



Public Board Meeting
Wednesday, March 22, 2023,
6:30-9:00 p.m.
SEE – 9711 Academy Dr SE
WiFi: FFCA MyDevice, No Pswd

Invited Participants: All Directors, Central Office Executive Team
Invited Attendees: All interested FFCA stakeholders

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 Regular Meeting Agenda..... Chair Wilson
- 2. Approval of Consent Agenda Chair Wilson
- Public Board Meeting Minutes of February 22, 2023 – attached;

Consent Agenda DRAFT MOTION

2023-03-22-1CA I move that the Consent Agenda for March 22, 2023 be approved by the Board as presented above.

MOVED by Director _____ and seconded by Director _____.

- 3. Campus presentation/report..... SEE Admin
- 4. Superintendent’s Report..... CEO Nippard
- 5. Information Items Chair Wilson
 - 5.1. Standing Item: Administrative Procedures Update..... COO Leinweber
 - 5.1.1. AP-D-101.1.1 Signing Authorities and Spending Limits Administrative Procedures – UPDATED (attached)
 - 5.1.2. AP-G-201.1 Teacher Growth, Supervision, and Evaluation Administrative Procedures (attached)
 - 5.1.3. AP-I-803.1 Wellness Education Administrative Procedures & Appendix (AP-I-803.1.1) - RESCIND (attached)
 - 5.2. Standing Item: Strategic/Education Plan Update CEO Nippard
 - 5.3. Standing Item: High School Update CEO Nippard
- 6. Discussion Items CFO Estrada
 - 6.1. Q2 Financial Report (attached)CFO Estrada

Q2 Financial Report DRAFT MOTION

2023-03-22-1RA I move that the Board receive for information the FFCA 2022-23 Second Quarter Financial Report as presented.

MOVED by Director _____ and seconded by Director _____.

- 6.2. Capital Plan 2024-27 (attached)CFO Estrada

2024-2027 Capital Plan DRAFT MOTION

2023-03-22-2RA | move that the Board approve the 2024-2027 Capital Plan as presented.

MOVED by Director _____ and seconded by Director _____ .

- 7. Committee/Rep Reports Chair Wilson
 - 7.1. Executive Committee..... Chair Wilson
 - 7.2. Governance Committee Director Lakhani
 - 7.3. Audit Committee..... Director Qureshi
 - 7.4. TAAPCS Rep Report..... Vice-Chair Hill

- 8. Director Highlights Chair Wilson

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

- 10. Chairperson’s Remarks Chair Wilson

- 11. In-Camera Session Chair Wilson

ADJOURNMENT: by 9:00 p.m.

NEXT MEETING:

FUTURE AGENDA ITEMS:



Public Board Meeting

Wednesday, February 22, 2023,

6:30-9:00 p.m.

NHS – 2116 MacKay Rd NW

WiFi: FFCA MyDevice, No Pswd

Board of Directors: Jeff Wilson (Chair), Ketan Lakhani, Gopal Saini, Amanda Fisher, Jenny Hill, Shahid Qureshi, Charles Ifechi, Jenn Widney

Central Office Executive: Roger Nippard, Kurtis Leinweber, Jhamily Estrada, Phoebe Greentree, Justin Kool, Krystal Abrahamowicz, Sabrina Grover

Attendees: Bharati Singh (Principal Educator), Susan Boyd (Associate Principal), Taira Anten (Career and Academic Counsellor), Katie Dawe (Math and Science Teacher), Amanda Lomboy (Parent and Minister's Advisory Council)

MINUTES

CALL TO ORDER: 6:33 p.m.

LAND ACKNOWLEDGEMENT

1. Review of Meeting Agenda
 - Item 6.3 - Issue is deferred as we are waiting on allocations as per Budget 2023 on February 28.
2. Approval of Consent Agenda
 - Public Board Meeting Minutes of January 25, 2023
 - Correspondence Letters sent from Chair Wilson to Mr. Angral, Mr. Brar, Mr. Gill, MLA Sabir, Ms. Al-Guneid (NDP Nominated Candidates) regarding FFCA's important role with the Alberta Education system

Consent Agenda MOTION

2023-02-22-1CA | that the Consent Agenda for February 22, 2023 be approved by the Board. **CARRIED**

MOVED by Director HILL and seconded by Director WIDNEY

3. Campus presentation/report
 - Teaching and learning theory and approach was presented by Principal Educator Bharati Singh and Associate Principal Sue Boyd.
 - CORE: Curious, Open Mindedness, Respectful and Equitable – at the heart of the work of NHS
 - Distinct High School Program – has been performing very strong (including the 2019 Fraser institute Ranking)
 - Comprehensive integration: students come in at Grade 9, and engage in a set of full year core courses and full year LWC and PE – sets a foundation of highschool success; teacher partnerships for co-horts and purposeful transition
 - Heavily invested in the transition between grade 8 and grade 9 – connecting with students and families between NMS and NHS – focus on inclusion and Grade 8 student information session and family information sessions provide wholistic support
 - CLEVR Database – information sharing between campuses; has been used at FFCA for sometime and has been part of the inclusion initiative
 - Course planning – creating a student's path to success (grades 10 to 12) – teacher recommendations for course selections, information sharing through elective town hall and advising blocks, 3-month process starting in Jan with the conversations continuing until schedule is finalized. Based on previous

achievement, goals, aptitude, habits and interests. Will connect them to other electives as needed if that is a better fit.

