Public Board Meeting

Wednesday, September 28, 2022, 6:30-9:00 p.m.
SHS at MRU - Roderick Mah Centre
4825 Mount Royal Gate SE
MRU parking rates apply

Invited Participants: All Directors, Central Office Executive Team, SHS Administrators
Invited Attendees: All interested FFCA stakeholders, SHS Campus Council
WiFi Network: "MRvisitor" - open your web browser, read the Terms of Use then click Accept to connect
Maps: a Parking Map and a Meeting Location Map are attached (last two pages of the package)

AGENDA

CALL TO ORDER: 6:30 p.m.

LAND ACKNOWLEDGEMENT
We would like to begin by recognizing the Traditional Territory on which we are gathered today. FFCA would like to acknowledge and thank the diverse Indigenous peoples whose footsteps have marked this territory for centuries such as the Blackfoot Confederacy, the Tsuut'ina, the Stony Nakoda Nations, and the Métis Nation of Alberta, Region III.

1. Review of Meeting Agenda ..... Chair Wilson

2. Approval of Consent Agenda ..... Chair Wilson
   - Public Board Meeting Minutes of June 22, 2022 – attached;
   - Emergency Meeting Minutes of July 22, 2022 – attached;
   - Resignation of employee 10702, effective June 30, 2022.
   - Correspondence received from Minister LaGrange re: Budget Report – attached;
   - Correspondence received from Minister LaGrange re: SHS Temporary Accomodations – attached;

   Consent Agenda DRAFT MOTION
   2022-09-28-1CA I move that the Consent Agenda for September 28, 2022 be approved by the Board as presented above.
   MOVED by Director _____ and seconded by Director _____.

3. SHS: Tour of our space and a Q & A "Life at MRU" ..... SHS Admin

4. Superintendent's Report ..... CEO Nippard

5. Information Items
   - 5.1 Standing Item: Administrative Procedures Update ..... COO Leinweber
     - 5.1.1 AP-G-201.1 Teacher Growth Supervision and Evaluation REVISED
     - 5.1.2 AP-G-301.1 Teacher Placement on the Salary Grid REVISED
     - 5.1.3 AP-H-104.2 Instructional Resource Selection NEW
     - 5.1.4 AP-H-105.1 English as a Second Language REVISED
     - 5.1.5 AP-I-101.2 Kindergarten Admission and Orientation REVISED
   - 5.2 Standing Item: Strategic/Education Plan Update ..... CEO Nippard
   - 5.3 Standing Item: High School Update ..... CEO Nippard

6. Discussion Items
   - 6.1. Q4 Financial Report ..... CFO Estrada
     - Attached, find Q4 results, preliminary YTD numbers, and a projection in forecast column for year-to-date results with year-end adjustments

- Overall revenue expected to be within 5% of budget. Better-than-budget position largely due to SLS funding awarded latter half 21/22. Revenue from STEM established after budget approval.
- Overall expenditures expected to be within 5% of the budget. Technology and Facilities line items - funds had been rerouted to instruction; 2021-22 SLS funding announcement precipitated dollars to be returned to T & F; enabled some overdue updates.

Q4 Estimated Financial Report DRAFT MOTION
2022-09-28-1RA I move that the Board receive for information the FFCA Fourth Quarter Estimated Financial Report as presented.
MOVED by Director _____ and seconded by Director _____

7. Committees/Liaison Reports
   - 7.1. Executive Committee ..... Chair Wilson
   - 7.2. Communications and Community Relations (CCR) ..... Director Fisher
   - 7.3. Policy and Performance Review (PPR) ..... Director Jin
     - 7.3.1. Policy 14 Uniforms - attached (nonsubstantive changes to appendices, no motion req'd)
       - Blazer is required to be purchased from the uniform supplier. Added an additional asterisk for clarification.
       - Updated InSchoolWear's address

     - 7.3.2. Rescind Policy J-102 Brand Identity
       - following the approval of Policy 1 Foundational Statements revisions at the June 2022 board meeting, this Policy is no longer required

       Rescind Policy J-102 Brand Identity DRAFT MOTION
       2022-09-28-2RA I move that Policy J-102 Brand Identity be rescinded by the Board.
       MOVED by Director_____ and seconded by Director _____

     - 7.3.3. Election Appointments: For each election, Returning officers must be appointed. They may not be directors nor candidates. The returning officers will count all ballots, if required, and declare candidates elected whose names appear on the greatest number of ballots.

       Appointments: Chief Returning Officer and Assistant Returning Officer DRAFT MOTION
       2022-09-28-3RA I move that the Board appoint Roger Nippard as Chief Returning Officer and Jhamily Estrada as Assistant Returning Officer. The Chief Returning Officer may delegate election support duties to one or more other FFCA employees as necessary.
       MOVED by Director_____ and seconded by Director _____

     - 7.3.4. Bylaws Ad Hoc Committee
       - committee being established to review the Society's bylaws and make recommendations to the board

       Bylaws Ad Hoc Committee DRAFT MOTION
       2022-09-28-4RA I move that an ad hoc Bylaws Committee be struck for one year as per the Terms of Reference.
       MOVED by Director _____ and seconded by Director _____

   - 7.4. Audit Committee ..... Director Qureshi
     - 7.4.1. Appointment of Auditors
       2022-09-28-5RA – Appointment of Auditors DRAFT MOTION
       I move that the Board recommend that the Society approve the recommendation that Grant Thornton LLP, be appointed as Auditors for the 2022-23 school year.
       MOVED by Director _____ and seconded by Director _____
   - 7.5. TAAPCS Board Rep Report ..... Vice-Chair Hill

7.6. ASC Rep Report..... Director Qureshi

8. Director Highlights ..... Chair Wilson

9. Open to Gallery..... Chair Wilson

10. Chairperson's Remarks ..... Chair Wilson

ADJOURNMENT: by 9:00 p.m.

NEXT MEETING: November 30, 2022 at NMS Campus

FUTURE AGENDA ITEMS:

Public Board Meeting

Wednesday, June 22, 2022, at 6:30 p.m
Location: FFCA Central Office
110, 7000 Railway Street SE

Attendees: Vice-chair Jenny Hill, Director Shahid Qureshi, Director Randhall Spahl, Director Naren Makwana, Director Amanda Fisher, Director Ketan Lakhani, Director Sam Jin, CEO Roger Nippard, COO Kurtis Leinweber, CFO Jhamily Estrada, CI Justin Kool
Gallery: None
Presenter: 25th Anniversary Committee Lead, Sandi Serr

MINUTES

CALL TO ORDER: 6:30 p.m.

LAND ACKNOWLEDGEMENT

1. Review of Meeting Agenda: Update meeting chair to Vice-chair Hill

2. Approval of Consent Agenda
   - Public Board Meeting Minutes of May 25, 2022 (attached);
   - Resignation of employee 10690, effective May 31, 2022.

   2022-06-22-1CA Approve Consent Agenda
   MOVED by Director Makwana and seconded by Director Qureshi that the Consent Agenda for June 22, 2022, be approved by the Board as presented. CARRIED.

3. 25th Anniversary Recap

4. Superintendent's Report: thanks to the 25th anniversary team; it was an exceptional day. Staffing is the main focus currently: 5 administrator moves, new Coordinator of Inclusion. Leading Learning meetings: back to in-campus meetings; senior leadership team staying connected to staff informally. Welcome Back breakfast in August; opportunity for all staff to come together to begin the year. Charter School Hub: concept being investigated by AB Education. RFP for Auditors, 2022-23 will be put together this summer.

5. Information Items
   5.1. Standing Item: Administrative Procedures Update: none
   5.2. Standing Item: Strategic/Education Plan Update: looking at next steps for the strategic plan. Annual Ed plan was submitted, met ministry requirements.
   5.3. Standing Item: NHS and SHS Update: NHS substancial completion date is Dec 1, 2023; project is on schedule. SHS temporarily relocated to MRU, working towards an extension on the lease.
   5.4. Standing Item: COVID Response: most restrictions have been eliminated; intent is to return to normal in the fall;

6. Discussion Items
   6.1. Review of 2022-23 Meeting Calendar (attached): Will take place at campuses, in-person.
   6.2. Approval of Locally Developed courses

Course Code	Course Name	Credit	Acquired or Developed	Authorization Start Date	Authorization End Date	School District
LDC1979	Musical Theatre 15-3	3	Acquired	Sep. 1, 2022	Aug. 31, 2026	CCSD
LDC1979	Musical Theatre 15-5	5	Acquired	Sep. 1, 2022	Aug. 31, 2026	CCSD
LDC2979	Musical Theatre 25-3	3	Acquired	Sep. 1, 2022	Aug. 31, 2026	CCSD

LDC2979	Musical Theatre 25-5	5	Acquired	Sep. 1, 2022	Aug. 31, 2026	CCSD
LDC3979	Musical Theatre 35-3	3	Acquired	Sep. 1, 2022	Aug. 31, 2026	CCSD
LDC3979	Musical Theatre 35-5	5	Acquired	Sep. 1, 2022	Aug. 31, 2026	CCSD
LDC1599	Learning Strategies (2018) 15-3	3	Acquired	Sep. 1, 2022	Aug. 31, 2026	CCSD
LDC1599	Learning Strategies (2018) 15-5	5	Acquired	Sep. 1, 2022	Aug. 31, 2026	CCSD
LDC2599	Learning Strategies (2018) 25-3	3	Acquired	Sep. 1, 2022	Aug. 31, 2026	CCSD
LDC2599	Learning Strategies (2018) 25-5	5	Acquired	Sep. 1, 2022	Aug. 31, 2026	CCSD
LDC3599	Learning Strategies (2018) 35-3	3	Acquired	Sep. 1, 2022	Aug. 31, 2026	CCSD
LDC3599	Learning Strategies (2018) 35-5	5	Acquired	Sep. 1, 2022	Aug. 31, 2026	CCSD
LDC1987	Technical Theatre 15-3	3	Acquired	Sep. 1, 2022	Aug. 31, 2026	CBE
LDC1987	Technical Theatre 15-5	5	Acquired	Sep. 1, 2022	Aug. 31, 2026	CBE
LDC2987	Technical Theatre 25-3	3	Acquired	Sep. 1, 2022	Aug. 31, 2026	CBE
LDC2987	Technical Theatre 25-5	5	Acquired	Sep. 1, 2022	Aug. 31, 2026	CBE
LDC3987	Technical Theatre 35-3	3	Acquired	Sep. 1, 2022	Aug. 31, 2026	CBE
LDC3987	Technical Theatre 35-5	5	Acquired	Sep. 1, 2022	Aug. 31, 2026	CBE
LWC 9	Leadership with Character 9	-	Developed	Sep. 1, 2022	Aug. 31, 2026	FFCA
LCL 5-8	Life Choices and Leadership 5-8	-	Developed	Sep. 1, 2022	Aug. 31, 2026	FFCA

2022-06-22-1RA Locally Developed Courses Motion
MOVED by Director Qureshi and seconded by Director Spahl that the acquired and developed jr / sr high school courses from the indicated school authorities for use at NHS, SHS, SMS, NMS campuses for the authorization period listed above be approved by the Board as presented. CARRIED.

