



## Public Board Meeting

Wednesday, June 21, 2023,

6:30-9:00 p.m.

SMS: 8710 Ancourt Rd 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 Meeting Agenda ..... Chair Wilson

2. Approval of Consent Agenda ..... Chair Wilson

- Public Board Meeting Minutes of March 22, 2023 – attached;

- Public Board Meeting Minutes of May 24, 2023 – attached;

Consent Agenda MOTION

**2023-06-21-1CA** I move that the Consent Agenda for June 21, 2023, be approved by the Board as presented above.

**DRAFT**

MOVED by Director \_\_\_\_\_ and seconded by Director \_\_\_\_\_.

3. Scholarship presentation ..... Josh Symonds / Taira Anten

4. Campus presentation..... SMS Campus Admin

5. Superintendent's Report ..... CEO Nippard

6. Information Items ..... Chair Wilson

6.1. Standing Item: Administrative Procedures Update ..... COO Leinweber

6.1.1. AP-G-101.2 Campus Administrator and Central Office Coordinator Staffing

6.2. Standing Item: Strategic/Education Plan Update..... CEO Nippard

6.3. Standing Item: High School Update ..... CEO Nippard

7. Discussion Items..... Chair Wilson

7.1. Review of 23/24 Board Meeting schedule (attached) ..... Chair Wilson

7.2. Approval of 23/24 Campus Fees (attached)..... COO Leinweber

**2023-06-21-1RA** 23/24 Campus Fees MOTION

I MOVE that the Board approve the 2023/24 Campus Fees, as presented.

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

**DRAFT**

7.3. Approval of Locally Developed Courses (attached).....CI Kool

Course Code	Course Name	Credit	Acquired or Developed	Authorization Start Date	Authorization Start Date	School District
LDC1975	Advanced Acting/Touring Theatre 15	3	Acquired	2023-2024	2026-2027	CBE
LDC1975	Advanced Acting/Touring Theatre 15	5	Acquired	2023-2024	2026-2027	CBE
LDC2975	Advanced Acting/Touring Theatre 25	3	Acquired	2023-2024	2026-2027	CBE
LDC2975	Advanced Acting/Touring Theatre 25	5	Acquired	2023-2024	2026-2027	CBE
LDC3975	Advanced Acting/Touring Theatre 35	3	Acquired	2023-2024	2026-2027	CBE
LDC3975	Advanced Acting/Touring Theatre 35	5	Acquired	2023-2024	2026-2027	CBE

**2023-06-21-2RA** Locally Developed Courses MOTION

I MOVE that the acquired high school courses from the indicated school authority for use at NHS and SHS campuses for the authorization period listed above, be approved by the Board, as presented.

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

*DRAFT*

7.4. Q3 Report (attached) .....CFO Estrada

**2023-06-21-3RA** Q3 Report MOTION

I MOVE that the Board receive for information, the FFCA 2022-23 Third Quarter Financial Report as presented.

MOVED by Director \_\_\_\_ and seconded by Director \_\_\_\_.

*DRAFT*

7. Committee and Representative Reports ..... Chair Wilson

7.1. Executive Committee..... Chair Wilson

7.2. Governance Committee ..... Director Lakhani

7.2.1. Governance Committee’s Terms of Reference (TOR)

**2023-06-21-4RA** Governance Committee’s TOR for approval MOTION

I MOVE that the Board approve the Governance Committee’s Terms of Reference as presented.

MOVED by Director \_\_\_\_ and seconded by Director \_\_\_\_.

*DRAFT*

**2023-06-21-5RA** RESCIND Policy 21 MOTION

I MOVE that the Board rescind Policy 21 Anaphylaxis and move the matter to the Administrative Procedure manual.

MOVED by Director \_\_\_\_\_ and seconded by Director \_\_\_\_\_.

*DRAFT*

**2023-06-21-6RA** RESCIND Appendices A, B, and C of Policy 12 MOTION

I MOVE that the Board rescind the following appendices from Policy 12 Role of the Superintendent:

Appendix A: Superintendent/CEO evaluation process, criteria and timelines

Appendix B: Performance Assessment Guide

Appendix C: Interview Guide: CEO Leadership Practices

MOVED by Director \_\_\_\_ and seconded by Director \_\_\_\_.

*DRAFT*

**2023-06-21-7RA** Appoint consultant for 2022-23 evaluation process MOTION

I MOVE that the Board appoint Dave McElhanney, MBE Ventures Inc., to conduct the CEO and Board evaluation process for 2022-23 utilizing the Institute of Corporate Directors’ (ICD) process and timeline.

MOVED by Director \_\_\_\_ and seconded by Director \_\_\_\_.

*DRAFT*

**2023-06-21-8RA** Approval of non-substantive changes to Policies and Appendices MOTION  
I MOVE that the Board approve the following Policies and Appendices with non-substantive changes as presented.

- Policy 1 Foundational Statements
    - Policy 1 Appendix: Our Brand
  - Policy 2 Role of the Charter Board
  - Policy 4 Director Code of Conduct
    - Policy 4 Appendix: Director Code of Conduct Sanctions
  - Policy 5 Role of the Charter Board Chairperson
  - Policy 6 Role of the Charter Board Vice-Chairperson
  - Policy 9 Being Heard
  - Policy 12 Role of the Superintendent / CEO (Approval of Policy after Appendices A, B, C rescindment)
  - Policy 14 Uniform
    - Policy 14 Appendix A: Uniform Supplier and Requirements
    - Policy 14 Appendix B: Available Uniform Size Chart
    - Policy 14 Appendix C: Uniform Combinations
  - Policy 16 Recruitment and Selection of Senior Administrative Personnel
  - Policy 19 Welcoming, Caring, Respectful, Safe, and Inclusive Learning and Working Environments
    - Policy 19 Appendix A: Student Code of Conduct
    - Policy 19 Appendix B: Staff Standards of Conduct
- MOVED by Director \_\_\_\_\_ and seconded by Director \_\_\_\_\_.

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**2023-06-21-9RA** Approval of Policies and Appendices First Reading MOTION  
I MOVE that the Board approve the following Policies and Appendices for first reading as presented.

- Policy 3 Role of the Director
    - Policy 3 Appendix: Services, Materials, and Equipment Provided to Directors
  - Policy 7 Charter Board Operations
    - Policy 7 Appendix A: Committee Report Template
    - Policy 7 Appendix B: Ranked Secret Ballot Process
  - Policy 8 Charter Board Committees and Representatives
    - Policy 8 Appendix: Committee/Representative Report Template
  - Policy 10 Policy Making
  - Policy 11 Charter Board Delegation of Authority (NEW)
  - Policy 13 Appeals and Hearings Regarding Student Matters
- MOVED by Director \_\_\_\_\_ and seconded by Director \_\_\_\_\_.

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- 7.3. Audit Committee ..... Director Qureshi
- 7.3.1. Audit Committee's Terms of Reference (TOR)

**2023-06-21-10RA** Audit Committee's TOR for approval MOTION  
I MOVE that the Board approve the Audit Committee's Terms of Reference as presented. MOVED by Director \_\_\_\_\_ and seconded by Director \_\_\_\_\_.

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- 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

**ADJOURNMENT:** by 9:00 p.m.

**NEXT MEETING:** October 4, 2023 (To be confirmed in 7.1 above)

**FUTURE AGENDA ITEMS:** Policy second readings: Policy 3, 7, 8, 10, 11, 13;



**Public Board Meeting**  
Wednesday, March 22, 2023,  
6:30-9:00 p.m.  
SEE – 9711 Academy Dr. SE

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

**Central Office Executive:** Roger Nippard, Jhamily Estrada, Phoebe Greentree

**Attendees:** Krista Lee (SEE Principal Educator), Rachel Bradley (SEE Associate Principal) Zee SWE, Katie Dawe, Navjot & Gundeep Gaur SEE, Michelle NEW, Tanya SMS, Candice SMS Chair, Ashlyn SEE Council, Michelle SEE Chair, Sunny NMS,

## MINUTES

**CALL TO ORDER:** 6:33 p.m.

## LAND ACKNOWLEDGEMENT

### 1. Review of Regular Meeting Agenda

### 2. Approval of Consent Agenda

#### Consent Agenda MOTION

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

MOVED by Director Widney and seconded by Director Ifechi. CARRIED.