- Admin and CO is in the process of developing recommendations for a common HS program and AP – goal is to be consistent over our two HS campuses with respect to the learning experience.
- Some disruptors we need to work through – two campuses, need consistency; level of difficulty of online learning and summer courses compared to in-class courses; managing impacts of the pandemic; funding model change; HS FTE Changes and reduction of prep time; professional recommendations that do not match HS offerings; discrepancy in online/summer marks
- Funding Model Change leading to Spares: previously HS across Alberta were funded on a credit model (students were expected to earn 100 credits/3 years), FFCA students were fully programmed and as such receiving 120 credits which meant that FFCA received greater funding. The change to the funding model in the province now is based on number of students.
- Approach to maintaining excellence: distinct teaching and learning framework, assessment and reporting framework, inclusion framework, defining the consistent program across campuses
- Need to ensure a collaborative partnership with staff and cross campuses; professional growth plans & student feedback and campus professional development

Discussion:

- Big focus on parent and family inclusion to express the ethos of teaching and learning at FFCA – how can Admin and Campus ensure we are reaching the right families with this message (outside of the FFCA community)
- Funding model change: core programs will stay, leadership and PE is the charter requirement, electives are where we can provide new options (ie business courses).
- Can we align a HS recruitment strategy with our five year plan – what do we need to consider to make that a reality?
- Starting 2023-24 electives won't be streamed per year, students will be allowed to take any elective between grades 10 and 12
- No dual credits at this time, had a partnership 5 to 6 years ago with U of C regarding dual credits. May be something of consideration in future.
- Opportunity for campus staff and admin to have open conversations with the board is very important, as it supports better engagement and a chance to raise opportunities/challenges.
 - FTE change has been particularly challenging. Teachers need the opportunity and time to do prep work before they get to the classroom to ensure thoughtfulness and mindfulness in the work.

4. Superintendent's Report

Event Updates

- Winterfest at NMS – changed to Thursday March 2
- SHS production of the Little Mermaid – March 16 to 19
- Visited several campuses since last board meeting
 - NEE & SWE & SMS – Nathan Cooper, MLA was a speaker at middle school
- Meeting with February 9 with Alberta Ed on the results report – spectacular results over the last several years – excellent results given challenges. Were asked to add some more details to AERR
- Provincial Budget comes down on February 28, will have a much better sense on the impact of the education budget on FFCA/operations; historically used to get a funding profile however not done immediately now, usually a few weeks later.
- Assurance framework surveys for grades 4, 7 and 10 are out now – report back in 2024 AERR
- Bussing – transportation continues to be a major challenge across all school districts – shortage of drivers, we're now down to just 1 driver missing (vs five at start of school year)
- Advocating for some changes as well WRT training for bus drivers and address the shortfall of drivers going forward
- Capital plan coming shortly; Jhamily and Josh attended the workshop on Feb 13
- Josh is working with a consultant to look at the capital planning and to do a deeper dive with the infrastructure possibilities and in the future queue with AB Infrastructure/Ed
- Half-day across the system focused on inclusion last Friday

5. Information Items

5.1. Standing Item: Administrative Procedures Update

5.1.1. AP-D-101.1.1 Signing Authorities and Spending Limits

5.1.2. AP-I-602.1 Field trips

- AP-D-101.1.1: Signing authority and spending on contracts
- AP-I-602.1: Field trips – significant change on new technologies when students are in more isolated ranges

5.2. Standing Item: Strategic/Education Plan Update

- Feb 14 – CEO Nippard took a course in Strategic Planning with ICD – 25 participants – public/private sectors and administrators/governors balance
- Management creating the strategy and setting risk tolerances – ERM Framework
- Importance of the culture of the organization and the strategic values
- Dave Mackilanie will support FFCA in this process – VP of ICD Calgary and former chair of FFCA Board

5.3. Standing Item: High School Update

- SHS email has been sent out – DNB to be ready for 2023-24 year
- NHS update – progress of campus infrastructure is starting to take shape and great to have a building that is created for purposes
 - Solar panels installed later this month, Climbing wall has been completed (July/Aug), most of interior is complete, mechanical is ongoing, March 17 tour for HS staff; demolition and abatement of North Portion of bldg during spring break.

6. Discussion Items

6.1. Budget Guiding Principles Discussion

- Helps shape the budgeting process and identifies issues of priority with the Board
- See changes on Budget Guiding Principles document

2023-02-22-1RA Budget Guiding Principles MOTION

I MOVE that the 2023-2024 Budget Guiding Principles be approved as amended.

CARRIED.

MOVED by Director LAKHANI and seconded by Director IFECHI

6.2. Resource Fees Discussion

- Flat for second year in a row
- Physical Education fee will get posted up at re-registration. Admin is examining a full cost perspective/

2023-02-22-2RA Resource Fees MOTION

Kindergarten . \$115.00

Grades 1-6 \$145.00

Grades 7-12 .. \$150.00

Families who qualify for the Resource Fee Subsidy will be expected to pay \$50/student.

The 2023-2024 FFCA Resource Fees be approved as discussed. **CARRIED**

MOVED by Director HILL and seconded by Director QURESHI.