6.3. Q3 Report (attached)

2022-06-22-2RA Q3 Report Motion
MOVED by Director Lakhani and seconded by Director Spahl that the Board receive for information the FFCA 2021-22 Third Quarter Financial Report as presented. CARRIED.

7. Committees/Liaison Reports
   7.1. Executive Committee: met to discuss the working session and board meeting
   7.2. Communications and Community Relations (CCR): met to discuss in-person events in 22/23, working on end-of-year board recap, revised TOR.

      7.2.1. CCR Committee's Terms of Reference (TOR)
      2022-06-22-3RA CCR Committee's TOR for approval Motion
      MOVED by Director Fisher and seconded by Director Lakhani that the Board approve the CCR Committee's Terms of Reference as presented. CARRIED.

   7.3. Policy and Performance Review (PPR): met to revise TOR, discussed succession plan and policy review.

      7.3.1. PPR Committee's Terms of Reference (TOR)
      2022-06-22-4RA PPR Committee's TOR for approval Motion
      MOVED by Director Jin and seconded by Director Spahl that the Board approve the PPR Committee's Terms of Reference as presented. CARRIED.

7.3.2. Policy 1 Foundational Statement
2022-06-22-5RA Policy 1 Foundational Statement for approval Motion
MOVED by Director Jin and seconded by Director Spahl that Policy 1 Foundational Statement be approved for non-substantive changes as presented. CARRIED.

7.3.3. Policy 19 Welcoming Caring Respectful Safe Inclusive Learning & Work Env.
2022-06-22-6RA Policy 19 for approval Motion
MOVED by Director Jin and seconded by Director Spahl that Policy 19 Welcoming Caring Respectful Safe Inclusive Learning and Working Environments be approved for non-substantive changes as presented. CARRIED.

7.4. Audit Committee: met to discuss Q3 report, met re: audit plan, TOR revisions.

7.4.1. Audit Committee's Terms of Reference (TOR)
2022-06-22-7RA Audit Committee's TOR for approval Motion
MOVED by Director Qureshi and seconded by Director Fisher that the Board approve the Audit Committee's Terms of Reference as presented. CARRIED.

7.5. TAAPCS Board Rep Report: approved motion for special assessment to hire a GR/PR firm. Looking at reviewing/renegotiating TAAPCS fees in 22/23.

7.6. ASC Rep Report: Transitioned new members, elections for ASC positions.

8. Director Highlights

9. Open to Gallery

10. Chairperson's Remarks

ADJOURNMENT: 8:20 p.m.

NEXT MEETING: September 28, 2022

FUTURE AGENDA ITEMS:

Emergency Meeting Minutes

July 22, 2022
4:00 – 4:30 p.m.
FFCA Central Office Boardroom

ATTENDEES: Chair Jeff Wilson, Vice-chair Jenny Hill, Director Amanda Fisher, Director Naren Makwana, Director Gopal Saini, Director Shahid Qureshi, CEO Roger Nippard

BACKGROUND & RATIONALE

The SHS Campus requires a location to operate in for the 2022-23 academic year due to the fire on May 9, 2022. The Board and Administrators called this meeting to review the details of the presented lease with MRU and to authorize the signing authority on the lease should an agreement between MRU, Alberta Education, and FFCA be reached.

MINUTES

CALL TO ORDER: 4:00 p.m.

1. **2022-07-22-1OA** Motion to Waive Notice of Public Meeting
   MOVED by Director Qureshi and seconded by Vice-chair Hill that the Board waive notice of the July 22, 2022, Emergency Meeting as permitted in Article 5.1 (c) of the FFCA Bylaws (2020). CARRIED.

2. **2022-07-22-2OA** Motion to Authorize Signing Authority
   MOVED by Director Qureshi and seconded by Director Fisher that the Board authorize the board chair to sign the lease agreement upon finalization. CARRIED.

3. **2022-07-22-3OA** Motion to Adjourn
   MOVED by Vice-chair Hill and seconded by Director Qureshi that the Emergency Meeting be adjourned. CARRIED.

ADJOURNMENT: 4:20 p.m.

ALBERTA
EDUCATION

Office of the Minister

AUG 0 5 2022

AR119136

Mr. Jeff Wilson
Chairman
Foundations for the Future Charter Academy Charter School Society
110, 7000 Railway Street SE
Calgary AB T2H 3A8

Dear Mr. Wilson:

As part of the reporting process for school boards, an annual budget report is required to be submitted to Alberta Education by May 31 of each year.

Under the *Education Act* Section 143.1, a school board that establishes an accumulated surplus fund that is not a capital reserve fund or an endowment fund may make a payment or transfer money from the fund with the Minister's prior approval only.

Based on the May 31 budget submissions by school jurisdictions, the projected accumulated reserve balances for school boards are an operating reserve balance of $370 million at August 2022 and $223 million projected for August 2023. This is a $147 million projected decrease for the 2022/23 school year.

Foundations for the Future Charter Academy Charter School Society has reported the following information at May 31, 2022:

Adjusted Accumulated Surplus from Operations 2021/22	$1,208,515
Projected Adjusted Accumulated Surplus from Operations 2022/23	$458,515
Projected Adjusted Accumulated Surplus from Operations 2023/24	$458,515

For the 2022/23 school year, Foundations for the Future Charter Academy Charter School Society has requested $750,000 in reserve spending.

.../2

228 Legislature Building, 10800 - 97 Avenue, Edmonton, Alberta T5K 2B6 Canada Telephone 780-427-5010 Fax 780-427-5018

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I approve $750,000 in reserve spending for your school board for the 2022/23 school year. Included in this approval is the transfer of $347,135 to capital reserve.

Thank you for your support of Alberta's students.

Sincerely,

Adriana LaGrange
Minister

cc: Mr. Roger Nippard
Superintendent of Schools

Ms. Jhamily Estrada
Treasurer

Classification: Protected A

ALBERTA
EDUCATION

Office of the Minister

JUL 2 5 2022

AR119085

Mr. Jeff Wilson
Chair
Foundations for the Future Charter Academy Society
110 – 6000 Railway Street SE
Calgary AB T2H 3A8

Dear Mr. Wilson:

Following the closure of Dr. Norman Bethune School as a result of the fire on May 9, 2022, I understand the students attending the South High School Campus relocated to Mount Royal University for the end of the 2021/22 school year. I appreciate the many hurdles you have faced as result of this fire, and I commend your leadership efforts during these challenging times.

I understand that Foundations for the Future Charter Academy Society (FFCA) is in need of a temporary accommodation for the South High School students for the 2022/23 school year. I am also aware that your charter has worked closely with Mount Royal University to develop an arrangement that would accommodate FFCA for the upcoming school year

I am pleased to inform you that Alberta Education will provide up to $2,386,000 in lease support to lease space at Mount Royal University for the 2022/23 school year. I recognize your board is continuing to work with your available funding to contribute to this lease arrangement. Thank you for your commitment to ensuring the financial viability of this solution.

Please provide documentation of the lease agreement to Capital Planning once it has been fully executed in order to release this funding support.

If you have any questions, please contact Roman A. Sus, Manager, Capital Planning South, at roman.sus@gov.ab.ca or 780-638-9599 (toll-free by first dialing 310-0000).

Sincerely,

Adriana LaGrange
Minister

228 Legislature Building, 10800 - 97 Avenue, Edmonton, Alberta T5K 2B6 Canada Telephone 780-427-5010 Fax 780-427-5018

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AP-G-201.1 Teacher Growth, Supervision, and Evaluation

Administrative Procedures

BACKGROUND

Teacher growth, supervision and evaluation practices are intended to ensure FFCA teachers demonstrate, in their teaching practice, the professional teaching competencies as outlined in the Alberta Teaching Quality Standard (TQS) and the distinctive teaching requirements of this charter school.

A program of career-long learning must be an integral part of a teacher's professional life. Teachers have the responsibility of constantly reflecting upon their professional practice and seeking improvement as part of a continuing process of professional development.

These Administrative Procedures do not restrict administrators from taking disciplinary or other action, as appropriate, where there are reasonable grounds for believing that the actions or practices of a teacher endanger the safety of students, or constitute a neglect of duty, a breach of trust or a refusal to obey a lawful order of FFCA, or from taking any action or exercising any right of power under the *Education Act*.

DEFINITIONS

In this Administrative Procedures document:

- "administrator" means the Superintendent, Deputy Superintendent, an FFCA System Coordinator, Principal Educator or Associate Principal;

- "distinctive teaching requirements of this charter school" refers to the principles of practice described by the Board through its statement of Vision, Mission and Guiding Principles and the Distinctive Characteristics of Teaching Practice at FFCA as summarized in *AP-G-201.1.1 Distinctive Teaching Competencies*.

- "evaluation" means the formal process of gathering and recording information or evidence over a period of time, and the application of reasoned professional judgment by an administrator in determining whether one or more aspects of the teaching of a teacher exceeds, meets or does not meet the TQS and the distinctive requirements of FFCA;

- "notice of remediation" means the written statement issued by an administrator to a teacher where the administrator has determined that the teacher's teaching does not meet the TQS;

- "professional growth" means the career-long learning process whereby a teacher annually develops and implements a plan to achieve professional learning objectives or goals that are consistent with the Alberta TQS and the distinctive requirements of FFCA;

- “supervision” means the ongoing process by which an administrator supports and guides teaching;

- "teaching quality standard" means the authorized standard and competencies as defined in the *Alberta Teaching Quality Standard*.

PROCEDURES

Teacher Professional Growth

1. All teachers will complete annual professional growth plans to help them support optimum student learning.

2. An annual growth plan is expected to contain:
   2.1 the core principles and priorities as outlined in the charter, strategic plan, education plan and other areas as identified by the Board or admin team;
   2.2 a demonstrable relationship to the Alberta TQS and/or distinctive requirements of FFCA;

   As well, growth plans connect to and reflect elements of:
   2.3 the short-and long-term development needs of the campus
   2.4 the self-assessment of professional learning needs by the individual teacher under the guidance of their supervisor.

