fees	\$0	\$9,000	\$0	\$0	\$0	\$0	\$0
<b>TOTAL FEES</b>	<b>\$2,544,267</b>	<b>\$3,452,186</b>	<b>\$2,455,368</b>	<b>\$0</b>	<b>\$0</b>	<b>\$2,455,368</b>	<b>\$0</b>

\*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 2021	Actual 2020
Cafeteria sales, hot lunch, milk programs	\$436	\$3,924
Special events, graduation, tickets	(\$3,017)	\$35,181
International and out of province student revenue	\$0	\$0
Sales or rentals of other supplies/services (clothing, agendas, yearbooks)	\$905	\$18,840
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	\$88,112	\$82,209
Lost or Damaged Textbook fees	\$4,014	\$0
Other (Describe)	\$0	\$0
<b>TOTAL</b>	<b>\$90,450</b>	<b>\$140,154</b>

**SCHEDULE 9**

**UNAUDITED SCHEDULE OF SYSTEM ADMINISTRATION**  
**For the Year Ended August 31, 2021 (in dollars)**

EXPENSES	Allocated to System Administration 2021			
	Salaries & Benefits	Supplies & Services	Other	TOTAL
Office of the superintendent	\$ 224,058	\$ 5,634	\$ -	\$ 229,692
Educational administration (excluding superintendent)	95,914	634	-	96,548
Business administration	115,001	145,007	-	260,008
Board governance (Board of Trustees)	22,915	40,731	-	63,646
Information technology	-	-	-	-
Human resources	70,126	-	-	70,126
Central purchasing, communications, marketing	-	-	15,823	15,823
Payroll	44,847	-	-	44,847
Administration - insurance			26,499	26,499
Administration - amortization			133,943	133,943
Administration - other (admin building, interest)			29,096	29,096
Other Audit	-	39,619	-	39,619
Other Legal		18,349	-	18,349
Other Accounting System		58,471	-	58,471
<b>TOTAL EXPENSES</b>	<b>\$ 572,861</b>	<b>\$ 308,445</b>	<b>\$ 205,361</b>	<b>\$ 1,086,667</b>
Less: Amortization of unsupported tangible capital assets				(\$133,943)
<b>TOTAL FUNDED SYSTEM ADMINISTRATION EXPENSES</b>				<b>952,724</b>
<b>REVENUES</b>				<b>2021</b>
System Administration grant from Alberta Education				1,596,948
System Administration other funding/revenue from Alberta Education (ATRF, secondment revenue, etc)				79,774
System Administration funding from others				-
<b>TOTAL SYSTEM ADMINISTRATION REVENUES</b>				<b>1,676,722</b>
Transfers (to)/from System Administration reserves				(676,944)
Transfers to other programs				-
<b>SUBTOTAL</b>				<b>999,778</b>
2020 - 21 System Administration expense (over) under spent				\$47,054

# The FFCA Charter School Society

## Notes to Financial Statements

August 31, 2021

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### 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, 2021

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Leases that, from the point of view of the lessee, transfer substantially all the benefits and risks attributable 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 contributions include restricted contributions received for operations. These contributions are recognized by the Society once it has met all eligibility criteria to receive the contributions. Deferred restricted contributions are recognized as revenue in the fiscal year in which the related expense are incurred.

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, 2021

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(g) Revenue recognition

Revenue is recognized as follows:

Instruction and support allocations are recognized in the year to which they relate, based on the number of instructional days in the school year. 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 is recognized as revenue from the Province and as certificated benefits expense. For the school year ended August 31, 2021, the amount contributed to the Teachers' Retirement Fund by the Province was \$2,037,567 (2020 - \$2,041,033).

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 \$332,941 for the year ended August 31, 2021 (2020 - \$320,434). At December 31, 2020, the Local Authorities Pension Plan reported a surplus of \$4,961,337,000 (2019 - a surplus of \$7,913,261,000).

(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, 2021 is \$41,000 (2020 - \$56,990).

# The FFCA Charter School Society

## Notes to Financial Statements

August 31, 2021

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(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 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 and deferred capital contributions are based on management's best estimates of the remaining useful lives and period of future benefit of the related assets.

The impact that the ongoing COVID-19 pandemic may have on the Society's operations is based on management's best assessment of existing and potential government interventions both at a federal and provincial level. Due to the ongoing changes and development with COVID-19, it is not possible to reliably estimate the length and severity of these developments and the impact on the financial results and conditions of the Society in future periods.

# The FFCA Charter School Society

## Notes to Financial Statements

August 31, 2021

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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.

### 4. Accounts receivable

	<b>2021</b>	<b>2020</b>
GIC interest	\$ 5,653	\$ 14,146
Alberta Education	14,644	-
Federal Government	126,278	117,542
Other School Authorities	-	10,240
Other receivables	<u>14,415</u>	<u>74,183</u>
Total	<u>\$ 160,990</u>	<u>\$ 216,111</u>

The Society did not have an allowance for doubtful accounts as at August 31, 2021 and 2020 as all receivables are considered collectible.