6.3. Transportation Fees Discussion– **ISSUE DEFERRED**

7. Committee/Rep Reports

7.1. Executive Committee

- No report

7.2. Governance Committee

- First meeting was February 22, 2023
- New committee –Terms of Reference drafted waiting on approval at next meeting
- Initial discussion on work plan and committee responsibilities as well as policy review for 2023

7.3. Audit Committee

- No report

7.4. TAAPCS Rep Report

- HUB project – multi charter school campus and will be open for 3 charters as of September 2023
- Has been working with Deloitte (Deloitte has been engaged with Minister of Education to deal with capital demands that Charters/Education have)
- Engaged with an organization that will be working on an advocacy campaign for upcoming election – easy for parents to stay engaged

8. Director Highlights

- Director roundtable on highlights since last meeting

9. Open to Gallery

- Keep the momentum for long-term and focus on middle school for retention for HS's
- Advisory council – very diverse set of members and open ear for school choice/diversity
 - We are looking forward to the capital plan in Budget 2023; how the infrastructure plan will trickle down from CBE to charters; DNB Is a stop gap not a long-term solution which has been communicated to the Province

ADJOURNMENT: by 8:34 PM

NEXT MEETING: March 22, 2023

FUTURE AGENDA ITEMS:



AP-D-101.1.1 Signing Authorities and Spending Limits Administrative Procedures

BACKGROUND

All Board authority delegated to the staff of FFCA is delegated through the CEO/Superintendent. The CEO/Superintendent may delegate the authority to purchase goods and services to designated staff positions. The CEO/Superintendent has delegated the responsibility to the CFO/Secretary-Treasurer to ensure that financial controls for purchases are in place, adhered to and reflect FFCA's budget priorities and plans.

All practices must comply with relevant FFCA Policies, Administrative Procedures, and all government regulations, legislation, and trade agreement obligations.

Signing Authority or Authorized Signatory is a person who has been appointed with the powers to commit FFCA to a binding agreement.

Approval Authorities are responsible for ensuring the requirements of this AP have been followed prior to authorizing an expenditure.

PROCEDURES

1. Invoices or receipts must support all purchases.
2. All purchases shall reflect FFCA's budget priorities and plans
3. The purchase of goods and services between \$10,000 and \$75,000 requires a minimum of two competitive quotes.
4. The purchase of goods and services exceeding \$75,000 will be made in compliance with the [New West Partnership Trade Agreement](#) (NWPTA).
5. For construction expenditures, competitive quotes must be obtained for goods and services less than \$200,000. For those exceeding \$200,000 NWPTA rules must be applied.
6. Final decisions with respect to whether or not purchases meet the "excluded procurement" threshold under the NWPTA Part V: Exceptions must be made by the CEO/Superintendent.
7. Approval Authorities:
 - a. Authorized Signatories for FFCA based on thresholds determined by categories below:

i. CEO/Superintendent	iv. Director of Facilities
ii. CFO/Secretary-Treasurer	v. Director of Technology
iii. COO/Deputy Superintendent	vi. Principal Educators (or designate)
 - b. Purchases including financial contracts and agreements¹
 - i. All Employee contracts must be approved and signed by CEO or designate
 - ii. All contracts over \$10,000 will require two signors in the agreement

Level	Description	Signing Policy Guideline
1	\$1 <=\$4,999.99	Principal Educators (or designate)
2	\$5,000 <=\$9,999	Director + use of preferred vendor or 2 quotes ²
3	\$10,000 <=\$74,999	Director + CFO + use of preferred vendor or 3 quotes ³
4	\$75,000 to \$249,999	CEO or designate + one Director signatory (After CFO & Legal review)
5	>\$250,000	CEO or designate + CFO (after Legal review)

1. Contracts: legally binding documents that commit FFCA to expenditures

2. If unbudgeted, next level signatures are required; if no preferred vendor, 3 quotes are mandatory

3. If unbudgeted and >=\$75,000, must go to RFP

- c. Four methods of purchasing goods and services at FFCA:
- i. Purchase orders
 - ii. Vendors issuing an invoice
 - iii. FFCA Issued Credit Card – See AP-D-101.1.3 FFCA Credit Cards
 - iv. Employee reimbursement – See AP-D-101.1.2 Expense Reimbursement

NOTE: For one-time vendors, using an FFCA-issued credit card is the preferred method of payment (See AP-D-101.1.3 FFCA Credit Cards.). Where a long-term relationship exists with a vendor, vendors should be encouraged to send a credit application to the Accounting Assistant to establish credit. Prospective vendors will be advised that payments will be made via electronic fund transfer (EFT).

- d. Invoice approval for payment

Level	Description	Signing Policy Guideline
1	<= \$5,000 for budgeted amounts*	Budget Owner
2	<= \$10,000 for budgeted amounts*	Director/CFO
3	<=\$75,000 for budgeted amounts*	COO or CFO
4, 5	>\$100,001 for budgeted amounts*	CEO or designate

*If unbudgeted, a next level signature is required

- e. Banking –Cheque signing (Cheques, EFT transfers, etc.)
 The following positions are granted signing authority by Board Motion (February 10, 2021) for payments made from the FFCA main bank account:
- CEO\Superintendent (administrator)
 - COO\Deputy Superintendent (administrator)
 - CFO\Secretary-Treasurer (administrator)

Level	Description	Signing Policy Guideline
	Transfers between operating accounts	CFO
1	Cheques \$1 up to \$4,999.99	Any one signatory
2,3	Cheques \$5,000 up to \$249,999.99	CFO + one signatory
4	Cheques >= \$250,000	CEO or designate + CFO

Each campus will maintain a chequing account petty cash fund (\$2,500) that will be replenished after verifying expenditures (receipts). Two signatures (Principal Educator, Associate Principal and/or Administrative Assistant) are required on all campus-based cheques. CFO reviews monthly bank reconciliations for each campus.