3. An annual growth plan may:
   3.1 include a focus connected to the mentoring of a new teacher or supervision of a student-teacher;
   3.2 be a component of a long-term, multi-year plan.

4. Growth plans will address the following:
   4.1 guiding question or problem of practice,
   4.2 professional learning goals,
   4.3 strategies to obtain each goal,
   4.4 a time line for implementation, and
   4.5 the identification of data or other artifacts which will be used to provide evidence of progress on the professional growth goals.

5. A teacher will share their annual growth plan for review and approval to their campus administrator(s) within the first 60 days of the school year or their starting date of employment if hired mid-year.

6. A teacher will keep their campus administrator(s) informed of their progress on achieving the goal(s) of their plan including any potential modifications during the school year as part of the supervision process.

7. Prior to the end of the school year, each teacher will meet with their campus administrator(s) to review the implementation of the growth plan and to consider professional growth possibilities for the next year.

8. The Principal Educator will maintain an updated copy of the teacher's current professional growth plan and return prior copies to the teacher as modifications are made.

9. Unless a teacher agrees, the content of a growth plan must not be part of an evaluation of a teacher.

10. Despite "9" above, a Principal Educator may identify behaviors or practices that may require evaluation in accordance with these Administrative Procedures, provided that the information identified is based on a source other than that in the annual growth plan of the teacher.

Teacher Supervision

1. Supervision involves a range of leadership processes designed to ensure quality teaching practice and to improve teaching and learning. Teacher supervision includes such instructional leadership activities as:
    1.1 providing support and guidance to teachers, including assisting teachers to become familiar with the professional responsibilities as outlined in the TQS and the Distinctive Characteristics of this charter school;
    1.2 observing and receiving information from any source about the quality of teaching practice;
    1.3 providing guidance and/or resources to support teachers in the pursuit of their professional growth goals
    1.4 identifying the behaviors or practices of a teacher that for any reason may require an evaluation.

2. Supervisors participate in teacher supervision through:
    2.1 ongoing communication with teachers about teaching and learning;
    2.2 reviewing and approving annual growth plans;
    2.3 the acquisition of information regarding the teacher's participation in any aspect of the activities of the school;
    2.4 frequent observation, guidance and support of teaching practice.

3. If a concern regarding a teacher's practice is expressed by a parent or student to an administrator, the administrator may:
    3.1 arrange for the person concerned to discuss the matter with the teacher in accordance with AP-B-401.1 Being Heard;
    3.2 attempt to deal with the situation through mediation, an investigation or more focussed supervision if the student or parent is unwilling or unable to discuss the matter with the teacher or if the matter remains unresolved;
    3.3 if an investigation or more focussed supervision leads to the belief the teacher may not be meeting the TQS and/or and the distinctive requirements of this charter school, initiate the teacher evaluation process.

4. Where the Principal Educator, through the process of supervision, has reason to believe that a teacher may not be meeting the expectations of the TQS and/or and the distinctive requirements of this charter school, teacher evaluation may be initiated in accordance with the "Teacher Evaluation" section of these Administrative Procedures.

Teacher Evaluation

1. Teacher evaluation is based upon the Principal Educator's informed and reasoned judgment about the teacher's practice in relation to the TQS and the Distinctive Characteristics of this charter school.

2. The evaluation of a teacher by the Principal Educator or designate is required if:
   - 2.1 the teacher holds an Interim Professional Teaching Certificate;
   - 2.2 the teacher holds a Letter of Authority;
   - 2.3 the teacher is employed on a probationary contract;
   - 2.4 the teacher is employed on a temporary contract for a term of 80 teaching days or greater;
   - 2.5 it has been five years since their previous formal evaluation*;
   - 2.6 significant changes are made to the Alberta TQS or the distinctive requirements of FFCA;
   - 2.7 ongoing supervision leads to the belief the teacher may not be meeting the TQS and/or distinctive requirements of FFCA.

* Due to the COVID pandemic, implementation of the 5-year evaluation cycle was postponed with implementation modified to start in the 2022-2023 school year.

3. Additional evaluations of a teacher by the Principal Educator or designate may be conducted:
   - 3.1 upon written request by a teacher;
   - 3.2 upon a significant change in role (e.g. kindergarten teacher to physical education specialist);
   - 3.3 for purposes of gathering information related to a specific employment decision;
   - 3.4 for purposes of assessing the growth of a teacher's practice related to the issuing of a permanent professional teaching certificate.

4. On initiating an evaluation, the evaluator will communicate explicitly to the teacher:
   - 4.1 the reasons for and purposes of the evaluation;
   - 4.2 the processes, criteria and standards to be used;
   - 4.3 the evaluation data sources to be used;
   - 4.4 the timelines to be applied, and;
   - 4.5 the possible outcomes of the evaluation.

5. The following processes may be used in teacher evaluations:
   - 5.1 teacher self-reflection based upon established TQS criteria and the distinctive requirements of this charter school;
   - 5.2 multiple observations based upon established TQS criteria and the distinctive requirements of this charter school;
   - 5.3 additional data related to the teacher's teaching practice:
     - planning documents,
     - student evaluation records,
     - a variety of student performance and teaching artifacts,
     - surveys, and
     - other agreed upon data sources.

5.4 frequent conferencing, including the evaluator's updates about the teacher's strengths/weaknesses in the major areas of teaching practice.

6. The evaluation of teachers who have gone five years since their previous evaluation (see 2.5) may utilize an abridged combination of any or all of the processes outlined in section 5 as determined, by the evaluator in consultation with the teacher, to be sufficient to verify the teacher's practice meets the TQS and distinctive requirements of this charter school.

7. A report on teacher evaluation will consist of:
   7.1 a background/introduction;
   7.2 a statement of evaluation purposes and possible outcomes;
   7.3 an overview of the evaluation context;
   7.4 a description and data-based comment in each applicable TQS competency;
   7.5 a description and data-based comment regarding the distinctive requirements of FFCA;
   7.6 identification of the significant strengths of a teacher;
   7.7 recommendations for professional growth;
   7.8 a concluding statement: "In my opinion, at this time and in this assignment, the teacher's professional practice (does not meet, or meets, or exceeds) the expectations contained in the Teaching Quality Standard for Alberta and the distinctive requirements of this charter school";
   7.9 a statement verifying that the report has been discussed with the teacher, that provision has been made for the teacher to sign the report prior to its submission to the office of the Superintendent, and that the teacher has been made aware of the right of review.

8. All evaluation reports will be signed by the teacher and the evaluator. A copy of the evaluation report will be provided to the teacher being evaluated and the school Principal Educator. The original report will be held in the teacher's personnel file at the Central Office.

9. A teacher being evaluated shall be given the opportunity to append additional comments to an evaluation report.

10. Required evaluations (as identified in 2) of teachers on:
    10.1 full-year contracts will be completed by April 15 of the school year.
    10.2 interim or temporary contracts of 80 school days or more will be completed by the end of the interim or temporary contract.

11. A teacher may ask the Superintendent to review the teacher's evaluation to ensure compliance with these Administrative Procedures.

12. A request for a Superintendent review of an evaluation must be made within 10 calendar days of the teacher receiving the evaluation report and must outline in writing the teacher's reasons for the request.

13. Upon receiving a request for a Superintendent review of a teacher's evaluation, a review must be conducted and a written decision rendered within 21 calendar days.

Notice of Remediation

1. A Notice of Remediation is the written statement issued to a teacher by an administrator where the administrator has determined that the teacher's teaching does not meet the TQS and the distinctive requirements of this charter school. A Notice of Remediation describes:
   - 1.1 the behaviours or practices that do not meet the TQS and/or distinctive requirements of this charter school, and the changes required;
   - 1.2 an indication of resources available to assist the teacher to address the necessary changes;
   - 1.3 a reasonable time schedule to address the remediation strategies;
   - 1.4 how the determination will be made that the required changes have taken place;
   - 1.5 the consequences of not achieving the required changes including, but not limited to, termination of the teacher's contract of employment;
   - 1.6 notification that the remediation plan may temporarily replace the obligation of the teacher to implement an annual Teacher Professional Growth Plan.
2. A Remediation Follow-up Evaluation will be undertaken with a focus on assessing the degree to which the teacher has met the performance expectations in accordance with the expectations and timelines of the Notice of Remediation.
   - 2.1 The follow-up teacher evaluation may be conducted by the original administrator, or the Superintendent or designate.
   - 2.2 In the event that Remediation Follow-up Evaluation identifies that the teacher's practice meets expectations, recommendations for a professional growth plan will be included in the report. However, an additional evaluation of the teacher's professional practice will be completed within two years of filing the second report.
   - 2.3 In the event that the Remediation Follow-up Evaluation report concludes the teacher's professional practice is not meeting the Alberta Teaching Quality Standard and/or the Distinctive Characteristics of this charter school, a recommendation may be made to the Board to terminate the teacher's contract in accordance with the *Education Act*.
   - 2.4 In the event of termination of contract, the teacher shall be made aware of his/her right of appeal.

Original Approval Date:	October 6, 2009
Revision Dates:	November 1, 2013; October 31, 2019; June 11, 2021; September 7, 2022
References:	*Alberta Teaching Quality Standard*. *AP-G-201.1.1 Distinctive Teaching Competencies*.

AP-G-301.1 Teacher Placement on the Salary Grid

Administrative Procedures

BACKGROUND & RATIONALE

The evaluation of teacher education for salary purposes shall be determined by a Statement of Qualification issued by the Alberta Teachers' Association Teacher Qualifications Service in accordance with the principles and policies established by the Teacher Salary Qualifications Board.