### 3. SEE Campus presentation/report

- Three of the things that make FFCA distinct
  - K-3 curriculum: SEE piloted the literacy curriculum in 21-22. Showed video of WRTR teaching, including new curriculum pieces. Emphasis on phonetic sounds. Numeracy had many changes. Math units have been moved to earlier grade levels, increase in number of basic facts; financial literacy added to Wellness. New curriculum was well aligned with our program so this was advantageous for our teachers and kids.
  - Teachers: PE, music, art, K-4; specialists breakdown the instruction into incremental pieces for highest student success; Coordinate across campuses and attend PD in their specialty.
  - Building community (council presentation): family events (BBQ, movie night, skating, bowling, etc). Support school initiatives(resources for curriculum implementation, hydration stations, field trip bussing, PE equipment, gymnasium projector). Society (Casino, Westjet raffle)

### 4. Superintendent's Report

- Campus visits: Professional Growth Planning sessions and admin meetings; Winterfest at NMS was amazing; SEE spring concert – 97% of students and parents in attendance; NEE grade 4 simple machines unit, was a judge and had a great time; SHS Little Mermaid musical, professional-calibre program;
- Budget: provincial budget and funding manual were released, historic budget with increases in most grants as well as newly introduced grants for inclusion, biggest change is transportation funding framework, per student amount plus amount for the distance, walk distance is changing

to shorter distance depending on grade level; earmarked funds for capital projects for charter schools, huge win for charter schools;

- Re-reg closed on Monday, most students are re-enrolled, KG intake process is still ongoing;
- Bylaws should be approved by AB Government in the next month, approximately;
- CIRT team interviews for 7 open positions (Critical Response Team that responds to all Calgary Charter schools when in need during a critical (crisis) event)
- Q From Gallery: Parents have had many struggles with the timing of busses and being able to make the bus vs having to drive kids to school. Concern on cost recuperation for parents having to drive when bus doesn't come.
  - A: We had a shortage of drivers earlier this year – We have stipulations in contract to allocate for routes where drivers are late and FFCA is not charged. Working on fix for next year. Expressed that these frustrations will be shared with the Province on helping to ease the issues with routes next year.
- Q From Gallery: DNB facilities for high school as permanent?
  - A: Not a permanent measure, will continue to relay to government the need for additional high school facilities for FFCA and inclusion in capital planning.

## 5. Information Items

### 5.1. Standing Item: Administrative Procedures Update

5.1.1. AP-D-101.1.1 Signing Authorities and Spending Limits Administrative Procedures – UPDATED to align with NWPTA

5.1.2. AP-G-201.1 Teacher Growth, Supervision, and Evaluation AP - UPDATED

5.1.3. AP-I-803.1 Wellness Education AP & Appendix (AP-I-803.1.1) - RESCINDED

### 5.2. Standing Item: Strategic/Education Plan Update

- Have engaged a professional to work with us on a process to redesign our strategic plan in alignment with our charter. A plan for redesign will be provided for board approval at June meeting.

### 5.3. Standing Item: High School Update

- NHS project: on schedule for Dec 2023, abatement of old north bldg beginning in next couple weeks and will be taken down starting in May.
- SHS: will be returning to DNB for 23/24, working with CBE and AB Education to begin repairs, will have over 100 workers on site 24 hrs/day in order to occupy bldg for next academic yr. Not considering a calendar change at this time. Still investigating a future build as DNB is not a long-term solution as a high school, part of capital plan to be approved tonight;

## 6. Discussion Items

### 6.1. Q2 Financial Report

- Tracking ahead of budget due to money received for MRU lease, other charters who we are receiving revenue for our services that were not budgeted for
- Expenses tracking well, generally facilities and tech ramp up spending over summer, those show low at this point

### Q2 Financial Report MOTION

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

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

### 6.2. Capital Plan 2024-27

- Hired a consultant for insight into ways to ensure our priorities are heard by AB Education.
- One priority is a K-8 school in N Calgary, 800 students.

### 2024-2027 Capital Plan MOTION

**2023-03-22-2RA** MOVED by Vice-chair Hill and seconded by Director Lakhani that the Board approve the 2024-2027 Capital Plan as presented. CARRIED.

## **7. Committee/Rep Reports**

- 7.1. Executive Committee- no meetings held
- 7.2. Governance Committee: report attached to meeting package
- 7.3. Audit Committee: comprised of board members and FFCA parents with professional designations. Look at risks across FFCA, revisited TOR, looked at work plan and changes that can be made according to other organizations
- 7.4. TAAPCS Rep Report: met with Deloitte, who is engaged with the ministry regarding capital for charter schools.

## **8. Remarks from Gallery**

- A parent raised some concerns regarding an incident at school level (middle school) and felt that they had not had the issue resolved or had appropriate response from the school administration. Board referred to Policy #9 'Being Heard' which references process through administration as a first step and eventual escalation through superintendent and through board through formal channels.
- Fundraising ambitions for FFCA in the way that Calgary Arts Academy has raised funds?
  - Ministry has been reluctant to approach this on a wholesale basis. Could look at funds/sponsorship on a piecemeal basis.

## **9. Directors remarks**

- Directors provided their reflections on the last month of school and board activities

## **10. In-Camera Session**

**2023-03-22-3RA** That the Board enter into an in-camera session.

MOVED by Vice-chair Hill and seconded by Director Lakhani. CARRIED.

**ADJOURNMENT:** by 9:13 p.m.

**NEXT MEETING:** May 24, 2023 at NW Campus



## Public Board Meeting

Wednesday, May 24, 2023,

6:30-9:00 p.m.

NWE: 719 44 Ave NW

WiFi: FFCA MyDevice, No Pswd

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

**Board:** Jeff Willson, Jenny Hill, Sam Jin, Charles Ifechi, Amanda Fisher, Jenn Widney

**Admin:** Roger Nippard, Kurtis Leinweiber, Jhamily Estrada, Justin Kool, Krystal Aberham, Denise Budgen, Phoebe Greentree, Sabrina Grover

**School Admin:** Shawna Drummond, Michelle Yule, Abela Saditi

**Audience:** Tanya (SMS), Katie Dawe (NHS), Kara (NHS), Harry (NWE), Rosmila (NWE), Pat (NWE Teacher), Sam (NWE, Teacher), Emily (NEW- Teacher), Joan (NWE Teacher), Heather (NEW Teacher), Ingrid (NEW Teacher), Ambrou (NWE), Amanda (Parent), Jin Lee (NMS), Andrew (V-C, ASC, NMS/NEW), Myra (NWE)

## 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

#### Consent Agenda MOTION

**2023-05-24-1CA** I That the Consent Agenda for May 24, 2023, be approved by the Board as presented above.

MOVED by Director Ifechi, seconded by Director Fisher. CARRIED

3. Campus presentation..... NWE Campus Admin
  - Roots and Wings has been a guiding part of NWE development.
  - Roots:
    - Framework for teaching and learning; purposeful and inclusive design; scaffolding learning; Inclusion framework – universal supports with targeted interventions as needed; quality and diverse assessments which show us excellence and gaps; character education focus and curriculum enhancement.
  - Wings:
    - Innovation – viewsonic viewboards have improved student engagement and teaching opportunities; updated curriculum; SLS funding – rethink our approach to inclusion, how to design lessons to fit the student rather to change the student to fit the learning; pedagogy of

mathematics and language arts – how students learn to read and deeper mathematics understanding.