Original Approval Date: October 18, 2018
 Revision Dates: March 11, 2021
 September 24, 2022
 March 2, 2023
 References: Education Act
[New West Partnership Trade Agreement](#) (NWPTA)
 FFCA AP-D-101.1.2 Expense Reimbursement
 FFCA AP-D-101.1.3 FFCA Credit Cards



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 FFCA.

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 the Superintendent, Principal Educators, or their designates 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:

- “distinctive requirements of FFCA” 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 a Principal Educator 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 a Principal Educator, Superintendent, or designate of the Superintendent to a teacher where they have 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 a Principal Educator and/or designate 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 a demonstrable relationship to 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, and
 - 2.2 a demonstrable relationship to the Alberta TQS and/or distinctive requirements of FFCA.
3. An annual growth plan is expected to reflect elements of:
 - 3.1 the short-and long-term development needs of the campus
 - 3.2 the self-assessment of professional learning needs by the individual teacher under the guidance of their supervisor.
4. An annual growth plan may:
 - 4.1 include a focus connected to the mentoring of a new teacher or supervision of a student-teacher;
 - 4.2 include a focus connected to growth areas identified in a recent evaluation process;
 - 4.3 be a component of a long-term, multi-year plan.
5. Growth plans will address the following:
 - 5.1 guiding question or problem of practice,
 - 5.2 professional learning goals,
 - 5.3 strategies to explore the guiding question, problem of practice, or progress on each goal,
 - 5.4 a timeline for implementation, and
 - 5.5 the identification of data or other artifacts which will be used to provide evidence of progress on the professional growth goals.
6. A teacher will share their annual growth plan for review and approval to their campus Principal Educator and/or designate within the first 60 days of the school year or their starting date of employment if hired mid-year.
7. A teacher will keep their campus Principal Educator 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.
8. Prior to the end of the school year, each teacher will meet with their campus Principal Educator and/or designate to review the implementation of the growth plan and to consider professional growth possibilities for the next year.
9. The Principal Educator will maintain a copy of each teacher's current professional growth plan. Any prior versions are to be returned to the teacher or deleted as modifications are made.

10. Unless a teacher agrees, or the growth plan is part of a formal remediation process, the content of a growth plan must not be part of an evaluation of a teacher.
11. Despite “10” 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 requirements of FFCA;
 - 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 a campus or school administrator, the administrator may:
 - 3.1 refer or arrange for the person concerned to discuss the matter with the teacher in accordance with *Policy 9 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 the distinctive requirements of FFCA, teacher evaluation may be initiated in accordance with the “Teacher Evaluation” section of these Administrative Procedures.

Teacher Evaluation

1. Teacher evaluation is the responsibility of the Principal Educator, and is based upon their informed and reasoned judgment about the teacher's practice in relation to the TQS and the distinctive requirements of FFCA. Associate Principals may be involved in the teacher evaluation process under the supervision of the Principal Educator.
2. The evaluation of a teacher by the Principal Educator is required if:
 - 2.1 it has been two years or more since their previous FFCA formal evaluation, and:
 - 2.1.1 the teacher holds an Interim Professional Teaching Certificate;
 - 2.1.2 the teacher holds a Letter of Authority; or
 - 2.1.3 the teacher is employed on an interim or temporary contract for a term of 80 teaching days or greater;
 - 2.2 the teacher is employed on a probationary contract;
 - 2.3 it has been five years or more since their previous formal evaluation*;
 - 2.4 significant changes are made to the Alberta TQS or the distinctive requirements of FFCA;
 - 2.5 ongoing supervision leads to the belief the teacher may not be meeting the TQS and/or distinctive requirements of FFCA.
3. Exceptions to the requirement to evaluate a teacher require the approval of the Superintendent or designate.
4. Additional evaluations of a teacher by the Principal Educator may be conducted:
 - 4.1 upon written request by a teacher;
 - 4.2 upon a significant change in role (e.g. kindergarten teacher to physical education specialist);
 - 4.3 for purposes of gathering information related to a specific employment decision;
 - 4.4 for purposes of assessing the growth of a teacher's practice related to the issuing of a permanent professional teaching certificate.
5. On initiating any evaluation, the Principal Educator will communicate explicitly to the teacher:
 - 5.1 the reasons for and purposes of the evaluation;
 - 5.2 the processes, criteria and standards to be used;
 - 5.3 the evaluation data sources to be used;
 - 5.4 the timelines to be applied, and;
 - 5.5 the possible outcomes of the evaluation.

* 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 and all teachers are to have an evaluation current within 5-years by June 30, 2027.

6. The following must be included as part of a teacher's initial formal evaluation process at FFCA:
 - 6.1 a teacher self-reflection based upon established TQS criteria and the distinctive requirements of FFCA,
 - 6.2 multiple observations based upon established TQS criteria and the distinctive requirements of FFCA,
 - 6.3 a review of the teacher's planning and assessment documents and student evaluation records, and
 - 6.4 regular conferencing of the evaluator and teacher prior to, between, and following observations including the evaluator's feedback about the teacher's strengths/weaknesses based upon established TQS criteria and the distinctive requirements of FFCA.

7. The following additional data may be used to inform teacher evaluations:
 - 7.1 student performance and teaching artifacts,
 - 7.2 evaluator's ongoing informal observations of the teacher
 - 7.3 evaluator's professional conversations with the teacher
 - 7.4 student feedback surveys (only with the express written consent of the teacher),
 - 7.5 parent feedback surveys (only with the express written consent of the teacher),
 - 7.6 collegial feedback (only with the express written consent of the teacher), and/or
 - 7.7 other data sources agreed upon by the evaluator and teacher.