PROCEDURES

1. **Calculation of Teacher Education**
   - 1.1. Within 60 days of commencement of employment with the Board, teachers shall submit a Statement of Qualifications from Teacher Qualifications Service or a copy of the Association's *Salary Evaluation Application Form* for such evaluation. If the Statement of Qualification or a copy of the Association's *Salary Evaluation Application Form* is not supplied as specified, salary adjustments will not be retroactive to the contract start date and shall be adjusted effective the beginning of the month following the submission of a Statement of Qualifications.
   - 1.2. Teachers who have completed additional training which will qualify them for a new placement on the salary grid shall submit an updated statement of Qualifications from Teacher Qualifications Service or a copy of the Association's *Salary Evaluation Application Form* for such evaluation within 60 days of the additional training qualification. If the Statement of Qualification or a copy of the Association's *Salary Evaluation Application Form* is not supplied as specified, salary adjustments will not be retroactive to the qualification start date and shall be adjusted effective the beginning of the month following the submission of a Statement of Qualifications.
   - 1.3. Until the teacher submits a Statement of Qualifications from the Teacher Qualifications Service, the teacher shall be placed on the salary schedule according to the most recent acceptable Statement of Qualifications or in the absence of such a statement, at the lowest category and step on the current teacher salary grid.
   - 1.4. Once Human Resources has received an updated Statement of Qualifications from Teacher Qualifications Service which places the teacher at a higher grid position, all retroactive pay will become due and payable at a pay period within 45 calendar days (only applicable if the above information was received within the specified 60 days).

2. **Calculation of Teaching Experience**
   - 2.1. A teacher may be granted a one-year experience increment on the FFCA salary grid for each full year of qualifying teaching experience acquired prior to the teacher's current employment with FFCA. Qualifying years of experience must have:
     - 2.1.1. required the teacher to hold a valid Alberta teaching certificate, or equivalent, as a condition of employment;
     - 2.1.2. consisted of at least 140 teaching days;
       - 2.1.2.1. Part-time teachers are tracked on a pro-rated basis. For example, a teacher that works 0.5 FTE will earn enough experience to get a grid bump after 2 years.
       - 2.1.2.2. Partial years of experience under 140 days will not be recognized when determining initial grid placement.
     - 2.1.3. been equivalent to teaching experience in Alberta school jurisdictions.

2.2. A teacher wishing recognition of teaching experience outside of Canada shall provide, in a form acceptable to FFCA, documentation substantiating his/her claim for teaching experience outside of Canada.

2.3. The adjustment date for the granting of experience increments shall be the commencement of the school year.

2.4. Each teacher claiming credit for additional teaching experience and each teacher commencing employment with the Board shall be placed on the salary grid in accordance with acceptable documentation provided from Boards who previously employed the teacher within 60 days of start of employment at FFCA. If the acceptable documentation is not provided as specified, salary adjustments will not be retroactive to the contract's start date and shall be adjusted effective at the beginning of the month following the provision of acceptable documentation.

2.5. Until the teacher submits the acceptable documentation regarding their years of experience, the teacher shall be placed on the salary schedule according to the most recent acceptable documentation or in the absence of such documentation, at the lowest category and step on the current teacher salary grid.

2.6. Once Human Resources has received the acceptable documentation, the Superintendent or designate shall determine the placement of the teacher on the salary grid within 30 days of receipt of the application and acceptable documentation.

2.7 Once appropriate grid placement has been made, and if the teacher is placed at a higher grid position, all retroactive pay will become due and payable at a pay period within 45 calendar days (only applicable if the above information was received within the specified 60 days).

2.8. The substitute teacher daily rate is posted on the salary grid on the FFCA website. Substitute teachers will be paid for the number of full days or partial days worked in each month. Substitute teachers working up to a half-day will receive half of the daily rate. High School early dismissal days are considered 0.8 FTE unless all assigned teaching & supervision duties are completed by noon in which case the half-day rate applies.

2.9. A substitute teacher employed as a replacement for the same teacher for more than five consecutive full or half school days, who is responsible for the full spectrum of teaching responsibilities including 1) planning, 2) teaching, and 3) assessment of students, will be placed on the salary grid, commensurate with their qualifications and experience on the sixth consecutive school day. Should a substitute teacher's assignment extend beyond five consecutive days, but not require planning and/or student assessment, the daily substitute rate will continue.

2.10. Determination of grid placement will require submission of a Teacher Qualification Statement and verification of years of employment from previous employers. A substitute teacher may gain a year of teaching experience on the grid by accumulating no fewer than 140 teaching days in a given school year.

Original Approval Date:	December 6, 2006
Revision Dates:	September 7, 2022
References:	FFCA's Employee Handbook: https://www.ffca-calgary.com/cms/One.aspx?portalId=12410411&pageId=13185967 FFCA's Salary Grid: https://www.ffca-calgary.com/cms/One.aspx?portalId=12410411&pageId=13185967 ATA – Teacher Qualifications Service: https://www.teachers.ab.ca/TheTeachingProfession/TeacherQualificationsService/Pages/index.aspx

AP-H-104.2 Instructional Resource Selection Administrative Procedures

BACKGROUND & RATIONALE

FFCA believes that core and supplemental instructional resources need to reflect FFCA organizational values (i.e. Policy 19- Welcoming, Caring, Respectful, Safe and Inclusive Learning and Working Environments, Character and Leadership Program of Studies, and FFCA Charter) and pedagogical approach. As these resources will be used within a classroom setting and with the majority of our students, the *Instructional Resource Selection AP* seeks to guide the selection of high-quality learning resources that will assist students in developing their understanding of the Alberta curricular outcomes.

FFCA recognizes that the *Education Act* provides the following guidance in this area:

- 16(1) All courses or programs of study and instructional materials used in a school must reflect the diverse nature and heritage of society in Alberta, promote understanding and respect for others and honour and respect the common values and beliefs of Albertans.
- 16(2) For greater certainty, the courses or programs of study and instructional materials referred to in subsection (1) must not promote or foster doctrines of racial or ethnic superiority or persecution, social change through violent action or disobedience of laws.

In addition, FFCA recognizes that Alberta Education's *Guide to Education: ECS to Grade 12* indicates:

> "Under section 53(2)(b) of the *Education Act*, a school board may develop or acquire instructional materials for use in programs or in schools, subject to section 18. In developing/acquiring instructional materials, the school board should take into account such criteria as curriculum congruency; instructional and technical design; *Guidelines for Recognizing Diversity and Promoting Respect*; preference for Canadian content; and *Guiding Voices: A Curriculum Development Tool for Inclusion of First Nation, Métis and Inuit Perspectives Throughout Curriculum*." (Alberta Education, 2020, p. 141)

GUIDING PRINCIPLES

1. Both core and supplemental resources need to support individual and/or group instruction and meet the learning needs of students.
2. Instructional resources
   - 2.1. need to be evaluated based on the ability to support curricular requirements
   - 2.2. need to support FFCA's approach to teaching and learning
   - 2.3. where possible, have Alberta and/or Canadian content.
   - 2.4. reflect a diverse perspective and reflect the belief that each individual has the need to be respected and valued as a human being.
3. All resources have some element of bias and some historical instructional resources and documents or classical works of literature have particular types of bias due to the era when they were written. Students should be taught to identify and analyze bias, including their own. In these particular cases, understand the historical context of when it was written, and reconcile that with today's world.
4. Particular curriculum outcomes may require resources that deal with controversial issues. When possible, resources that support a variety of perspectives will be selected.

DEFINITION OF KEY TERMS

1. **Resources**:these can exist in multiple formats, and depending on the curricular outcomes, one might be more effective than another. Below is a list of categories that resources may fit into:
    - Literary and Informational Texts
    - Magazines, Periodicals or Journals
    - Websites or Software
    - CDs or Audio Recordings
    - DVD or Video Recordings
    - Applications for Tablets or Mobile Devices
    - Manipulatives
    - Guest Speakers or Presentations
2. **Compulsory Core Resource**: required to be used as a primary source of instruction and has been selected based on its alignment with FFCA's pedagogical approach. (e.g., WRTR, Jump Math (Elementary), etc.) This resource is used across multiple campuses and possibly in many grades.
3. **Core Resource**: used as a primary source of instruction for a particular unit(s) of study within the given course and has been adopted across a grade level or within a department. (e.g., Novel for a novel study, Science or Social Studies textbook, etc.)
4. **Supplemental Resource**: used as a source of instruction for student enrichment, student remediation, enhancing the learning experience or filling in instructional gaps between core resources and the Alberta curriculum. (e.g., videos, journals, excerpts from alternate textbooks, etc.)
5. **Controversial Issues**: Alberta Education defines this as:

    "Controversial issues are those topics that are publicly sensitive and upon which there is no consensus of values or beliefs. They include topics on which reasonable people may sincerely disagree. Opportunities to deal with these issues are an integral part of student learning in Alberta.

    Studying controversial issues is important in preparing students to participate responsibly in a democratic and pluralistic society. Such study provides opportunities to develop the ability to think clearly, to reason logically, to open-mindedly and respectfully examine different points of view and to make sound judgements.

    Teachers, students and others participating in studies or discussions of controversial issues need to exercise sensitivity to ensure that students and others are not ridiculed, embarrassed or intimidated for positions that they hold on controversial issues.

    Discussing or studying controversial issues provides opportunities to
    - *present alternative points of view, subject to the condition that information presented is not restricted by any federal or provincial law*
    - *reflect the maturity, capabilities and educational needs of the students*
    - *meet the requirements of provincially prescribed and approved courses and programs of study and education programs*
    - *reflect the neighbourhood and community in which the school is located, as well as provincial, national and international contexts*

    Controversial issues that have been anticipated by the teacher, and those that may arise incidentally during instruction, should be used by the teacher to promote critical inquiry and/or to teach thinking skills."