- Principles of Learning and Indigenous learning – worked with Chris McNabb to integrate Indigenous ways of knowledge and being; working towards reconciliation including engagement around TRC Day.
- Heritage Council Celebration Chair (ASC)
  - Create an inclusive, safe and welcoming school which celebrates our heritage and personal roots for parents and students.
  - Sent out a diversity survey in Aug – demographics, events and how to acknowledge events at school; 26 different heritage events are celebrated; 27 different countries of origin at FFCA
  - Assembly events and sharing resources to educate students; students participated in arts and crafts activities; lion dance for lunar year – invited parents to also celebrate;
  - Engaged 20 student NHS volunteers; 400 attendees – parents were excited to have their culture and heritage shown at school

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

- Planning has already begun for next year – provincial surveys have just been completed
- PATs and Diplomas have started or will be underway shortly
- Next phase of strategic plan is starting (follow-up to Roots and Wings)
- Productions and events at campuses – SHS performance; one play went to provincials and won the award for directing and received the award for outstanding professional conduct – had 90 kids attend provincial drama competition; SWE spring concert saw 97% of parents attend.
- Budget : Last year was our first year receiving SLS funding; this budgeting process reflects that funding allocation.
- Staffing
  - Relative minimal movement year over year; bell curve is at the end of long-term staff versus on new staff
  - Teacher staffing is getting tight across Alberta– 3000 teachers are needed next year; and demand is outpacing supply of teachers emerging from post-secondary
  - No PE or APE movement; 6 leaves of absence approved for next year; first announcement put out for transfers between campuses.
- Deloitte has been hired by ABEd to look at options for moving the capital allocations for charter schools including proposed legislative changes to allow government agility on capital allocation as charters are not currently part of the regular capital plan. Additional weighting to be given to charter schools with schools that have waitlists and history of demonstrated results/success
- Priority to attend college of Alberta superintendent events – spring conference was in Edmonton and Zone 5 conference in YYC
- Also attended the national conference – Canadian Association of Public Schools (in Halifax) which changed their bylaws to admit FFCA Attendance.
- Transportation
  - Has been the biggest challenge this year; all of the routes are presently fully staffed.
  - Some routes were severely impacted this year, planning ahead for next year.

5. Information Items ..... Chair Wilson

5.1. Standing Item: Administrative Procedures Update ..... COO Leinweber

5.1.1. AP-G-101.2 Campus Admin & Central Office (Campus) Coordinator Staffing

- Updated with a new role for the inclusion coordinator

5.1.2. AP-G-701.1 First Aid

- Reflected international standards used and CO may come up with a plan to cover the training for its employees; built into proposed budget going forward

5.1.3. AP-H-103.1 Human Sexuality



- Updated for new curriculum

5.1.4. AP-I-902.1. High School Scholarships

- New AP Articulated scholarship standardization across both campuses

5.2. Standing Item: Strategic/Education Plan Update..... CEO Nippard

- Strategic Plan: (Nippard)
  - Revisiting our strategic plan, hired ICD-Calgary Vice Chair (and former FFCA Board Member); Mega trends in education coming from the OECD, PESTEL analysis → shared this work with the Board at the Board Retreat.
- Education Plan (Leinweibber)
  - Three-year plan was developed for 2021-2023; the goals and strategies remain consistent over the last two education plans; some updates on a year/year basis and budget will also be updated.

5.3. Standing Item: High School Update ..... CEO Nippard

- NHS → project is fully on track for completion by December 2023 and a community update sent to parents last week. Some delays in getting mechanical equipment because of supply chain. Structural steel has been installed for climbing wall. Solar panels have been installed and applied for a matching grant (\$160K from the Province). In talks with Calgary Minor Soccer for partnership on field use
- SHS → \$4.8M approved from the Province; timeline is accelerated but still on track for August 2023.

6. Discussion Items..... CFO Estrada

6.1. Transportation Fees

- Alberta Budget for 2023/24 school year has an 83% increase in funding; due to changes in funding manual to include distance rates which is adapted for charter schools; another specific change was the change for parent-provided transportation which increased from \$100 to \$700.
- Next year when FFCA goes to RFP there will likely be an increase but relying on good relationship foundation with suppliers and changes in Alberta Budget to support the RFP process.
- Plan for early communications with parents and be clear on parent-provided transportation.
- Three installments for payments remains.
- Discussion:
  - Distance from school walking used to be 2.4 km but is now grade specific – affects 50 students.
  - Gallery Q: Is there a need to have a reserve for next year given the increase on funding?
    - A: Previous years have run a transportation deficit. For next year, majority of funding will go towards negotiation of contract fees – trying to get closer to where we will need to be for market value after next year for RFP.
  - Gallery Q: how are we keeping funding for students which this is applicable for – so that parents don't have the rising increasing; are parents on busses subsidizing the students who's kids are doing parent-provided transport?
    - A: Yes, historically because of the distance we have to transport kids, but now this is more consistent with public boards- using the same formula as CBE but we're still at a disadvantage at funding because of the model.

All transportation fees are recommended to remain unchanged from the 2022-23 school year.

KG: \$425 (one-way only)  
 Two-way: \$855  
 One-way: \$770  
 Shuttle: \$200 (one-way)  
 Subsidy: \$325

Transportation Fees MOTION

**2023-05-24-1RA** | That the 2023-2024 FFCA Transportation Fees be approved as presented.

MOVED by Director Hill and seconded by Director Jin. CARRIED

6.2. 3-Yr Education Plan ..... COO Leinweber

- Education plan to be updated following Strategic Plan next year.
- Gallery Q: SLS funding and allocation identified in the Education Plan with specific priority allocations
  - A: How do we maintain our distinctiveness from what other boards are already doing; much of this work will be updated and integrated through our strategic planning work – distinct but inclusive

3-Yr Education Plan MOTION

**2023-05-24-2RA** | That the Board approve the 2022-2025 3-Yr Education Plan as presented.

MOVED by Director Hill and seconded by Director Ifechi. CARRIED

6.3. 2024-25 School Calendars (in principle) .....COO Leinweber

- Approved in principle now and fully approved in Fall.
- Similar to 2023-24 calendar; does not exceed teaching hours as required in ABEd; 194 operational days; 175 instructional days K to 8; 179 instructional days 9 to 12 (including org and professional days); August 19 start, Aug 26 family orientation; classes start Aug 27.
- Gallery Q: Alignment with other school board schedules? How will information be shared on changes?
  - A: posted as is, with the note that this is in principle; prior to Oct meeting will be a formal calendar approval when other school board calendars are released
- 2 organizational days end of year – because of when exams are scheduled

2024-25 School Calendars MOTION

**2023-05-24-3RA** | That Board approve the 2024-2025 school calendars in principle as presented.

MOVED by Director Ifechi and seconded by Director Widney. CARRIED.

6.4. 2023-24 FFCA Budget - .....CFO Estrada / COO Leinweber

- Due to ABEd by May 31<sup>st</sup>
- Income Statement – Expecting to run a deficit budget this year (financial reporting perspective). Expenses includes amortization which is not a cash expense.
- Significant Changes
  - Revenue/Expenses changed primarily due to Provincial funding; 7% increase in base instruction funding on a per-student rate K to 12.
  - New grant in classroom complexity received.
  - Transportation funding increased in Provincial Budget by 83%.
  - Supporting the second year for 2 year plan for ABEd on teacher salary settlement.
  - \$3M increase on instruction – 10% increase in funding.
- Board Guiding Principles Alignment
  - In February 2023 the Board approved a set of 8 guiding principles and priorities for Admin to align with Budget, this budget is aligned.
    - Projected revenues show an operational deficit, but because of amortization this is a balanced budget.
    - Greater investments in instruction which include compensation through cash difference in systems/board administration. Includes prep time for HS Teachers – FTEs have prep time in first half of year.
    - Planned operations and maintenance is balanced as is transportation
    - Reserves equal to 2.5-4% of the budget; at the top of that for this years budget.

- SLS funding, refugee funding, funding for FN and Indigenous funding and complexity grant received from Province; \$4.1M allocated to provide supports including campus certificate staff (teaching time), campus based support staff incl ESL, counsellors, general and specialized learning assistance, central based certificate staff – projecting to hire 3 inclusion support teachers for K to 8;
- \$500K for external services including speech language therapy, occupational therapy and maintain registered psychologist services.
- HS teachers will be 40 hrs lower than K to 8 for teaching.
- Fair and equitable compensation for staff 2% agreed upon increase as per ABEd agreement; increasing support staff salary by 2% as well (internally funded)
- Gallery Q: How could election affect this?
  - A: Some changes may occur if there is a change in government in some allocations
- Gallery Q: Inclusion support?
  - A: Added a learning assistant at high school level which is better suited to needs
- Gallery Q: DNB ownership?
  - Currently an asset of Alberta Infrastructure

2023-24 FFCA Budget MOTION

**2023-05-24-4RA** | That the 2023-24 FFCA Budget be approved as presented.

MOVED by Director Hill and seconded by Director Widney. CARRIED.