8. 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 and data outlined in sections 6 and 7 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 FFCA. At a minimum, a 5-year evaluation process must include:
 - 8.1 A teacher self-reflection based upon established TQS criteria and the distinctive requirements of FFCA;
 - 8.2 At least one formal observation including pre and post conferencing and the provision of the evaluator's feedback about the teacher's observed strengths/weaknesses based upon established TQS criteria and the distinctive requirements of FFCA;

9. A report on teacher evaluation will consist of:
 - 9.1 a background/introduction;
 - 9.2 a statement of evaluation purposes and possible outcomes;
 - 9.3 an overview of the evaluation context;
 - 9.4 a description and evidence-supported or data-based comment regarding each applicable TQS competency;
 - 9.5 a description and evidence-supported or data-based comment regarding the overall distinctive requirements of FFCA;
 - 9.6 identification of the significant strengths of a teacher;
 - 9.7 recommendations for professional growth;

- 9.8 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 FFCA”;
 - 9.9 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.
10. All evaluation reports will be signed by the teacher and the Principal Educator. A copy of the evaluation report will be provided to the teacher being evaluated and kept by the completing Principal Educator. The original report will be held in the teacher’s personnel file at the Central Office.
 11. A teacher being evaluated shall be given the opportunity to append additional comments to an evaluation report.
 12. Required teacher evaluations will be completed by:
 - 12.1 April 15 of the school year for teachers on full-year contracts.
 - 12.2 the end of the interim or temporary contract for teachers on interim or temporary contracts of 80 school days or more.
 13. A teacher may ask the Superintendent to review the teacher’s evaluation to ensure compliance with these Administrative Procedures.
 14. 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.
 15. 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 a Principal Educator, Superintendent or designate if they have determined that the teacher’s teaching does not meet the TQS and the distinctive requirements of FFCA. A Notice of Remediation describes:
 - 1.1 the behaviours or practices that do not meet the TQS and/or distinctive requirements of FFCA, 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 Principal Educator, the Superintendent or designate of the Superintendent.
 - 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 requirements of FFCA, 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
March 1, 2023

References: [Alberta Teaching Quality Standard](#)
[Alberta Teacher Growth Supervision and Evaluation Policy](#)
[AP-G-201.1.1 Distinctive Teaching Competencies](#)
[Education Act](#)
FFCA's [Policy 9 Being Heard](#)



AP-I-803.1 Wellness Education Administrative Procedures

November 21, 2011

BACKGROUND & RATIONALE

At FFCA our goal is to have students complete high school with an understanding of personal wellness that will allow them to achieve a healthy balance throughout their lives.

Wellness is a balanced state of emotional, intellectual, physical, social, and spiritual well-being that enables students to reach their full potential in the school community. Personal wellness occurs with commitment to lifestyle choices based on healthy attitudes and actions. *The Alberta Education Framework for Kindergarten to Grade 12 Wellness Education* (Government of Alberta, 2010) defines wellness through five distinct wellness dimensions.

The five dimensions are described as:

1. Emotional wellness is acknowledging, understanding, managing and expressing thoughts and feelings in a constructive manner.
2. Intellectual wellness is the development and the critical and creative use of the mind to its fullest potential.
3. Physical wellness is the ability, motivation and confidence to move effectively and efficiently in a variety of situations, and the healthy growth, development, nutrition and care of the body.
4. Social wellness is relating positively to others and is influenced by many factors, including how individuals communicate, establish and maintain relationships, are treated by others and interpret that treatment.
5. Spiritual wellness is an understanding of one's own values and beliefs leading to a sense of meaning or purpose and a relationship to the community.

"Here is what we know: Emotions drive attention, create meaning, and have their own memory pathways (LeDoux, 1994). They regulate behavior, and they help us to organize the world around us (Damasio). You can't get more related to learning than that."

-Eric Jensen (Teaching With the Brain in Mind, 2008)

As a part of a comprehensive school health (CSH) approach, FFCA will find opportunities to promote, practice and apply the five dimensions of wellness each and every day.

PROCEDURES:

1. Provide opportunities for student learning about personal wellness through the teaching of K-9 Health and Life Skills, K-12 Physical Education (PE) and Career and Life Management (CALM) Programs of Study.
2. Create a campus Health and Wellness Committee that includes staff, school counselor, parent, student and public health voices to develop a comprehensive school health and wellness program for the campus that attends to the wellness of staff and students.
3. Provide leadership and service learning opportunities for students to practice their understandings of the five domains of wellness.
4. All campuses will participate in two common health and wellness experiences each year. One will center around the Terry Fox Run in September and the other will center around Nutrition Month in March.
5. Provide opportunities through campus Health and Wellness Committees to educate parents about the importance of their child's healthy development in the five domains of wellness with a focus on their child's academic success.
6. Campuses are encouraged to educate parents, staff and students that, where possible, food products at school should follow the Alberta Nutrition Guidelines for Children and Youth, as well as the Canada Food Guide.
7. FFCA campuses will find opportunities to engage students in daily physical activity K-12.



AP-I-803.1.1 Wellness Education – Appendix

Administrative Procedures

November 21, 2011

1) Wellness Domain Implementation Strategies and Resources

*While the strategies/resources have been provided under the headings of “Students, Parents, Staff” the understanding is to choose what fits for the determined need.