    (Alberta Education, Guideline for Recognizing Diversity and Promoting Respect, p. 16)

PROCEDURES

1. **Responsibility for selection of instructional resources**: an ongoing professional responsibility shared by library personnel, teachers, and administrators. The selection of core instructional resources for specific curricula is the collaborative responsibility of teachers and administrators. It is understood that teachers will select supplemental instructional resources that will support the learners within their classes. In selecting supplemental resources, library personnel and administrators may be consulted to help determine their appropriateness. For both core and supplemental instructional resources, the content outlined in this administrative procedure will be considered. The principal carries the overall responsibility regarding the selection of resources and their adherence to this FFCA *Instructional Resources Selection AP*.
2. **Selection process for instructional resources**
    - 2.1. **Compulsory Core Resource Selection**
        - 2.1.1. Prior to implementing, a selection panel will be established consisting of campus administration where that resource will be implemented.
            - 2.1.1.1. The selection panel will develop a selection process, including:
                - 2.1.1.1.1. Exploration of any research or evidence that would support the effectiveness of the resource
                - 2.1.1.1.2. Examination of the resource using the considerations outlined below in the Considerations for the Selection of Instructional Resources section
                - 2.1.1.1.3. Examination by teachers both within and across campuses where the same grade level is being taught to determine the viability of the resource
                - 2.1.1.1.4. Collaboration with any additional members (either internal or external) that might assist in the selection process
                - 2.1.1.1.5. Consultation with other campuses within the educational divisions (K-3, 4-6, 7-9, 10-12) that the resource is being considered
                - 2.1.1.1.6. A process to collect evidence of learning and examine the impact of using the resource
                - 2.1.1.1.7. An implementation plan and list of professional development needs
                    - 2.1.1.1.7.1. Identify if there is a need to pilot a resource before full implementation and develop the scope of the pilot. Please note: all piloting of a new compulsory core resource must be approved by the Superintendent or designate.
            - 2.1.1.2. The results of this panel's findings and the decision will be shared with the Superintendent or designate prior to implementation.
        - 2.1.2. Once a compulsory core instructional resource has been approved, it will be added to the Appendix of this AP. If replacing an already approved instructional resource, the replaced resource will be marked as archived and the reason for its replacement.
    - 2.2. **Core Resource Selection**
        - 2.2.1. May be selected by a department or grade level based on curricular outcomes and student needs. Therefore, an identified process must be implemented at the campus level to determine how a core resource is selected. The developed process should consider the following:

2.2.1.1. Exploration of any research or evidence that would support the effectiveness of the resource
2.2.1.2. Examination of the resource using the considerations outlined below in the Considerations for the Selection of Instructional Resources section
2.2.1.3. Collaboration within and/or across campuses where the same grade level is being taught around its selection
2.2.1.4. Examination by teachers both within and across campuses where the same grade level is being taught to determine the viability of the resource
2.2.1.5. Consultation, if possible, with any internal or external experts that might be helpful in its selection
2.2.1.6. Develop a process to collect evidence of learning and examine the impact
2.2.1.7. Core resources are shared with others within the grade level or department if deemed effective

2.2.2. Prior to being implemented, the Principal Educator must give final approval.
2.2.3. Once approved, it will be added to the Appendix of this AP.
2.2.3.1. If replacing an already approved instructional resource, the replaced resource will be marked as archived and the reason for its replacement.
2.2.3.2. If a teacher wants to use a resource that has been added to the Appendix, their campus Principal Educator must first approve it.
2.2.4. If a core resource is being considered as a compulsory core instructional resource, the process in 2.1. is undertaken.
2.2.5. Suppose a grade level wants to use another grade level's core instructional resource as either a core or supplement instructional resource. In that case, a conversation needs to occur between teachers and administration from both grade levels to determine the impact of that decision prior to its use.

2.3. **Supplemental Resource Selection**

2.3.1. A department, grade level, or individual teacher may select a supplemental resource based on curricular outcomes and student needs.
2.3.1.1. In the selection of resources, the following must be considered:
2.3.1.1.1. Explore if there is any research or evidence that would support the effectiveness of the resource
2.3.1.1.2. Examination of the resource using the considerations outlined below in the Considerations for the Selection of Instructional Resources section
2.3.1.1.3. Collaboration, when possible, with other teachers teaching the same subject matter or grade and campus administration around its selection
2.3.1.1.4. Consultation, if possible, with any internal or external experts that might be helpful in its selection
2.3.1.1.5. Monitor student learning when using the supplemental resource to examine the impact on student learning and whether it might be worth making the supplemental resource a core resource
2.3.1.2. Supplemental resources are shared with others within the grade level or department if deemed effective.

2.3.2. Prior to a supplemental resource being adopted as a core instructional resource, the process outlined in 2.2. is undertaken.

2.4. **Resources for Controversial Issues**.

2.4.1. In selecting any resource to teach a controversial issue, the Principal Educator needs to be consulted.

3. **Considerations for the selection of instructional resources**: through collaboration and the use of professional judgement, the considerations below must be used to evaluate either a core or supplemental instructional resource. Depending on the curricular outcomes, the weight of each consideration might not always be equal.

- **Instructional Design**: FFCA has a distinctive pedological approach. An instructional resource needs to support this approach and incorporate the essential components outlined in the FFCA Teaching and Learning Framework. If assessments are provided, they will be examined to ensure they align with FFCA's *Assessment and Reporting Framework*. Resources that have a consistent language of instruction within and across campuses and have vertical alignment between grades will take precedence.
- **Accuracy**: resources should be examined for any bias displayed by the author stemming from political affiliation, sectarianism, prejudice for or against the subject at hand, etc. Accuracy of facts is important. When topics are highly specialized or unfamiliar, reviewers will depend on competent sources to identify inaccuracies.
- **Currency**: as knowledge is constantly changing, it is important that resources reflect the latest thinking and findings of research. The date of the publication is one indication. However, the dates of sources listed in the bibliography should also be noted.
- **Relevance**: resources support and are consistent with the general educational goals of the province and the district, the aims and objectives of schools, as well as the curriculum and programs offered within schools.
- **Accessibility**: resources consider students' varied interests, abilities, learning styles, special needs, and maturity levels. Reading level and subject coverage should be appropriate for the intended audience. Is the material organized logically, with the information easy to follow? In the case of print materials, is the print size appropriate for the intended audience, are the text and illustrations appropriate for the same audience and do informational books contain features such as an index, table of contents and bibliography? Maps, charts, tables, a glossary of terms, pronunciation guides and suggestions for follow-up activities are also helpful additions and should be judged on their usefulness. With respect to non-print resources, the reviewer should be aware of technical quality in visuals, sound, colour, synchronization, appropriateness of the visuals and script for the intended audience. If teacher resource materials or manuals are provided, are they clear and written so that teachers can readily adapt the resource to the FFCA approach to teaching and learning?
- **Social Context**: resources are evaluated and selected in an equitable manner that depicts or considers race, gender, culture, age, ability, socioeconomic status, religion, occupation, political environment and sexual orientation. Instructional resources include the contributions made to our society by minority groups and people from various ethnic backgrounds. When selecting these resources, considerations will be given to support both the school's and provincial's diverse population, knowing that the demographics of a school's population might differ based on geographical location. Resources need to be free of intrusive advertising. It is recognized that all resources have some element of bias. Resources will be selected that are as bias-free as possible, and when bias within a resource is identified, it will be critically examined and used to teach critical thinking skills further.

    - Further guidance around this consideration can be found in the *Guidelines for Recognizing Diversity and Promoting Respect – Alberta Education, 2020*.
- **Aesthetics**: illustrations clarify and extend the text. The medium should be appropriate to the purpose of the resource and intended audience. Artistic quality is a prime consideration, particularly in picture books for young children. Illustrations in informational books must be accurate, informative, detailed, and clearly labelled. In non-print resources, visuals should be clear and appropriate for the intended audience.
- **Authenticity**: the qualifications of the author/presenter are an important consideration when selecting informational materials. Does the author/presenter have the background to write or speak with authority on the subject? Is the author/presenter already well known and highly respected in this field? A summary of his/her credentials should be included in the resource. What is the quality of sources the author/presenter has consulted in compiling the resource?
- **Developmental Appropriateness**: core instructional resources will be selected that are appropriate for the maturity and academic ability of the targeted age group. Supplemental instructional resources may be used to extend, remediate, or enhance the learning experience. However, the maturity of the targeted age group needs to be strongly considered in these cases.
- **Canadian content**: where possible, resources will be selected that have Canadian and/or Albertan content or authors/presenters.
- **Cost/Durability**: resources need to be acquired at a reasonable cost and have the ability to be used more than once. In the case of single-use resources (e.g.; workbooks, online subscriptions, presenters, etc.), the cost compared to curricular coverage needs to be examined.

Original Approval Date: June 24, 2021
Revision Dates: September 7, 2022
References: Alberta Education

- Education Act - https://www.qp.alberta.ca/documents/Acts/e00p3.pdf
- Guideline to Education - https://open.alberta.ca/publications/1496-7359
- Guidelines for Recognizing Diversity and Promoting Respect: https://open.alberta.ca/publications/9781460146897
- Guiding Voices: A Curriculum Development Tool for Inclusion of First Nation, Métis and Inuit Perspectives Throughout Curriculum

Appendix – List of Core Instructional Learning Resources

This appendix is under development and will be updated in accordance with the implementation of Alberta's new curriculum.

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

BACKGROUND & RATIONALE

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

The process of identifying and maintaining coding for students is the ESL Benchmarking Process. In Clevr, we identify English Language Learner (ELL) goals.

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

PROCEDURES

Intake and Assessment

1. Each FFCA campus will identify all new students who require ESL support by September 30 of each school year.
2. The first opportunity to note any possible ESL needs occurs during the admission interview. Any ESL concerns that are evident during the interview process should be noted and communicated to administration. The following information and documents need to be collected during the interview:
    - First language the student learned
    - Language spoken in the home
    - First language of the parent(s)/guardian(s)
    - Years of schooling in another language
    - Report card from previous school
    - Previous years of ESL support, if any
3. Observations by the classroom teacher during the first few weeks of school will provide further information about whether the student requires English as a Second Language Proficiency Testing. Areas of concern may include:
    - Basic vocabulary
    - Classroom/academic vocabulary
    - Grammar skills
    - Writing skills
    - Reading comprehension
    - Understanding directions, both oral and written
    - Understanding of Canadian cultural references
    - Speaking skills
4. The person conducting the assessment will check the documentation of those students referred to ascertain the student's language background.
5. The assessor will then test all referred students using one of the following tests:
    - IPT (Ballard & Tighe)
    - Alberta ESL Proficiency Benchmark
        - Please note that all literacy strands should be assessed during intake

- Level B language assessment (e.g., Woodcock-Munoz Language Survey, Kaufman Test of Educational Achievement, etc.)
    - Important note: all FFCA employees conducting the Level B tests must have completed specific training with the assessment being used. A written consent form from the parent(s) or guardian(s) must be obtained. The results of any Level B testing must be interpreted by campus personnel who have completed professional development in the interpretation of Level B testing.

6. After testing has been completed, the assessor will debrief the results either verbally or written with teachers and administration.
7. If it is deemed that a student may require ESL support, the responsible teacher or campus administrator will communicate with the parent(s) or guardian(s) of the student who would benefit from ESL support, informing them of the results of the testing, introducing the support team who would be working with their child and requesting permission to seek funding and support for their child. All approval of support from the parent(s)/guardian(s) must be received in writing (See Appendix A: ESL Consent Form).
8. Prior to the last school day in September and February, the administration will report to Alberta Education the names of students requiring ESL support via SIS communication through PASI.
    - Foreign-born ESL students will be coded 301.
    - Canadian-born ESL students will be coded 303.