7. Committee/Representative Reports ..... Chair Wilson
  - 7.1. Executive Committee..... Chair Wilson
    - No Report
  - 7.2. Governance Committee ..... Director Lakhani
    - No Report
  - 7.3. Audit Committee ..... Director Qureshi
    - No Report
  - 7.4. TAAPCS Representative Report..... Vice-Chair Hill
    - Meeting delayed until June because of Election.
    - Big items will include budget; TAAPCS is seeking to become more professionalized and bylaw updates to reflect how organizations are running
8. Director Highlights ..... Chair Wilson
  - Directors shared their highlights
9. Open to Gallery..... Chair Wilson
  - Q: Using FFCA Logo for spiritwear?
    - A: just requires admin approval

**ADJOURNMENT:** 8:35 p.m.

**NEXT MEETING:** June 21, 2023, SMS Campus



## **AP-G-101.2 Campus Administrator & Central Office (Campus) Coordinator Staffing Administrative Procedures**

### **BACKGROUND & RATIONALE**

FFCA is committed to identifying, and placing in administrative leadership positions, individuals who will optimize the effectiveness of the individual campuses and FFCA overall. These procedures apply to the following administrative leadership positions:

1. Campus Principal Educators
  - 1.1. The Principal Educators are the senior administrators in the campus and will have a level of expertise and range of campus-level leadership experiences that allow them to be highly successful in such a role.
2. Campus Associate Principals:
  - 2.1. The Associate Principals are an important part of the administrative team at the campus level. These positions are also viewed as developmental in terms of helping prepare future Principal Educators whose experience may be enhanced by undertaking the Associate Principal role in different campuses with different colleagues.
3. Central Office (Campus) Coordinators
  - 3.1. The Central Office (Campus) Coordinator of Instruction and School Support (ISS) positions are important to the senior leadership team. These positions are filled as term secondments from campus administrator positions by transfer only. These are typically 3-year terms, but they may be shortened or extended at the discretion of the Superintendent or designate.
  - 3.2. The Central Office Coordinator of Inclusion position is important to the senior leadership team. This position is a permanent position that may be filled by an internal or external candidate that meets the required qualifications.

### **PROCEDURES**

1. The placement of campus administrators and central office (campus) coordinators of ISS is the responsibility of the Superintendent or designate. The following procedures are general guidelines from which the Superintendent or designate may diverge at his/her discretion.
  - 1.1. The following guidelines apply to the:
    - 1.1.1. transfer and placement of existing administrators when no vacancies exist
    - 1.1.2. identification and selection of administrators due to vacancy.
2. Transfer and placement of existing administrators when no vacancies exist
  - 2.1. FFCA believes that continuity in school and campus leadership is desirable and is conducive to overall school success. At the same time, FFCA embraces the concept that administrative mobility (via transfer) may be positive, productive and necessary in maintaining exemplary administrative leadership in each campus within FFCA.
  - 2.2. A transfer may be initiated as the result of an administrator request, or by the Superintendent or designate.
  - 2.3. Factors to be considered in the Superintendent or designate's placement of campus administrators and central office (school) coordinators include, but are not limited to:
    - 2.3.1. the leadership needs of the school and each campus
    - 2.3.2. the leadership goals of individual administrators

- 2.3.3. the length of time administrators have been in their current assignment.
- 2.4. Potential transfer opportunities may, at the discretion of the Superintendent or designate, be shared with administrators to assess their desire for a transfer.
- 2.5. The Superintendent or designate will determine placements and communicate accordingly with:
  - 2.5.1. Impacted administrators
  - 2.5.2. Remainder of FFCA Administrative Team
  - 2.5.3. Board of Directors
  - 2.5.4. FFCA staff
  - 2.5.5. FFCA campus council chairperson(s) at impacted campus(es)
- 3. Identification and selection of administrators due to vacancy
  - 3.1. A vacancy in an FFCA administrative position may occur for reasons including but not limited to:
    - 3.1.1. Additional positions created due to school growth
    - 3.1.2. Resignation or retirement
    - 3.1.3. Approved leave of absence (temporary)
  - 3.2. Upon identification of a vacancy, administrative transfers may be made at the discretion of the Superintendent or designate according to the procedures indicated in *Section 2 - Transfer and Placement of Existing Administrators When No Vacancies Exist*.
  - 3.3. Following all internal transfers, the Superintendent or designate will:
    - 3.3.1. Establish a timeline for filling the vacancy.
    - 3.3.2. Develop a role profile for the vacant position (if necessary).
    - 3.3.3. Advertise the vacancy internally and/or externally at their discretion
  - 3.4. To be considered for an FFCA Principal Educator position, applicants must hold a master's degree. Internal applicants must be under continuing contract with FFCA. Note: The Alberta Leadership Quality Certification must be completed within 18 months of being hired into the position and is required prior to the removal of a new Principal Educator's probationary designation.
  - 3.5. To be considered for an FFCA Associate Principal position, applicants must hold a master's degree or have this level of education underway. Internal applicants must be under continuing contract with FFCA.
    - 3.5.1. The Alberta Leadership Quality Certification must be completed within 18 months of being hired into the position.
    - 3.5.2. Both a master's degree and the Alberta Leadership Quality Certificate must be held prior to the removal of a new Associate Principal's probationary designation.
  - 3.6. To be considered for an FFCA Central Office (Campus) Coordinator of ISS position, applicants must be under continuing contract in a Principal Educator or Associate Principal position with the commensurate level of education completed or underway.
  - 3.7. To be considered for the FFCA Central Office (Campus) Coordinator of Inclusion position, applicants must meet the required qualifications, including the following:
    - 3.7.1. Bachelor's Degree in Education and related Master's Degree
    - 3.7.2. Valid Alberta Teaching Quality Standard certificate
  - 3.8. The Superintendent or designate will work with Human Resources staff to review all applicant submissions and create a short list of candidates.
    - 3.8.1. Human Resources will conduct a preliminary reference check of any external candidates being considered for the short-list and provide this information to the Superintendent or designate prior to the finalizing of the short-list.
    - 3.8.2. Human Resources will contact short-listed candidates to
      - 3.8.2.1. Establish an interview time

- 3.8.2.2. Request a written response to pre-interview questions (if applicable)
    - 3.8.2.3. Communicate additional interview expectations (e.g. presentation requirements).
- 3.9. An interview team will be established to provide additional advisory perspectives on the candidates. Final decisions related to the selection of the successful applicant will be made by the Superintendent or designate.
  - 3.9.1. In the case of Principal Educator vacancies, participants in the interview process will include, in addition to the Superintendent or designate, a Board Director, an HR Administrator, and/or other such participants as deemed appropriate by the Superintendent or designate.
  - 3.9.2. In the case of Associate Principal vacancies, participants in the interview process will include, in addition to the Superintendent or designate, an HR Administrator, the campus Principal Educator and other such participants as deemed appropriate by the Superintendent or designate.
- 3.10. The Superintendent or designate will conduct additional reference checks as needed to make a final decision.
- 3.11. The Superintendent or designate will be responsible for communicating with the successful candidate and all other interviewed applicants.
- 3.12. The Superintendent or designate will communicate the selection decision to the Board, FFCA campus staff and the relevant campus parent community.
- 3.13. Human Resources will follow its onboarding procedures, including the processing of the initial contract. For individuals newly appointed to administrative positions within FFCA, the initial contract as an Administrator will be for a one-year probationary period. Subject to the completion of any outstanding education and/or certification requirements and a positive evaluation during the initial year of service, a continuing administrative contract will be issued.
- 3.14. At the conclusion of the hiring process, all candidate information will be returned to Human Resources for retention and/or destruction pursuant to the Freedom of Information and Protection of Privacy Act.

Original Approval Date: May 1, 2019  
Revision Dates: May 3, 2023  
References: Education Act  
Alberta Education Professional Practice Standards  
FFCA Employment Handbook

## APPENDIX

### Annual Campus Administrator & Central Office (Campus) Coordinator of ISS Staffing Schedule Guidelines\*

1. Admin Staffing Stage I:
  - 1.1. Coordinator of ISS and Principal Educator Appointments and Assignments: March 1<sup>st</sup> to Second Monday after Spring Break
    - 1.1.1. Principal Educator Hiring (for new or vacated positions)
      - 1.1.1.1. Internal Transfer
        - 1.1.1.1.1. Administrator Initiated
        - 1.1.1.1.2. Superintendent Initiated
      - 1.1.1.2. Internal Competition
      - 1.1.1.3. External Competition
    - 1.2. Coordinator of ISS and/or Principal Educator Transfers (if no new or vacated positions exist)
      - 1.2.1. Administrator Initiated
      - 1.2.2. Superintendent Initiated
2. Admin Staffing Stage II:
  - 2.1. Associate Principal Appointments and Assignments: Second Monday after Spring Break to Fourth Monday after Spring Break
    - 2.1.1. Associate Principal Hiring (for new or vacated positions)
      - 2.1.1.1. Internal Transfer
        - 2.1.1.1.1. Administrator Initiated
        - 2.1.1.1.2. Superintendent Initiated
      - 2.1.1.2. Internal Competition
      - 2.1.1.3. External Competition
    - 2.2. Associate Principal Transfers (if no new or vacated positions exist)
      - 2.2.1. Administrator Initiated
      - 2.2.2. Superintendent Initiated

\*The dates provided are guidelines only that offer a general overview of the process.