Wellness Category	Students	Resource	Parents	Resource	Teachers	Resource
Emotional	<ul style="list-style-type: none"> -Access interagency resources such as School Counsellor/ Family Therapist, Alberta Health Services or Child and Family Services -School Counsellor provide resources and support for students (eg. Bullying issues, test anxiety, addictions,...) -Student leadership and mentoring opportunities 	http://www.albertahealthservices.ca/?from=calgary	<ul style="list-style-type: none"> -Access interagency resources such as School Counsellor/ Family Therapist, Alberta Health Services or Child and Family Services -School Counsellor/ Family Therapist provide resources and information sessions to parents -School Counsellor to provide monthly submissions to school newsletter 	http://www.albertahealthservices.ca/?from=calgary	<ul style="list-style-type: none"> -Provide staff with Employee Assistance Program (EAP) -School Counsellor/ Family Therapist provide resources and information sessions for teachers 	http://www.sunlife.ca/ http://www.shepellfgi.com/ http://www.albertahealthservices.ca/?from=calgary
Intellectual	<ul style="list-style-type: none"> -Visual displays - Student leadership and mentoring opportunities -Fun health and wellness websites 	Sugar Shocker, Tobacco, Alcohol, etc... Utilize your school nurse. http://www.bam.gov/ http://www.kidnetic.com/ http://www.cdc.gov/family/kidsites/index.htm	<ul style="list-style-type: none"> -Help Us, Help Your Kids to be Healthier letter -Edmodo Site -Kid Problems and Questions 	<ul style="list-style-type: none"> -Letter at the beginning of the year (See letter in Appendix) http://kidshealth.org/ http://www.micheleborba.com/ http://frcr.albertahealthservices.ca/education_sessions.php	<ul style="list-style-type: none"> -Create a campus health and wellness team (including staff, parents, counselor and students) -PD - coaching program for colleague support - Program of studies for health and CALM 	http://education.alberta.ca/media/313382/health.pdf http://education.alberta.ca/media/313385/calm.pdf

	<p>-Incorporating movement into lessons and the classroom setting</p> <p>-Interventions to support student pursuit of academic excellence</p>	<p>- http://www.kellybear.com/TeacherArticles/TeacherTip54.html</p> <p>- http://www.moveintheclassroom.com/</p> <p>- http://www.johnratey.com/newsite/index.html</p> <p>-http://www.kaganonline.com/</p> <p>-tutoring services- Sylvan Learning Centres, Kumon</p> <p>-ELL assistants</p>				
<p>Physical</p>	<p>-Educate students around healthy food choices</p> <p>-Visual displays</p> <p>-Student leadership opportunities</p> <p>-Student mentor programs (within campus or across campus)</p> <p>-Incorporating movement into lessons and the classroom setting</p> <p>-Provide the opportunity for additional physical activity</p>	<p>http://www.albertahealthservices.ca/2925.asp</p> <p>http://www.hc-sc.gc.ca/hl-vs/eat-aliment/index-eng.php</p> <p>Sugar Shocker, Tobacco, Alcohol, etc... Public Health Programs</p> <p>- student leadership opportunities</p> <p>http://www.moveintheclassroom.com/</p> <p>http://www.johnratey.com/newsite/index.html</p> <p>http://www.kaganonline.com/</p> <p>-intramurals and clubs; within campus and cross campus</p>	<p>-Provide students with healthy lunch choices</p> <p>-Provide children with time for unstructured play</p> <p>-Provide your child with opportunities to be in structured</p>	<p>http://www.albertahealthservices.ca/2927.asp</p> <p>http://www.albertahealthservices.ca/SchoolsTeachers/if-sch-nfs-angcy-overview.pdf</p> <p>http://www.albertahealthservices.ca/SchoolsTeachers/if-sch-nfs-single-serving-pkg-food.pdf</p> <p>http://www.hc-sc.gc.ca/hl-vs/eat-aliment/index-eng.php</p> <p>http://www.5to10aday.com/</p> <p>http://www.csep.ca/CMFiles/Guidelines/CSEP-InfoSheets-ENG-Children%20FINAL.pdf</p> <p>http://www.csep.ca/CMFiles/Guidelines/CSEP-InfoSheets-ENG-Teen%20FINAL.pdf</p> <p>http://www.csep.ca/CMFiles/Guidelines/CSEP-InfoSheets-child-ENG.pdf</p> <p>http://www.csep.ca/CMFiles/Guidelines/CSEP-InfoSheets-youth-ENG.pdf</p> <p>http://www.csep.ca/CMFiles/Guidelines/CSEP-InfoSheets-adults-ENG.pdf</p> <p>http://www.calgary.ca/portal/server.pt/gateway/PTARGS_0_0_104_0_0_35/http%3B/content.calgary.ca/CCA/City+Hall/Business+Units/Recreation/index.htm</p>	<p>-Choose healthy quick snacks throughout the day</p> <p>-Take some you time; eg. Find a hobby, staff fitness activities, choose to be active,...</p>	<p>http://www.albertahealthservices.ca/SchoolsTeachers/if-sch-nfs-single-serving-pkg-food.pdf</p> <p>http://www.csep.ca/CMFiles/Guidelines/CSEP-InfoSheets-adults-ENG.pdf</p> <p>http://www.calgary.ca/portal/server.pt/gateway/PTARGS_0_0_104_0_0_35/http%3B/content.calgary.ca/CCA/City+Hall/Business+Units/Recreation/index.htm</p>