Supporting ESL Learners

1. The designated teacher(s) and learning support personnel will collaborate to:
    - determine targeted areas of support for each student,
    - record in Clevr, on the ELL section under the Notes tab, the following:
        - the goal for student growth
        - individual(s) providing that support (Teacher and/or any additional Staff)
        - level(s) of support (universal, targeted, individualized)
        - frequency of support (ongoing and/or specifically when that support may occur within the timetable)
2. A schedule for each support staff member working with ESL students will be developed and approved by administration.
3. The designated teacher(s) will maintain regular communication with learning support to discuss the assistance required and reflect on the progress of the student.
4. The teacher(s) responsible for the completion of the benchmarks will be determined annually by the campus administrator. Administration will put into place a plan for reviewing and recording the Benchmarks over the course of the year.
5. Teachers must gather evidence of a student's benchmark level throughout the year. This evidence can be collected using existing educational assignments, with specialized assessments being used as needed. A final determination of student benchmark placement is made by the teacher when the necessary evidence is complete. If there is more than one strand being benchmark, evidence is required for each strand. By the end of the year, one piece of evidence that confirms the benchmark placement must be uploaded to Clevr.
6. Evidence must:
    - tie directly to the benchmark placement and the focus of support
    - be annotated
        - Annotations should be made directly on the evidence (such as a writing sample) or be point form teacher notes corresponding to the benchmark.

7. With included teacher notes or annotations, acceptable forms of evidence include:
    - Writing samples
    - Samples of student work
    - Reading activities
    - Notes with specific examples
    - Ongoing assessment records
    - Transcribed listening/speaking assessments

Communication and Reporting

1. Communication about a student's progress throughout the year will be made through report card comments and learning conferences. An ESL Benchmark Assessment report will be provided to parent(s)/guardian(s) before the final learning conference of the year on an annual basis for K-9 students. 10-12 students will receive this report before the final instructional day of December and May. Report cards must indicate if the student is receiving ESL support.
2. A communication regarding whether ESL support will be provided or not for the following school year will be signed by the principal educator and provided to the parent(s)/guardian(s), and a copy will be kept in the student's supplemental file (See Appendix B: ESL Status Communication).
3. If ESL support for a student is being removed mid-year, then a communication (See Appendix B: ESL Status Communication) needs to be sent to the parent(s)/guardian(s), and a copy will be placed in the student's supplemental file.
4. Upon intake, the following must be put in the student's cumulative file:
    - The assessment that was used to assess the student's eligibility for ESL coding.
        - Level B Language Assessment (e.g., Woodcock-Munoz, Kaufman Test of Educational Achievement, etc.) or IPT (Ballard & Tighe) testing summary sheet including the date of the test and name of the test administrator
        - Alberta ESL Benchmark Assessment
5. Annually, the following must be put in the student's cumulative file:
    - Full Alberta ESL Benchmark Assessment with teacher annotations focusing on at least one of the language strands (Listening, Speaking, Reading or Writing).
    - A copy of the report card comments
6. When students move from one campus to another, the office of the receiving campus must be notified that the student has been receiving ESL support. Estimated numbers of ESL students moving to the receiving campus will be provided by May 31.
7. Principal educators or designates are responsible for:
    - The planning and implementation of ESL learning support at their campus;
    - Facilitating student and staff access to resources and support for effective implementation of ESL support;
    - Facilitating communication collaboration among all staff and service providers working with ESL students, training and supervising ESL support staff, and ensuring that ESL data is maintained as required.

Continued Coding of Students

1. Once coded ESL, students will retain the code until they no longer require program planning and instructional supports to achieve grade-level expectations and reach their full potential.
2. On an annual basis, the reporting teacher will recommend whether the ESL student should maintain their ESL coding.

- Students who attain proficiency levels consistently at Level 4 or 5 on the English as a Second Language Proficiency Benchmarks and who require a low level of support outside of the regular classroom supports provided to all students may be considered for the removal of their ESL coding.
- When removing ESL coding for students in grades 3, 6 and 9, considerations of the standards of the following grades should be made as the standards progress in grades 4, 7 and 10.
- Communication must be made to the parent(s)/guardian(s) regarding any potential coding change by using the ESL Status Communication form (See Appendix B: ESL Status Communication).

3. On an annual basis, the teacher will identify any students who require significant interventions or support, either from the classroom teacher or from learning support.
    - Students who attain proficiency levels consistently at Level 1 or 2 on the English as a Second Language Proficiency Benchmarks and require a high level of support outside of the regular classroom supports provided to all students may be considered for this list.
4. The principal educator, or their designate, will take these recommendations into account as they determine whether a student requires continued ESL coding.
5. If a decision has been made to remove ESL support for a student and communicated with the parent(s)/guardian(s), the ELL form in Clevr will be removed for that student.
6. Prior to September 30, the principal educator, or their designate, will review the list of coded ESL students in the Student Information System and ensure that there is an ELL form in Clevr for those who are coded and remove any existing ELL forms for those who will not be coded that year.
7. The principal educator, or their designate, will track the information gathered above.

ESL Resources

- Alberta Guide to Education
  https://open.alberta.ca/publications/1496-7359
- English as a Second Language: Guide to Implementation
  https://education.alberta.ca/media/563809/esl-guide-to-implementation-k-9.pdf
- Supporting English Language Learners: Tools, Strategies and Resources
  https://www.learnalberta.ca/content/eslapb/index.html
- Clevr (Login required)
- Appendix C: Benchmarking to Support ESL Coding

Original Approval Date:	June 17, 2013
Revision Dates:	September 2, 2021; September 7, 2022
References:	Education Act AB Guide to Education: https://www.alberta.ca/guide-to-education.aspx English as a Second Language: Guide to Implementation https://education.alberta.ca/media/563809/esl-guide-to-implementation-k-9.pdf Supporting English Language Learners: Tools, Strategies and Resources https://www.learnalberta.ca/content/eslapb/index.html

APPENDICES

Appendix A: ESL Consent Form
This is available for download as a fillable form. Please click on the link, download the form, save it to your One Drive THEN open the PDF and fill it in. If you try to fill in the form on the webpage, you will not have full functionality.

Appendix B: ESL Status Communication
This is available for download as a fillable form. Please click on the link, download the form, save it to your One Drive THEN open the PDF and fill it in. If you try to fill in the form on the webpage, you will not have full functionality.

Appendix C: Benchmarking to Support ESL Coding
This appendix supports implementation of the changes made to this Administrative Procedure effective September 2022. This resource is available via SECURE ACCESS ONLY. Staff log in required.

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 program, 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 or gifted and talented code have not turned 6 years old as of September 1.
     - 1.2.2. Children who have previously received ECS funding have not turned 6 years old as of September 1, AND have spent less than the number of years in the program for which they are eligible.
     - 1.2.3. Children have not turned 7 years old as of September 1 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 FINAL. 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 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, September 7, 2022
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

Q4 Financial Information Review
September 22, 2022
Prepared by Jhamily Estrada

Attached you will find the Q4 results, preliminary YTD numbers, and a projection in the forecast column for year-to-date results with year-end adjustments. August 31, 2022, marks our fiscal year-end. We are in the process of closing our books for the 2021-22 year and preparing for the year-end audit.

If you look at the Income section of the report, you will see that our overall revenue is expected to be within 5% of the budget. This better-than-budget position is largely due to SLS funding awarded in the latter half of the year. Revenue from STEM also contributed since we took on shared services after the budget was approved.

As for the expenditure section of the report, overall expenditures are also expected to be within 5% of the budget. You will notice that the Technology and Facilities line items are significantly over budget. In the past, we have had limited refreshes in both areas as our focus has always been on instruction. At budget time, the funds had been rerouted as usual; however, upon the news that we received SLS funding for 2021-22, we were able to return those dollars for their original intent. Returning the funds to the Technology and Facilities budget enabled those departments to take care of some overdue updates.

We are in the process of preparing our YTD financials for year-end accruals, i.e. bringing in SLS funding into revenue, covid funding clean up, vacation accruals, etc. but have made some educated guesses in the forecast columns. This is preliminary, so there are still many adjustments to go through, but we feel confident the forecast column is pretty accurate.

Please see the attached reports for further comments

Thank you, and I am happy to answer any questions you may have.

Foundations for the Future Charter Academy
YTD and for the three months ending Aug 31, 2022

	Annual Budget	September to August YTD	June - August Q4	Forecast to Aug 2022	YTD % of budget	Forecast % of budget	Notes
Income							
AB Grant Revenue	33,555,414	33,950,918	8,395,866	35,335,564	101.18%	105.31%	
Transportation Fees	2,138,100	1,938,847	226,831	1,939,400	90.68%	90.71%	Due to withdrawls, over estimated riders, etc
Resource Fees	543,020	578,151	57,815	578,200	106.47%	106.48%	
Other School Jurisdiction	400,000	679,739	195,020	680,000	169.93%	170.00%	Includes STEM which was not budgeted
Campus Funds	1,359,635	1,077,022	63,786	1,100,000	79.21%	80.90%	campus carryforwards - net out - see expenses
Other Revenue	140,825	443,175	89,593	500,000	314.70%	355.05%	Includes rebates, donations, kindergarten payments for those not covered, etc.
Total Income	38,136,994	38,667,852	9,028,910	40,133,164	101.39%	105.23%	we do not budgeted for
Expense							
Salaries & Benefits	27,834,964	27,388,158	7,091,743	27,388,200	98.39%	98.39%	
Inclusion	144,500	136,770	25,388	136,770	94.65%	94.65%	
Professional Development	70,074	30,748	5,912	31,000	43.88%	44.24%	Expected to do more PD then accomplished to date
Technology	566,794	1,604,289	1,257,954	1,700,000	283.05%	299.93%	Refresh of IT equipment and new view sonic boards in all campuses
Transportation	3,760,735	3,590,432	473,867	3,650,400	95.47%	97.07%	
Facilities	1,985,359	2,219,472	537,758	2,250,000	111.79%	113.33%	The increase from budget is mainly due to STEM expenses not budgeted - $265K
Facilities - CMR Amortization	916,525	931,239	7,904	931,240	101.61%	101.61%	Offset revenue in AB ED Grant Revenue
Board	105,000	152,049	58,852	148,350	144.81%	141.29%	25th anniversary event and SOD turning at NHS not budgeted
Admin Building	144,817	146,710	4,878	146,700	101.31%	101.30%	
General & Admin	328,553	293,148	45,292	350,000	89.22%	106.53%	With audit fees (in forecast) should be in line
Campus Funds	1,359,635	902,346	267,381	1,100,000	66.37%	80.90%	campus carryforwards - net out - see revenue
Campus Expenditures	920,038	1,221,671	560,016	1,200,000	132.78%	130.43%	Mainly due to a few campuses upgrading their campuses i.e. painting, flooring, etc
Total Expense	38,136,994	38,617,033	10,336,945	39,032,660	101.26%	102.35%	
Surplus(Deficit)	0	50,819	-1,308,035	1,100,504			

	Instruction	PO&M	Sys Admin	Transportation	Total
* **Reserve as at Aug. 31, 2021**	328,673	1,001,301	614,040	(110,569)	1,833,445
2021-22 Budget	0	0	0	0	0
Expected reserve balance	328,673	1,001,301	614,040	(110,569)	1,833,445

Prepared by: Jhamily Estrada
Sept 19, 2022

Standing or Ad Hoc COMMITTEE REPORT

Committee: Audit Committee

Meeting Date: September 22, 2022

Members in attendance (include Chairperson and Secretary Titles):

Shahid Qureshi (Board Member and Audit Committee Chair), Taylor Duffy (member) , Bruce Hibbard (member), Neeraj Mishra (member) and Jhamily Estrada (CFO).