## **Public Board Meeting Schedule**

- **October 4<sup>th</sup> 2023**
- **November 22<sup>nd</sup> 2023**
- **December:** Board of Director Recruitment
- **January 24<sup>th</sup> 2024:** FFCA AGM
- **February 28<sup>th</sup> 2024**
- **May 22<sup>nd</sup> 2024**



**FFCA FEES SCHEDULE**  
**2023-24**  
**PROPOSED FOR BOARD APPROVAL 2023-06-21**

Fee Description	Division	Campus	Grade	Subject/Area (if applicable)	Proposed per Student Fee 23-24	Actual per Student Fee 22-23	Per Student % Change	Notes (Required for Increases > 5%)
<b>REQUIRED FEES (Integrated into Registration)</b>								
<b>Resource Fees</b>								
Resource Fee - Kindergarten	ELEMENTARY	ALL	K		\$ 115.00	\$ 115.00	0%	
Resource Fee - Grade 01	ELEMENTARY	ALL	1		\$ 145.00	\$ 145.00	0%	
Resource Fee - Grade 02	ELEMENTARY	ALL	2		\$ 145.00	\$ 145.00	0%	
Resource Fee - Grade 03	ELEMENTARY	ALL	3		\$ 145.00	\$ 145.00	0%	
Resource Fee - Grade 04	ELEMENTARY	ALL	4		\$ 145.00	\$ 145.00	0%	
Resource Fee - Grade 05	MIDDLE	ALL	5		\$ 145.00	\$ 145.00	0%	
Resource Fee - Grade 06	MIDDLE	ALL	6		\$ 145.00	\$ 145.00	0%	
Resource Fee - Grade 07	MIDDLE	ALL	7		\$ 150.00	\$ 150.00	0%	
Resource Fee - Grade 08	MIDDLE	ALL	8		\$ 150.00	\$ 150.00	0%	
Resource Fee - Grade 09	HIGH	ALL	9		\$ 150.00	\$ 150.00	0%	
Resource Fee - Grade 10	HIGH	ALL	10		\$ 150.00	\$ 150.00	0%	
Resource Fee - Grade 11	HIGH	ALL	11		\$ 150.00	\$ 150.00	0%	
Resource Fee - Grade 12	HIGH	ALL	12		\$ 150.00	\$ 150.00	0%	
<b>Required Course Activity Fees</b>								
Physical Education 9	HIGH	ALL	9		\$ 100.00	\$ 100.00	0%	
Physical Education 10	HIGH	ALL	10		\$ 150.00	\$ 150.00	0%	
Physical Education 20	HIGH	ALL	11		\$ 190.00	\$ 185.00	3%	
Physical Education 30	HIGH	ALL	12		\$ 210.00	\$ 225.00	-7%	Reduced Field Trip Expenses
<b>Deposit Fees (Refundable)</b>								
Textbook / Library Book Deposit - Grade 05	MIDDLE	ALL	5		\$ 125.00	\$ 125.00	0%	
Textbook / Library Book Deposit - Grade 06	MIDDLE	ALL	6		\$ 125.00	\$ 125.00	0%	
Textbook / Library Book Deposit - Grade 07	MIDDLE	ALL	7		\$ 125.00	\$ 125.00	0%	
Textbook / Library Book Deposit - Grade 08	MIDDLE	ALL	8		\$ 125.00	\$ 125.00	0%	
Textbook / Library Book Deposit - Grade 09	HIGH	ALL	9		\$ 125.00	\$ 125.00	0%	
Textbook / Library Book Deposit - Grade 10	HIGH	ALL	10		\$ 125.00	\$ 125.00	0%	
Textbook / Library Book Deposit - Grade 11	HIGH	ALL	11		\$ 125.00	\$ 125.00	0%	
Textbook / Library Book Deposit - Grade 12	HIGH	ALL	12		\$ 125.00	\$ 125.00	0%	
<b>OPTIONAL FEES (Integrated into Registration)</b>								
2-way Bussing Fee	ALL	ALL	ALL		\$ 855.00	\$ 855.00	0%	
Deposit (registration)	ALL	ALL	ALL		\$ 325.00	\$ 325.00	0%	
Balance (Oct. 15)	ALL	ALL	ALL		\$ 265.00	\$ 265.00	0%	
Balance (Jan. 15)	ALL	ALL	ALL		\$ 265.00	\$ 265.00	0%	
1-way Bussing Fee	ALL	ALL	ALL		\$ 770.00	\$ 770.00	0%	
Kindergarten Bussing Fee (1-way)	ALL	ALL	ALL		\$ 425.00	\$ 425.00	0%	
Partially Waived Bussing Fee	ALL	ALL	ALL		\$ 325.00	\$ 325.00	0%	
Shuttle Bus Fee	ALL	ALL	ALL		\$ 200.00	\$ 200.00	0%	
Single Trip Bus Fee	ALL	ALL	ALL		\$ 5.00	\$ 5.00	0%	
<b>REQUIRED FEES (Collected by Campuses)</b>								
<b>Campus Field Trip, Guest Presenter, Equipment Fees</b>								
<b>NEE</b>								
Swimming Field Trip	ELEMENTARY	NEE	K	PE & Wellness/Health	\$ 31.00		100%	First year breaking out all individual fees
Inline Skating Guest Presenter	ELEMENTARY	NEE	1	PE & Wellness/Health	\$ 16.00		100%	First year breaking out all individual fees
Swimming Field Trip	ELEMENTARY	NEE	1	PE & Wellness/Health	\$ 31.00		100%	First year breaking out all individual fees
Inline Skating Guest Presenter	ELEMENTARY	NEE	2	PE & Wellness/Health	\$ 16.00		100%	First year breaking out all individual fees
Swimming Field Trip	ELEMENTARY	NEE	2	PE & Wellness/Health	\$ 31.00		100%	First year breaking out all individual fees
Mobile Escape/Locked Room Guest Presenter	ELEMENTARY	NEE	2	Science	\$ 21.00		100%	First year breaking out all individual fees
Telus Spark Field Trip	ELEMENTARY	NEE	2	Science	\$ 23.00		100%	First year breaking out all individual fees
Inline Skating Guest Presenter	ELEMENTARY	NEE	3	PE & Wellness/Health	\$ 16.00		100%	First year breaking out all individual fees
Swimming Field Trip	ELEMENTARY	NEE	3	PE & Wellness/Health	\$ 31.00		100%	First year breaking out all individual fees
Winsport Ski and Snowboard Field Trip	ELEMENTARY	NEE	3	PE & Wellness/Health	\$ 62.00		100%	First year breaking out all individual fees
Bow Habitat Fish Hatchery Field Trip	ELEMENTARY	NEE	3	Science	\$ 26.00		100%	First year breaking out all individual fees
Bricks4Kidz Guest Presenter	ELEMENTARY	NEE	3	Science	\$ 11.00		100%	First year breaking out all individual fees
Teacher's Pet Guest Presenter - Rocks and Minerals	ELEMENTARY	NEE	3	Science	\$ 16.00		100%	First year breaking out all individual fees
Recorder Fee	ELEMENTARY	NEE	3	Music	\$ 14.00		100%	First year breaking out all individual fees
Inline Skating Guest Presenter	ELEMENTARY	NEE	4	PE & Wellness/Health	\$ 16.00		100%	First year breaking out all individual fees
Swimming Field Trip	ELEMENTARY	NEE	4	PE & Wellness/Health	\$ 31.00		100%	First year breaking out all individual fees
Winsport Ski and Snowboard Field Trip	ELEMENTARY	NEE	4	PE & Wellness/Health	\$ 62.00		100%	First year breaking out all individual fees
Bricks4Kidz Guest Presenter	ELEMENTARY	NEE	4	Science	\$ 11.00		100%	First year breaking out all individual fees
Mike the Worm Guy - VermiCompost Guest Presenter	ELEMENTARY	NEE	4	Science	\$ 5.00		100%	First year breaking out all individual fees
Teacher's Pet Guest Presenter - Plant Communities	ELEMENTARY	NEE	4	Science	\$ 13.00		100%	First year breaking out all individual fees
Telus Spark Field Trip	ELEMENTARY	NEE	4	Science	\$ 17.00		100%	First year breaking out all individual fees
Glenow Museum Field Trip	ELEMENTARY	NEE	4	Social Studies	\$ 26.00		100%	First year breaking out all individual fees
Teacher's Pet Guest Presenter - Number Farm	ELEMENTARY	NEE	K	Math	\$ 12.00		100%	First year breaking out all individual fees
Teacher's Pet Guest Presenter - Dreamcatchers	ELEMENTARY	NEE	K	Social Studies	\$ 15.00		100%	First year breaking out all individual fees
Teacher's Pet Guest Presenter - I am unique	ELEMENTARY	NEE	K	Social Studies	\$ 12.00		100%	First year breaking out all individual fees
Calgary Zoo Field Trip	ELEMENTARY	NEE	1	Science	\$ 21.00		100%	First year breaking out all individual fees
Telus Spark Field Trip	ELEMENTARY	NEE	1	Science	\$ 17.00		100%	First year breaking out all individual fees
Glenbow Museum Guest Presenter	ELEMENTARY	NEE	1	Social Studies	\$ 14.00		100%	First year breaking out all individual fees
Heritage Park Field Trip	ELEMENTARY	NEE	1	Social Studies	\$ 17.00		100%	First year breaking out all individual fees
Storybook Theatre Field Trip	ELEMENTARY	NEE	2	English Language Arts	\$ 26.00		100%	First year breaking out all individual fees
Owl Presentation Guest Presenter	ELEMENTARY	NEE	2	Science	\$ 6.00		100%	First year breaking out all individual fees
Teacher's Pet Guest Presenter - Boats and Buoyancy	ELEMENTARY	NEE	2	Science	\$ 16.00		100%	First year breaking out all individual fees
Teacher's Pet Guest Presenter - Soapstone	ELEMENTARY	NEE	2	Social Studies	\$ 17.00		100%	First year breaking out all individual fees