### 5. Accounts payable and accrued liabilities

	<b>2021</b>	<b>2020</b>
Alberta Education	\$ 95,021	\$ -
Other Alberta school jurisdictions	10,406	-
Accrued vacation	41,000	56,990
Fee payments owing back to parents (Covid)	30,077	681,871
Textbook deposits owing back to parents	259,420	268,092
Other trade payables and accrued liabilities	424,648	825,820
Unearned revenue (fees)	<u>2,068,859</u>	<u>1,900,314</u>
	<u>\$ 2,929,431</u>	<u>\$ 3,733,087</u>

### 6. Prepaid Expenses

	<b>2021</b>	<b>2020</b>
Campus	\$ 48,429	\$ 26,623
School Generated	37,694	16,653
Student Supports	74,000	74,000
Technology	106,678	64,807
Transportation	<u>105,014</u>	<u>750</u>
Total	<u>\$ 371,815</u>	<u>\$ 182,833</u>



# The FFCA Charter School Society

## Notes to Financial Statements

August 31, 2021

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### 7. 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, 2021, a balance of \$1,315,304 (2020 - \$1,362,358) 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 to be a minimum of 1.50:1. The Society was in compliance with these covenants at August 31, 2021.

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

	<b>Principal</b>	<b>Interest</b>	<b>Total</b>
2021-22	\$ 48,265	\$ 32,849	\$ 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
2025-26	53,417	27,697	81,114
2026 to maturity	<u>1,061,347</u>	<u>230,379</u>	<u>1,291,726</u>
Total	<u>\$ 1,315,304</u>	<u>\$ 381,992</u>	<u>\$ 1,697,296</u>

### 8. Net Assets

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

	<b>2021</b>	<b>2020</b>
Unrestricted surplus	<u>\$ 4,038,809</u>	<u>\$ 3,104,134</u>
Accumulated surplus from operations	\$ 1,833,445	1,315,582
Investment in tangible capital assets	<u>2,205,364</u>	<u>1,788,552</u>
Accumulated surplus	<u>\$ 4,038,809</u>	<u>\$ 3,104,134</u>



# The FFCA Charter School Society

## Notes to Financial Statements

August 31, 2021

Accumulated surplus from operations includes funds of \$353,651 (2020 - \$249,873) 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:

	2021	2020
Accumulated surplus from operations	\$1,833,445	\$ 1,315,582
School Generated Funds	<u>353,651</u>	<u>249,873</u>
Adjusted accumulated surplus	<u>\$ 1,479,794</u>	<u>\$ 1,065,709</u>

### 9. School generated funds

	2021	2020
School generated funds, beginning of year	\$ 679,724	\$ 647,334
Gross receipts		
Fees	315,718	560,743
Unearned Fees	479,960	429,851
Fundraising	281,808	243,959
Gifts and donations	49,567	54,181
Other sales and services	<u>7,236</u>	<u>57,945</u>
Total gross receipts	1,134,289	1,346,679
Total related expenses and uses of funds	703,037	1,103,139
Total direct costs including cost of goods sold to raise funds	<u>277,365</u>	<u>211,150</u>
School generated funds, end of year	<u>\$ 833,611</u>	<u>\$ 679,724</u>
Balance included in Accounts Payable and Accrued Liabilities	<u>\$ 479,960</u>	<u>\$ 429,851</u>
Balance included in Accumulated Surplus	<u>\$ 353,651</u>	<u>\$ 249,873</u>

### 10. Trusts under administration

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

	2021	2020
Scholarship trusts	\$ 119,155	\$ 107,132
Lessee Security Deposit	7,500	10,000
School Council Community Fund	28,289	22,435
Association of School Councils	<u>7,074</u>	<u>6,073</u>
Total	<u>\$ 162,018</u>	<u>\$ 145,640</u>

# The FFCA Charter School Society

## Notes to Financial Statements

August 31, 2021

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11. 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.

12. Non-cash transactions

Excluded from the cash flow statement are non-cash transactions of \$1,490,190 related to tangible capital acquisitions funded directly by Alberta Infrastructure and \$580,077 related to amounts reclassified to spent deferred capital contributions that were received in the prior year.

13. 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 and cash and portfolio investments bear interest at fixed rates.

14. Budget amounts

The 2021 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.

15. 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, 2021, no amounts were outstanding under the line of credit.

# The FFCA Charter School Society

## Notes to Financial Statements

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### 16. 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, 2021 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
<b>Government of Alberta (GOA)</b>				
<b>Education</b>				
Prepaid expenses \ deferred revenue	\$ 14,644	\$ 132,521	\$ -	\$ -
Unspent deferred capital revenue	-	579,154	-	-
Spent deferred capital revenue	-	1,384,136	-	-
Expended deferred capital revenue	-	-	-	-
ATRF payments made on behalf of FFCA	-	-	-	2,037,567
Grant revenue and expenses	-	-	34,816,926	40,168
<b>Other Alberta school jurisdictions</b>	2,502	10,406	437,586	457,203
<b>Post-secondary institutions</b>	-	-	-	20,000
<b>Government of Alberta</b>	-	1,984	-	1,984
<b>Infrastructure</b>				
Spent deferred capital revenue	-	-	60,770	60,770
<b>Total 2020-21</b>	<b>\$ 17,146</b>	<b>\$ 2,108,201</b>	<b>\$35,315,282</b>	<b>\$ 2,617,692</b>
<b>Total 2019-20</b>	<b>\$ 28,974</b>	<b>\$ 2,736,482</b>	<b>\$ 31,998,576</b>	<b>\$ 2,596,705</b>

# The FFCA Charter School Society

## Notes to Financial Statements

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17. Contractual obligations

The Society leases eight campus locations for annual lease payments of \$1 each. 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.

18. Contractual rights

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

2022	\$	112,858
2023	\$	91,225
2024	\$	83,623

19. Comparative figures

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

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