Meeting Summary:

Please summarize discussions and list any resolutions that the majority of the committee adopted. The minority, if any, may submit a report consisting of their views on any resolution adopted by the majority.

The Audit Committee met on Thursday, September 22, 2022 and discussed the following:

- The results of the preliminary Q4 and YTD financial information. No approval required as changes still in progress for year-end audit preparation. Results will be reviewed at the next audit committee meeting in November.

- Presentation of "Board Expenses" report and budget line to be reviewed by administration and propose a change as currently expenses in "board" as covers many activities that should/could be considered under instruction. CFO to discussion and propose change in 22-23 school year.

- Discussed and short-listed RFP applicants to make a recommendation to the board. Audit Committee to propose a resolution at the September board meeting.

- Fifth audit committee member to be discussed again in a few months as the current set up with the CFO as a member is working and meets the requirements of the committee.

The Committee Chairperson (or designate) will report the work of the committee to the Board and Society at the next Public Board Meeting in accordance with Policy 8 – CHARTER BOARD COMMITTEES and REPRESENTATIVES.

FOUNDATIONS FOR THE FUTURE CHARTER ACADEMY

Standing or Ad Hoc COMMITTEE REPORT

Committee: PPR

Meeting Date: September 21, 2022

Members in attendance (include Chairperson and Secretary Titles):

Sam Jin, Ketan, Shahaid, Kurtis

Meeting Summary:

Please summarize discussions and list any resolutions that the majority of the committee adopted. The minority, if any, may submit a report consisting of their views on any resolution adopted by the majority.

We discussed 3 main parts of PPR terms of references as follows:
- Election Plan
- Board director Training and Development plan
- Policy Review principle

Sam looks after the Election part with help of Ketan. Sam presented his action plan of Election. He suggested to target the certain group of parents who is willing to contribute rather than try to target all parents of the society. In terms of candidates, we will focus on someone who has good attitude to learn and contribute, rather than previous board experience and certain skills. We will start the Election plan with some changes this year, with the suggestions of Chair Wilson. We will not hold Greet and meet and Election forum this year.

Shahaid is in charge of the Director Development. He presented his plan to the committee and he will talk to Kurtis and Sabrina to draft the development plan to help new Directors to adapt to the team and start to contribute to the board quickly. Development plan will be added to the Director's handbook.

Sam presented his action plan regarding the Policy Review. Sam would like to set up a system of review principles for future directors to review policy. Kurtis will take those principles into consideration when present his policy recommendation to the board in the future.

We all agreed above action plans and will start working on those.

Policy 14 – UNIFORMS

BACKGROUND & RATIONALE

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 aids (illustrations or photographs) to exemplify proper attire of uniform to assist in compliance and enforcement.

Original Approval Date:	December 20, 2017
Revision Dates:	November 24, 2021
References:	*Education Act Section 27, 32, 53, 196, 197, 222* Foundations for the Future Charter Academy Charter Document 2012-2027 Charter Schools Regulation

Appendix A - Uniform Supplier and Requirements

UNIFORM SUPPLIER

InSchoolwear
5071 11 Street SE, Calgary, AB T2H 1M7
Ph: 403-640-1032
Email: 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	**All of:** • Plain solid all-white golf shirt (generic acceptable) • Burgundy crested vest* OR cardigan*	**All of:** • Plain solid all-white golf shirt (generic acceptable) • Burgundy crested vest* OR cardigan*	**All of:** • Plain solid all-white opaque button-down collar dress shirt or blouse (generic acceptable) • Southridge plaid tie* • Hunter Green crested vest* OR cardigan*	**All of:** • Plain solid all-white opaque button-down collar dress shirt or blouse (generic acceptable) • Southridge plaid tie* • Black blazer* with logo pin*
Gala Uniform Bottom	One of: • Charcoal (dark) Grey 'monogrammed' pants (available in 3 styles) * • Southridge plaid tunic* with black modesty shorts (generic acceptable)	One of: • Charcoal (dark) Grey 'monogrammed' pants (available in 3 styles) * • Southridge plaid kilt* with black modesty shorts (generic acceptable)	One of: • Charcoal (dark) Grey 'monogrammed' pants (available in 2 styles)* • Southridge plaid kilt* with black modesty shorts (generic acceptable)	One of: • Charcoal (dark) Grey 'monogrammed' pants (available in 2 styles)* • Southridge plaid kilt* with black modesty shorts (generic acceptable)
Approved Footwear (generic acceptable for all footwear)	• Black socks {to be worn with pants} OR • Black knee-high socks, tights or leggings with socks {to be worn with kilts/tunics} AND • Plain solid black leather or leather-like dress shoe with non-marking sole and heel size less than 5cm			

Please note:

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	**Either of:** • Plain solid all-white golf shirt (generic acceptable) • Burgundy monogrammed golf shirt* OPTIONAL: • Burgundy crested vest* OR cardigan*	**Either of:** • Plain solid all-white golf shirt (generic acceptable) • Burgundy monogrammed golf shirt* (short or long sleeve) OPTIONAL: • Burgundy crested vest* OR cardigan*	**Either of:** • Plain solid all-white opaque button-down collar dress shirt or blouse (generic acceptable) • Plain solid all-white golf shirt (generic acceptable) OPTIONAL: • Hunter Green crested vest* OR cardigan* • Southridge plaid tie *	**Either of:** • Plain solid all-white opaque button-down collar dress shirt or blouse (generic acceptable) • Plain solid all-white golf shirt (generic acceptable) OPTIONAL: • Black blazer* with logo pin* • Hunter Green crested vest* OR cardigan* • Southridge plaid tie*
Daily Uniform Bottoms	One of: • Charcoal (dark) Grey 'monogrammed' pants (available in 3 styles) * • Charcoal (dark) Grey 'monogrammed' shorts* • Charcoal (dark) Grey 'monogrammed' skort* • Southridge plaid tunic* with black modesty shorts (generic acceptable)	One of: • Charcoal (dark) Grey 'monogrammed' pants (available in 3 styles) * • Charcoal (dark) Grey 'monogrammed' shorts* • Southridge plaid kilt* with black modesty shorts (generic acceptable)	One of: • Charcoal (dark) Grey 'monogrammed' pants (available in 2 styles)* • Charcoal (dark) Grey 'monogramed' shorts* • Southridge plaid kilt* with black modesty shorts (generic acceptable)	One of: • Charcoal (dark) Grey 'monogrammed' pants (available in 2 styles)* • Charcoal (dark) Grey 'monogramed' shorts* • Southridge plaid kilt* with black modesty shorts (generic acceptable)
Approved Footwear (generic acceptable for all footwear)	• Black socks {to be worn with pants or shorts} OR • Black knee-high socks, tights or leggings with socks {to be worn with kilts/tunics/skorts} AND • Plain solid black leather or leather-like dress shoe with non-marking sole and heel size less than 5cm			

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.**

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 the 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 must be opaque and do not need to be purchased at our approved supplier. 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 to allow for proper cleaning and maintaining condition of items.
- It is strongly recommended that all uniform items should be labelled 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, middle and high school students will still be required to wear school Physical Education clothing for Physical Education classes.

School Administration will have the final determination as to appropriate casual day wear, based on the guidelines. In cases where the attire is considered inappropriate, a student may 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	Students stay in uniform for physical education class removing vest OR cardigan. 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 Athletic shoes (non-marking) are required unless specified otherwise.	Students change for physical education class into physical education uniform clothing which must be purchased from the school. The gym uniform includes a selection of crested shirts, shorts and pants. Athletic shoes (non-marking) are required unless specified otherwise.	Students change for physical education class into physical education uniform clothing which must be purchased from the school. The gym uniform includes a selection of crested shirts, shorts and pants. Athletic shoes (non-marking) are required unless specified otherwise.

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 1st to have them 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 38-44)
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	2, 3/4, 5/6, 7/8, 9/10, 11/12, 13, AS, AM, AL, AXL, 2XL, 3XL
4024	Polo Shirt SS, Burgundy	2, 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, 14, 16
3020	Kilt Short (Twin Pack)	2XS, YXS, YS, YM, YL, YXL, AXS, AS, AM, AL, AXL
8520	Tights	2-4, 4-6, 6-8, 8-10, 10-14
8510	Tights	AS, AM, AL, AXL
8010	Knee-high Socks	7-8.5, 8-9.5, 9-11
8020	Ribbed Socks	7-8.5, 8-9.5, 9-11

Appendix C – Uniform Combinations

K-4 Gala Uniform Combinations

No skorts or shorts on Gala Day.

K-4 Daily Uniform Combinations

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

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

Category J: School and School/Community Relations

Policy J-102 Brand Identity

POLICY

Foundations for the Future Charter Academy (FFCA) will maintain a consistent brand in order to ensure that it projects a unified, positive image to all internal and external audiences.

BACKGROUND

FFCA has an organizational brand identity. All materials produced by FFCA will be consistent across the organization.

Due for review:	2019/2020 academic year
Reviewed:	Oct. 17, 2012; January 14, 2015
Revised:	
Approved:	Feb. 18, 2009
Legal reference:	
Cross reference:	FFCA Administrative Procedures Manual: AP-J-102, AP-J-102.1, AP-J-102.2

Ad Hoc Bylaws Review Committee
Terms of Reference
2022-23

Presented to the board at the Public Board Meeting on September 28, 2022, and approved by motion.