**FFCA FEES SCHEDULE**  
**2023-24**  
**PROPOSED FOR BOARD APPROVAL 2023-06-21**

Fee Description	Division	Campus	Grade	Subject/Area (If applicable)	Proposed per Student Fee 23-24	Actual per Student Fee 22-23	Per Student % Change	Notes (Required for Increases > 5%)
<b>NWE</b>								
Telus Spark Field Trip	ELEMENTARY	NWE	K	Math/Science	\$ 22.00		100%	First year breaking out all individual fees
Inline Skating Guest Presenter	ELEMENTARY	NWE	K	PE & Wellness/Health	\$ 25.00		100%	First year breaking out all individual fees
Swimming Field Trip	ELEMENTARY	NWE	K	PE & Wellness/Health	\$ 42.00		100%	First year breaking out all individual fees
Calgary Zoo Field Trip	ELEMENTARY	NWE	K	Science	\$ 24.00		100%	First year breaking out all individual fees
Safety City Field Trip	ELEMENTARY	NWE	K	PE & Wellness/Health	\$ 18.00		100%	First year breaking out all individual fees
Inline Skating Guest Presenter	ELEMENTARY	NWE	1	PE & Wellness/Health	\$ 25.00		100%	First year breaking out all individual fees
Swimming Field Trip	ELEMENTARY	NWE	1	PE & Wellness/Health	\$ 42.00		100%	First year breaking out all individual fees
Winsport Ski and Snowboard Field Trip	ELEMENTARY	NWE	1	PE & Wellness/Health	\$ 94.00		100%	First year breaking out all individual fees
Calgary Zoo Field Trip	ELEMENTARY	NWE	1	Science	\$ 21.00		100%	First year breaking out all individual fees
Teacher's Pet Guest Presenter - TBD	ELEMENTARY	NWE	1	Science	\$ 19.00		100%	First year breaking out all individual fees
Tyrrell Museum Guest Presenter	ELEMENTARY	NWE	1	Science	\$ 6.00		100%	First year breaking out all individual fees
Inline Skating Guest Presenter	ELEMENTARY	NWE	2	PE & Wellness/Health	\$ 25.00		100%	First year breaking out all individual fees
Swimming Field Trip	ELEMENTARY	NWE	2	PE & Wellness/Health	\$ 42.00		100%	First year breaking out all individual fees
Winsport Ski and Snowboard Field Trip	ELEMENTARY	NWE	2	PE & Wellness/Health	\$ 94.00		100%	First year breaking out all individual fees
Mobile Escape/Locked Room Guest Presenter	ELEMENTARY	NWE	2	Science	\$ 23.00		100%	First year breaking out all individual fees
Owl Presentation Guest Presenter	ELEMENTARY	NWE	2	Science	\$ 8.00		100%	First year breaking out all individual fees
Pollination Power Field Trip	ELEMENTARY	NWE	2	Science	\$ 21.00		100%	First year breaking out all individual fees
Fort Calgary Field Trip	ELEMENTARY	NWE	2	Social Studies	\$ 32.00		100%	First year breaking out all individual fees
Teacher's Pet Guest Presenter - Inuit activity	ELEMENTARY	NWE	2	Social Studies	\$ 19.00		100%	First year breaking out all individual fees
Inline Skating Guest Presenter	ELEMENTARY	NWE	3	PE & Wellness/Health	\$ 25.00		100%	First year breaking out all individual fees
Swimming Field Trip	ELEMENTARY	NWE	3	PE & Wellness/Health	\$ 42.00		100%	First year breaking out all individual fees
Winsport Ski and Snowboard Field Trip	ELEMENTARY	NWE	3	PE & Wellness/Health	\$ 94.00		100%	First year breaking out all individual fees
Calgary Farmyard Field Trip	ELEMENTARY	NWE	3	Science	\$ 22.00		100%	First year breaking out all individual fees
Reptile Guy Guest Presenter	ELEMENTARY	NWE	3	Science	\$ 10.00		100%	First year breaking out all individual fees
Telus Spark Field Trip	ELEMENTARY	NWE	3	Science	\$ 19.00		100%	First year breaking out all individual fees
National Music Centre Field Trip	ELEMENTARY	NWE	3	Science/Music	\$ 22.00		100%	First year breaking out all individual fees
Recorder Fee	ELEMENTARY	NWE	3	Music	\$ 14.00		100%	First year breaking out all individual fees
Inline Skating Guest Presenter	ELEMENTARY	NWE	4	PE & Wellness/Health	\$ 25.00		100%	First year breaking out all individual fees
Swimming Field Trip	ELEMENTARY	NWE	4	PE & Wellness/Health	\$ 42.00		100%	First year breaking out all individual fees
Winsport Ski and Snowboard Field Trip	ELEMENTARY	NWE	4	PE & Wellness/Health	\$ 94.00		100%	First year breaking out all individual fees
Green Calgary Guest Presenter	ELEMENTARY	NWE	4	Science	\$ 8.00		100%	First year breaking out all individual fees
Teacher's Pet Guest Presenter - Plant Communities	ELEMENTARY	NWE	4	Science	\$ 19.00		100%	First year breaking out all individual fees
Telus Spark Field Trip	ELEMENTARY	NWE	4	Science	\$ 19.00		100%	First year breaking out all individual fees
Heritage Park Field Trip	ELEMENTARY	NWE	4	Social Studies	\$ 21.00		100%	First year breaking out all individual fees
Telus Be Brave Calgary Hitmen Game Field Trip	ELEMENTARY	NWE	4	Wellness/Character	\$ 22.00		100%	First year breaking out all individual fees
Calaway Park Farewell Celebration	ELEMENTARY	NWE	4	Extra-curricular	\$ 40.00		100%	First year breaking out all individual fees
<b>SEE</b>								
Young Actor's Guest Presenter	ELEMENTARY	SEE	K	English Language Arts	\$ 13.00		100%	First year breaking out all individual fees
Inline Skating Guest Presenter	ELEMENTARY	SEE	K	PE & Wellness/Health	\$ 11.00		100%	First year breaking out all individual fees
Swimming Field Trip	ELEMENTARY	SEE	K	PE & Wellness/Health	\$ 19.00		100%	First year breaking out all individual fees
Calgary Farmyard Field Trip	ELEMENTARY	SEE	K	Science	\$ 24.00		100%	First year breaking out all individual fees
Mad Science Guest Presenter	ELEMENTARY	SEE	K	Science	\$ 10.00		100%	First year breaking out all individual fees
Bowling Field Trip	ELEMENTARY	SEE	1	PE & Wellness/Health	\$ 18.00		100%	First year breaking out all individual fees
Inline Skating Guest Presenter	ELEMENTARY	SEE	1	PE & Wellness/Health	\$ 11.00		100%	First year breaking out all individual fees
Swimming Field Trip	ELEMENTARY	SEE	1	PE & Wellness/Health	\$ 14.00		100%	First year breaking out all individual fees
Calgary Zoo Field Trip	ELEMENTARY	SEE	1	Science	\$ 24.00		100%	First year breaking out all individual fees
Telus Spark Field Trip	ELEMENTARY	SEE	1	Science	\$ 22.00		100%	First year breaking out all individual fees
Heritage Park Field Trip	ELEMENTARY	SEE	1	Social Studies	\$ 26.00		100%	First year breaking out all individual fees
Bowling Field Trip	ELEMENTARY	SEE	2	PE & Wellness/Health	\$ 18.00		100%	First year breaking out all individual fees
Inline Skating Guest Presenter	ELEMENTARY	SEE	2	PE & Wellness/Health	\$ 11.00		100%	First year breaking out all individual fees
Swimming Field Trip	ELEMENTARY	SEE	2	PE & Wellness/Health	\$ 14.00		100%	First year breaking out all individual fees
Teacher's Pet Guest Presenter - Boats and Buoyancy	ELEMENTARY	SEE	2	Science	\$ 18.00		100%	First year breaking out all individual fees
Telus Spark Field Trip	ELEMENTARY	SEE	2	Science	\$ 18.00		100%	First year breaking out all individual fees
Lougheed House Field Trip	ELEMENTARY	SEE	2	Social Studies	\$ 24.00		100%	First year breaking out all individual fees
Teacher's Pet Guest Presenter - Inuit activity	ELEMENTARY	SEE	2	Social Studies	\$ 18.00		100%	First year breaking out all individual fees
Bowling Field Trip	ELEMENTARY	SEE	3	PE & Wellness/Health	\$ 18.00		100%	First year breaking out all individual fees
Inline Skating Guest Presenter	ELEMENTARY	SEE	3	PE & Wellness/Health	\$ 11.00		100%	First year breaking out all individual fees
Swimming Field Trip	ELEMENTARY	SEE	3	PE & Wellness/Health	\$ 19.00		100%	First year breaking out all individual fees
Bow Habitat Fish Hatchery Field Trip	ELEMENTARY	SEE	3	Science	\$ 28.00		100%	First year breaking out all individual fees
Teacher's Pet Guest Presenter - Building a Playground activity	ELEMENTARY	SEE	3	Science	\$ 16.00		100%	First year breaking out all individual fees
Telus Spark Field Trip	ELEMENTARY	SEE	3	Science	\$ 22.00		100%	First year breaking out all individual fees
Recorder Fee	ELEMENTARY	SEE	3	Music	\$ 14.00		100%	First year breaking out all individual fees
Telus Be Brave Calgary Hitmen Game Field Trip	ELEMENTARY	SEE	4	Character Education	\$ 25.00		100%	First year breaking out all individual fees
Recorders Guest Presenter	ELEMENTARY	SEE	4	Music	\$ 10.00		100%	First year breaking out all individual fees
Bowling Field Trip	ELEMENTARY	SEE	4	PE & Wellness/Health	\$ 18.00		100%	First year breaking out all individual fees
Inline Skating Guest Presenter	ELEMENTARY	SEE	4	PE & Wellness/Health	\$ 11.00		100%	First year breaking out all individual fees
Osten & Victor Tennis Alberta Field Trip	ELEMENTARY	SEE	4	PE & Wellness/Health	\$ 43.00		100%	First year breaking out all individual fees
Swimming Field Trip	ELEMENTARY	SEE	4	PE & Wellness/Health	\$ 19.00		100%	First year breaking out all individual fees
Calgary Landfill Field Trip	ELEMENTARY	SEE	4	Science	\$ 10.00		100%	First year breaking out all individual fees
Calgary Zoo Field Trip	ELEMENTARY	SEE	4	Science	\$ 20.00		100%	First year breaking out all individual fees
Heritage Park Field Trip	ELEMENTARY	SEE	4	Social Studies	\$ 23.00		100%	First year breaking out all individual fees