	(competitive and non-competitive) -importance of sleep for kids	http://www.sleepforkids.org/index.html http://kidshealth.org/kid/stay_healthy/body/not_tired.html	activities; funding is available -Family activity nights -Limiting screen time -Importance of sleep	http://www.kidsport.ab.ca/index.php?page=calgary_home -Zumba, Inline Skating, Ice Skating, Yoga, Dance, Open Gym Nights, Mission Impossible,... - http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/reduce-screen-time/tips-to-reduce-screen-time.htm - http://kidshealth.org/parent/positive/family/tv_habits.html - http://www.sleepforkids.org/index.html - http://www.aacap.org/cs/root/facts_for_families/childrens_sleep_problems		
Social/ Spiritual	-Student mentor and leadership programs - Character Education development Health and Life Skills Guide Bullying	School Character Committee High School Character program RAPPORT leadership program FFCA Student Services Team http://education.alberta.ca/teachers/program/health/resources/k-9health.aspx http://www.bullying.org/ http://www.cyberbullying.org/	Health and Life SkillsGuide Alberta Health Services Child and Family Services Bullying	FFCA Student Services Team http://education.alberta.ca/teachers/program/health/resources/k-9health.aspx http://www.albertahealthservices.ca/ http://www.child.alberta.ca/home/ http://www.bullying.org/ http://www.cyberbullying.org/	Provide staff with EAP Board sponsored staff appreciation events Health and Life Skills Guide Alberta Health Services Child and Family Services Bullying	http://www.shepellfgi.com/ http://www.albertahealthservices.ca/?form=calgary FFCA Student Services Team http://education.alberta.ca/teachers/program/health/resources/k-9health.aspx http://www.albertahealthservices.ca/ http://www.child.alberta.ca/home/ http://www.bullying.org/ http://www.cyberbullying.org/

2) Alberta Nutrition Guidelines for Children and Youth

(Contains the Canada Food Guide) http://www.healthyalberta.com/Documents/FINAL_Nutrition-Guidelines-AB-2011.pdf

3) Parent Letter – Family Orientation

HEALTHY KIDS LEARN BETTER

FFCA strives to have every student achieve well academically and to develop strong character. *Research shows that physically active, fit youth who eat healthy are more likely to have better grades and test scores than their inactive counterparts (Troost & van der Mars, 2010).* As supportive partners in your child's education we ask you to provide a focus on health and wellness in your homes through this coming school year. Together, we can set a good example and help our students in their pursuit of personal wellness and academic excellence!

As a parent there are a few small things that you can do to help your child be healthy and ready to learn:

1. Start their day by eating a healthy breakfast (fruit, juice, whole grain cereals, toast, eggs, etc.).
2. Pack healthy lunches and snacks (fruit, vegetables, milk, cheese, crackers, sandwiches, etc.).
3. Avoid packing snacks such as pop, chips, chocolate and candy.
4. Pack a water bottle.
5. Not excusing your child from physical education (if your child is injured, then phys-ed teachers will adapt their lessons to accommodate your child).
6. Make sure that your child is dressed appropriately for outdoor activities no matter what the weather (winter jackets, mitts, toques, rain coats, boots, running shoes).
7. Provide opportunities for 60-90 minutes a day at home where your child can get some physical exercise (playing soccer, bike riding, basketball, hockey, skipping).
8. Make sure that your child gets 9-10 hours of sleep per night.
9. Prepare healthy meals together at home.
10. Schedule routine vision, physical and dental check-ups for your child. (All children under age 18 years with AHC coverage are eligible for yearly vision screening.)
11. Ensure your child practices hand hygiene. (Hand hygiene is the single most effective way to control the spread of communicable disease).
12. Keep your unwell child at home. (Make plans for alternate childcare if needed for unexpected illnesses.)

Following these suggestions will lead to:

- Improved student focus and learning
- Reduced levels of stress and anxiety
- Increased energy
- Healthier bodies
- Reduced sick days
- Better self image and increased confidence

- Higher level of overall happiness with life

Did you know

- **More than 85% of school children do not get the recommended amount of fruits and vegetables.**
- Fruits with a lot of vitamin C, like oranges, will help your cuts heal faster and make your teeth nice and strong.
- Bananas are loaded with potassium. Potassium is important in keeping your blood pressure at a healthy level.
- Dried fruits are just as nutritious as fresh fruit and they are easier to carry with you.
- Drinking water helps you fight off illness, digest your food, and get rid of waste.
- A can of pop has the equivalent of 10 teaspoons of sugar.
- A can of pop typically has 150 calories.
- Students who drink soda regularly have been found to drink less milk, have a lower intake of calcium, weaker bones, and more fractures.
- Caffeine is an addictive, stimulant drug that is present in pops and many other sodas. Caffeine can make children nervous and irritable, and cause headaches and sleep problems.

If you would like more information on how you can help your child, please check out the following web sites:

Alberta Nutrition Guidelines for Children and Youth

http://www.healthyalberta.com/Documents/21500_Nutri_Guidelines-Fall2010.pdf

Healthy U Alberta – Active Living

<http://www.healthyalberta.com/ActiveLiving/668.htm>

Thank you for being a supportive parental partner in helping your child achieve personal excellence at FFCA!

FFCA Health and Wellness Committee

One of the greatest gifts you can give someone is to teach them healthy eating habits and provide them with opportunities for physical activity.