ESTABLISHMENT OF THE COMMITTEE

The Bylaws Review Committee has been established to review the Society's bylaws and make recommendations to the board. This committee is in accordance with the Ad Hoc Committees section in *Policy 8 Charter Board Committees and Representatives*.

Members: Vice-chair Hill, Director Lakhani, Director Qureshi

TERMS AND DUTIES

The bylaw review committee shall:

1. Review the *2020 FFCA Charter School Society Bylaws*
2. Review administration's recommendations regarding the bylaws
3. Work to bring the bylaws and FFCA policies into alignment
4. Make recommendations to the board regarding ways to bring the bylaws, potentially revised bylaws, and policies into alignment
5. Work with the executive committee and board to have the bylaws finalized prior to the May 24, 2023, Public Board Meeting.
6. The Bylaws Review Committee will be struck for the 2022-23 academic year, commencing once the board motion has passed to establish the committee and expiring on June 30, 2023. The board can extend the committee mandate with a motion.
7. At its discretion, the committee may invite up to two additional members who are not Board of Directors to bring experience with Bylaws and Bylaw Review to the group.

Standing or Ad Hoc COMMITTEE REPORT

Committee: Audit Committee

Meeting Date: September 22, 2022

Members in attendance (include Chairperson and Secretary Titles):

Shahid Qureshi (Board Member and Audit Committee Chair), Taylor Duffy (member) , Bruce Hibbard (member), Neeraj Mishra (member) and Jhamily Estrada (CFO).

Meeting Summary:

Please summarize discussions and list any resolutions that the majority of the committee adopted. The minority, if any, may submit a report consisting of their views on any resolution adopted by the majority.

The Audit Committee met on Thursday, September 22, 2022 and discussed the following:

- The results of the preliminary Q4 and YTD financial information. No approval required as changes still in progress for year-end audit preparation. Results will be reviewed at the next audit committee meeting in November.

- Presentation of "Board Expenses" report and budget line to be reviewed by administration and propose a change as currently expenses in "board" as covers many activities that should/could be considered under instruction. CFO to discussion and propose change in 22-23 school year.

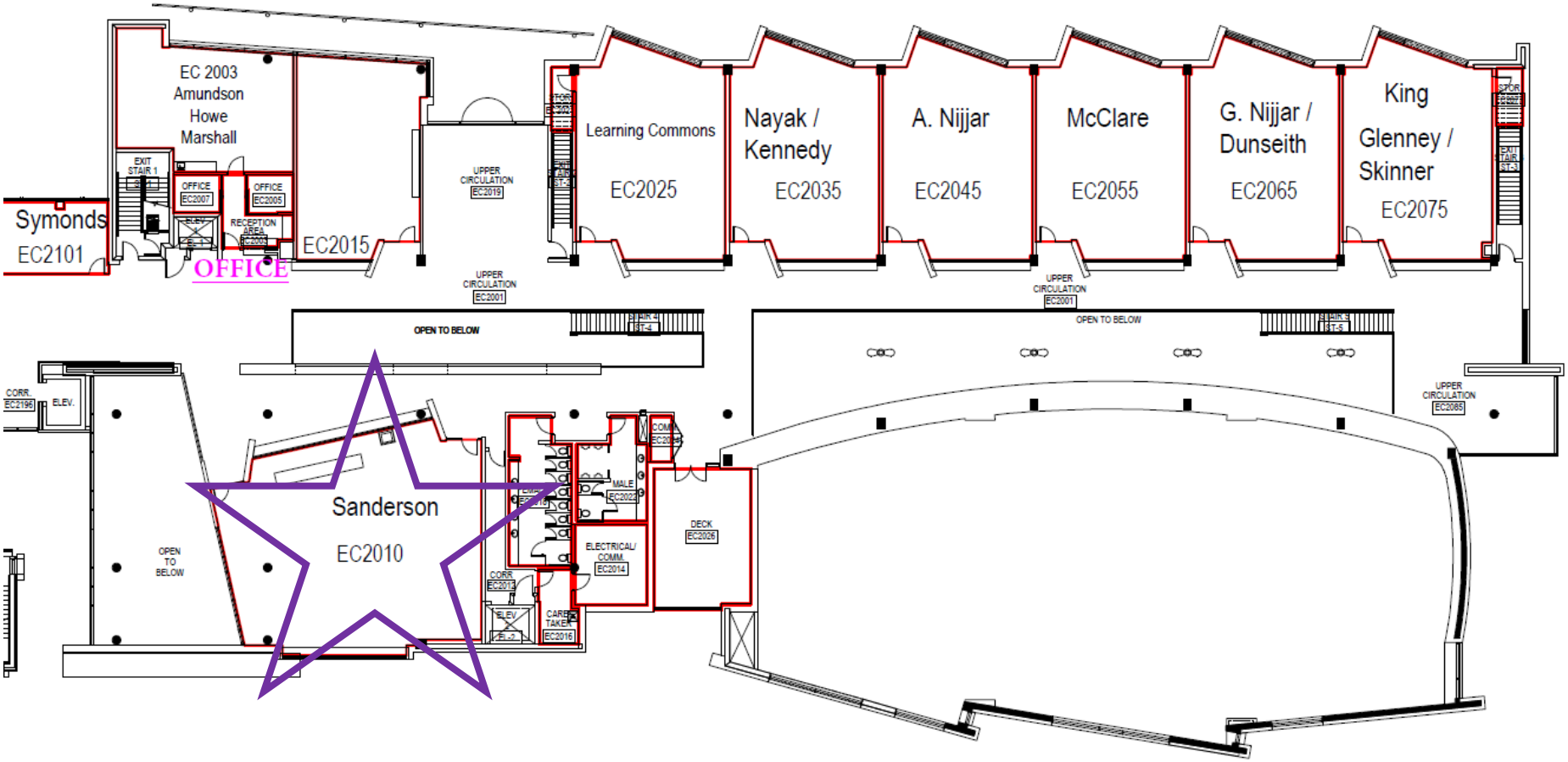
- Discussed and short-listed RFP applicants to make a recommendation to the board. Audit Committee to propose a resolution at the September board meeting.

- Fifth audit committee member to be discussed again in a few months as the current set up with the CFO as a member is working and meets the requirements of the committee.

The Committee Chairperson (or designate) will report the work of the committee to the Board and Society at the next Public Board Meeting in accordance with Policy 8 – CHARTER BOARD COMMITTEES and REPRESENTATIVES.

Second Floor of the Roderick Mah Continuous Learning Building @ MRU

☆ **Room EC2010**



MOUNT ROYAL
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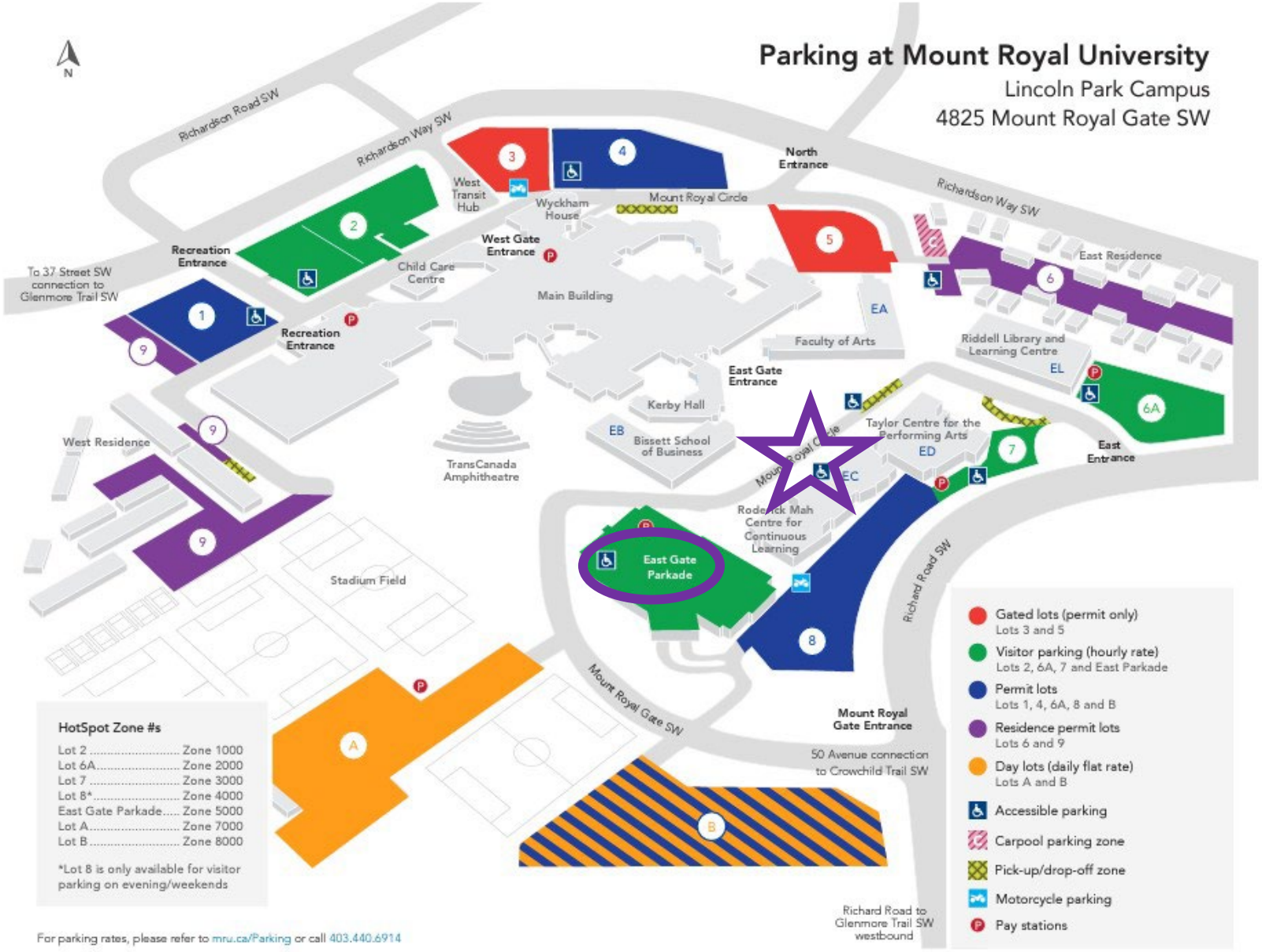
Entrance to the Roderick Mah Centre for Continuous Learning (off of Mount Royal Circle)

East Gate Parkade (Payment required)