**FFCA FEES SCHEDULE**  
**2023-24**  
**PROPOSED FOR BOARD APPROVAL 2023-06-21**

Fee Description	Division	Campus	Grade	Subject/Area (if applicable)	Proposed per Student Fee 23-24	Actual per Student Fee 22-23	Per Student % Change	Notes (Required for Increases > 5%)
<b>SWE</b>								
Leighton Art Centre (In school)	ELEMENTARY	SWE	K	Fine Arts	\$ 18.00		100%	First year breaking out all individual fees
Fit Set Ninja	ELEMENTARY	SWE	K	PE & Wellness/Health	\$ 17.00		100%	First year breaking out all individual fees
Inline Skating Guest Presenter	ELEMENTARY	SWE	K	PE & Wellness/Health	\$ 17.00		100%	First year breaking out all individual fees
I am Unique Guest Presenter	ELEMENTARY	SWE	K	Social Studies	\$ 16.00		100%	First year breaking out all individual fees
Byblos Bakery Guest Presenter	ELEMENTARY	SWE	K	PE & Wellness/Health	\$ 7.00		100%	First year breaking out all individual fees
Safety City Field Trip	ELEMENTARY	SWE	K	PE & Wellness/Health	\$ 17.00		100%	First year breaking out all individual fees
Fit Set Ninja	ELEMENTARY	SWE	1	PE & Wellness/Health	\$ 17.00		100%	First year breaking out all individual fees
Inline Skating Guest Presenter	ELEMENTARY	SWE	1	PE & Wellness/Health	\$ 17.00		100%	First year breaking out all individual fees
Calgary Zoo Field Trip	ELEMENTARY	SWE	1	Science	\$ 19.00		100%	First year breaking out all individual fees
Fish Creek Provincial Park Field Trip	ELEMENTARY	SWE	1	Science	\$ 15.00		100%	First year breaking out all individual fees
Telus Spark Field Trip	ELEMENTARY	SWE	1	Science	\$ 20.00		100%	First year breaking out all individual fees
Fit Set Ninja	ELEMENTARY	SWE	2	PE & Wellness/Health	\$ 17.00		100%	First year breaking out all individual fees
Inline Skating Guest Presenter	ELEMENTARY	SWE	2	PE & Wellness/Health	\$ 17.00		100%	First year breaking out all individual fees
Fish Creek Sandy Cross Field Trip	ELEMENTARY	SWE	2	Science	\$ 16.00		100%	First year breaking out all individual fees
Lougheed House Field Trip	ELEMENTARY	SWE	2	Social Studies	\$ 18.00		100%	First year breaking out all individual fees
Fit Set Ninja	ELEMENTARY	SWE	3	PE & Wellness/Health	\$ 17.00		100%	First year breaking out all individual fees
Inline Skating Guest Presenter	ELEMENTARY	SWE	3	PE & Wellness/Health	\$ 17.00		100%	First year breaking out all individual fees
Bow Habitat Fish Hatchery Field Trip	ELEMENTARY	SWE	3	Science	\$ 27.00		100%	First year breaking out all individual fees
Calgary Tower Field Trip	ELEMENTARY	SWE	3	Science	\$ 26.00		100%	First year breaking out all individual fees
Inschool - Butterflies	ELEMENTARY	SWE	3	Science	\$ 3.00		100%	First year breaking out all individual fees
Studio Bell Field Trip	ELEMENTARY	SWE	3	Science	\$ 26.00		100%	First year breaking out all individual fees
Recorder Fee	ELEMENTARY	SWE	3	Music	\$ 14.00		100%	First year breaking out all individual fees
Fit Set Ninja	ELEMENTARY	SWE	4	PE & Wellness/Health	\$ 17.00		100%	First year breaking out all individual fees
Inline Skating Guest Presenter	ELEMENTARY	SWE	4	PE & Wellness/Health	\$ 17.00		100%	First year breaking out all individual fees
Winsport Ski and Snowboard Field Trip	ELEMENTARY	SWE	4	PE & Wellness/Health	\$ 56.00		100%	First year breaking out all individual fees
Light & Shadows Guest Presenter	ELEMENTARY	SWE	4	Science	\$ 15.00		100%	First year breaking out all individual fees
Plants Guest Presenter	ELEMENTARY	SWE	4	Science	\$ 14.00		100%	First year breaking out all individual fees
Wheels Guest Presenter	ELEMENTARY	SWE	4	Science	\$ 8.00		100%	First year breaking out all individual fees
Aggie Days Field Trip	ELEMENTARY	SWE	4	Social Studies	\$ 8.00		100%	First year breaking out all individual fees
Fish Creek Provincial Park Field Trip	ELEMENTARY	SWE	4	Social Studies	\$ 16.00		100%	First year breaking out all individual fees
Head Smashed-in Buffalo Jump Video Conference	ELEMENTARY	SWE	4	Social Studies	\$ 5.00		100%	First year breaking out all individual fees
Heritage Park Field Trip	ELEMENTARY	SWE	4	Social Studies	\$ 21.00		100%	First year breaking out all individual fees
Mayor's Expo	ELEMENTARY	SWE	4	Social Studies	\$ 8.00		100%	First year breaking out all individual fees
<b>NMS</b>								
Telus Be Brave Calgary Hitmen Game Field Trip	MIDDLE	NMS	5	Character Education	\$ 22.00		100%	First year breaking out all individual fees
Poetry Guest Presenter	MIDDLE	NMS	5	English Language Arts	\$ 8.00		100%	First year breaking out all individual fees
Bowling Field Trip	MIDDLE	NMS	5	PE & Wellness/Health	\$ 30.00		100%	First year breaking out all individual fees
Dance Guest Presenter	MIDDLE	NMS	5	PE & Wellness/Health	\$ 4.00		100%	First year breaking out all individual fees
Inline Skating Guest Presenter	MIDDLE	NMS	5	PE & Wellness/Health	\$ 14.00		100%	First year breaking out all individual fees