**Foundations for the Future Charter Academy
for the six months ending February 28, 2023**

	Annual Budget	September to February YTD	December to February Q2	Forecast to Aug 23	YTD % of budget	Notes
Income						
AB Grant Revenue	35,189,533	17,908,706	8,863,721	35,817,412	50.89%	
AB Grant Revenue - MRU	-	1,431,600	954,400	2,386,000	100.00%	
Transportation Fees	1,940,086	1,231,431	1,072,389	2,052,500	63.47%	Fees collected in advance, adjusted to match expenditures (60% of collected)
Resource Fees	488,340	319,482	319,482	532,500	65.42%	Fees collected in advance, adjusted to match expenditures (60% of collected)
Other School Jurisdiction	680,000	342,771	298,600	685,542	50.41%	
Campus Funds	1,359,635	870,010	400,952	1,359,635	63.99%	
Gifts and Donations	-	61,789	19,395	75,000	100.00%	
Other Revenue	140,825	1,155,005	839,451	1,375,005	820.17%	Increase due to taking on Classical Academy tech setup/support after budget (\$228K), insurance claim (\$489K to date), plus interest revenue (\$101K) due to significant rate change in GIC from 2.1% to 5.1%
Total Income	39,798,419	23,320,793	12,768,389	44,283,594	58.60%	Should be at 50% most significant reason for increase due to MRU funding
Expense						
Salaries & Benefits	29,439,992	14,476,214	7,451,297	29,500,000	49.17%	
Inclusion	595,000	257,604	66,744	600,000	43.29%	Significant expenses to occur in Q4
Professional Development	77,760	12,634	5,701	70,000	16.25%	Slow start to the year - lots more PD sessions plan for Q4
Technology	718,750	328,959	150,981	768,750	45.77%	Major projects occur in Q4 during school shutdowns.
Transportation	3,590,483	1,798,290	995,875	3,596,581	50.08%	
Facilities	2,320,261	1,011,370	595,873	2,570,261	43.59%	Additional fees expected for gym rentals, extra rooms costs at MRU
Facilities - CMR Amortization	154,930	154,930	154,930	154,930	100.00%	
Facilities - MRU Lease	-	1,313,647	662,818	2,700,000	100.00%	Additional Fees 314,000 for FFCA to absorb
Board	137,000	41,051	4,902	137,000	29.96%	see board details report for further discussion
Admin Building	115,825	51,824	28,478	115,000	44.74%	
General & Admin	322,545	166,097	66,233	342,195	51.50%	Accounting contractor due to ST leave
Campus Funds	1,359,635	603,632	339,120	1,359,635	44.40%	
Campus Expenditures	961,583	664,505	317,103	1,200,000	69.11%	Campuses using their reserve funds for projects and effects of the fire at SHS - cost t
Total Expense	39,793,764	20,880,757	10,840,055	43,114,352	52.47%	Should be at 50% so in line with budget at Q2
Surplus(Deficit)	4,655	2,440,035	1,928,334	1,169,242		

	Restricted Reserves				Unrestricted	
	Instruction	PO&M	Sys Admin	Transportation	Total	Total
* Reserve as at Aug. 31, 2022	(436,727)	987,849	(175,809)	(4,117)	371,196	1,636,458
2022-23 Budget	-	-	-	-	-	-
Expected reserve balance	(436,727)	987,849	(175,809)	(4,117)	371,196	1,636,458

Prepared by: Jhamily Estrada
Mar 10, 2023

CAPITAL PLAN - 2024 to 2027

Board Approved: March 22, 2023

Estimated Costs

	Elementary				Middle		K - 8	High School		Totals
	Southeast Alice M Curtis	Northeast St. Clement	Northwest St. Lawrence	Southwest Southwood	South Andrew Davison	North Greenview	North New Location	South New Location	North Montgomery	
Approved Projects not yet completed										
North HS Replacement WIP - Approved									43,000,000	43,000,000
Modular Addition - Approved						600,000				600,000
2023-24										
1 New Location & Building								43,000,000		
2 New Location & Building							38,500,000			
Totals							38,500,000	43,000,000		81,500,000
2024-25										
3 Modernization	5,768,800				8,078,320	7,825,250				
4 Portable Replacement			750,000							
5 Modular Addition			350,000				300,000			
Totals	5,768,800		1,100,000		8,078,320	8,125,250				23,072,370
2025-26										
6 New Location & Building			19,182,080							
7 Modernization		4,699,500		7,025,800						
Totals		4,699,500	19,182,080	7,025,800						30,907,380

Notes to the Capital Plan:

FFCA leases buildings that are on average 60+ years old and have had no modernizations.

New Construction - New 1,000 student high school facility in South Calgary. New 500 student K - 8 facility in North Calgary to begin to address the high demand for the FFCA program. Northwest Elementary (St. Lawrence) needs to be replaced with a larger more functional facility.

Modernizations - All estimated at 50% of building replacement which is calculated at m2 times \$3,352 - North Middle School (Greenview) Audit done in September 2011; Southeast Elementary (Alice M Curtis) Audit done in September 2012; South Middle School (Andrew Davison) Audit done in December 2010; Northeast Elementary (St. Clement) Audit done in September 2018; and Southwest Elementary (Southwood) Audit done in November 2010

Portable Replacement - New modular request submitted March 31, 2021 to replace five old portables with new modular units at Northwest Elementary (St. Lawrence)

Modular Addition - Modular request submitted March 31, 2021 for one additional modular required at Northwest Elementary (St. Lawrence) to allow for three cohorts in every grade, K through 4. Also included the cost of parking lot revisions as a result of the reconfiguration of the modular location on the site and the potential cost of a washroom unit should it be required by the City. Two additional modulars required at North Middle School for the additional students in grades 5 to 8 from the north where parents annually renew their waitlist application for the educational choice of FFCA's program

If further information please contact:

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Standing or Ad Hoc COMMITTEE REPORT

Committee: _____

Meeting Date: _____

Members in attendance (include Chairperson and Secretary Titles):

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 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.