Bow Habitat Field Trip	MIDDLE	NMS	5	Science	\$ 23.00		100%	First year breaking out all individual fees
Calgary Zoo Field Trip	MIDDLE	NMS	5	Science	\$ 23.00		100%	First year breaking out all individual fees
Mad Science Guest Presenter	MIDDLE	NMS	5	Science	\$ 10.00		100%	First year breaking out all individual fees
Heritage Park Field Trip	MIDDLE	NMS	5	Social Studies	\$ 19.00		100%	First year breaking out all individual fees
Recorder Fee	MIDDLE	NMS	5	Music	\$ 14.00		100%	First year breaking out all individual fees
Telus Be Brave Calgary Hitmen Game Field Trip	MIDDLE	NMS	6	Character Education	\$ 22.00		100%	First year breaking out all individual fees
Poetry Guest Presenter	MIDDLE	NMS	6	English Language Arts	\$ 8.00		100%	First year breaking out all individual fees
Bowling Field Trip	MIDDLE	NMS	6	PE & Wellness/Health	\$ 30.00		100%	First year breaking out all individual fees
Dance Guest Presenter	MIDDLE	NMS	6	PE & Wellness/Health	\$ 4.00		100%	First year breaking out all individual fees
Inline Skating Guest Presenter	MIDDLE	NMS	6	PE & Wellness/Health	\$ 14.00		100%	First year breaking out all individual fees
Calgary Farmyard Field Trip	MIDDLE	NMS	6	Science	\$ 26.00		100%	First year breaking out all individual fees
Teacher's Pet Guest Presenter - Evidence and Investigate It Guest Program	MIDDLE	NMS	6	Science	\$ 13.00		100%	First year breaking out all individual fees
Teacher's Pet Guest Presenter - Up in the Air Guest Program	MIDDLE	NMS	6	Science	\$ 13.00		100%	First year breaking out all individual fees
VRCore Guest Program & Field Trip	MIDDLE	NMS	6	Science	\$ 31.00		100%	First year breaking out all individual fees
Voting in Class Guest Program	MIDDLE	NMS	6	Social Studies	\$ 13.00		100%	First year breaking out all individual fees
Telus Be Brave Calgary Hitmen Game Field Trip	MIDDLE	NMS	7	Character Education	\$ 22.00		100%	First year breaking out all individual fees
Poetry Guest Presenter	MIDDLE	NMS	7	English Language Arts	\$ 8.00		100%	First year breaking out all individual fees
Bowling Field Trip	MIDDLE	NMS	7	PE & Wellness/Health	\$ 30.00		100%	First year breaking out all individual fees
Calgary Climbing Centre	MIDDLE	NMS	7	PE & Wellness/Health	\$ 40.00		100%	First year breaking out all individual fees
Dance Guest Presenter	MIDDLE	NMS	7	PE & Wellness/Health	\$ 4.00		100%	First year breaking out all individual fees
Inline Skating Guest Presenter	MIDDLE	NMS	7	PE & Wellness/Health	\$ 14.00		100%	First year breaking out all individual fees
Telus Be Brave Calgary Hitmen Game Field Trip	MIDDLE	NMS	8	Character Education	\$ 22.00		100%	First year breaking out all individual fees
Poetry Guest Presenter	MIDDLE	NMS	8	English Language Arts	\$ 8.00		100%	First year breaking out all individual fees
Vertigo Theatre Sleuth Play Field Trip	MIDDLE	NMS	8	English Language Arts	\$ 24.00		100%	First year breaking out all individual fees
Bowling Field Trip	MIDDLE	NMS	8	PE & Wellness/Health	\$ 30.00		100%	First year breaking out all individual fees
Calgary Climbing Centre	MIDDLE	NMS	8	PE & Wellness/Health	\$ 40.00		100%	First year breaking out all individual fees
Dance Guest Presenter	MIDDLE	NMS	8	PE & Wellness/Health	\$ 4.00		100%	First year breaking out all individual fees
Inline Skating Guest Presenter	MIDDLE	NMS	8	PE & Wellness/Health	\$ 14.00		100%	First year breaking out all individual fees
Calaway Park Field Trip (bus only)	MIDDLE	NMS	8	Science	\$ 10.00		100%	First year breaking out all individual fees
Calaway Park Field Trip (includes park pass & bus)	MIDDLE	NMS	8	Science	\$ 40.00		100%	First year breaking out all individual fees
Kananaskis Field Trip	MIDDLE	NMS	8	Science	\$ 34.00		100%	First year breaking out all individual fees
Telus Spark Field Trip	MIDDLE	NMS	8	Science	\$ 27.00		100%	First year breaking out all individual fees

**FFCA FEES SCHEDULE  
2023-24  
PROPOSED FOR BOARD APPROVAL 2023-06-21**

Fee Description	Division	Campus	Grade	Subject/Area (If applicable)	Proposed per Student Fee 23-24	Actual per Student Fee 22-23	Per Student % Change	Notes (Required for Increases > 5%)
<b>SMS</b>								
Fit Ninja	MIDDLE	SMS	5	Phys Ed	\$ 30.00	\$ 27.00	11%	Projected Cost Increases
Ice Skating	MIDDLE	SMS	5	House League	\$ 2.00	\$ 2.00	0%	
Alien In Line Skating	MIDDLE	SMS	5	Phys Ed	\$ 15.00	\$ 11.08	35%	Projected Cost Increases
Ski & Snowboard Day	MIDDLE	SMS	5	Phys Ed	\$ 45.00	\$ 42.13	7%	Projected Cost Increases
Sound Kreaton	MIDDLE	SMS	5	Phys Ed	\$ 10.00	\$ -	100%	New Activity
Bow Habitat Field Trip	MIDDLE	SMS	5	Science	\$ 21.00	\$ 19.00	11%	Projected Cost Increases
Clay for Kids Guest Presenter	MIDDLE	SMS	5	Social Studies	\$ 15.00	\$ 12.25	22%	Projected Cost Increases
CPO Concert	MIDDLE	SMS	5	Music	\$ 20.00	\$ -	100%	New Activity
Fish Creek Park	MIDDLE	SMS	5	Science	\$ 10.00	\$ -	100%	New Activity
Heritage Park Field Trip	MIDDLE	SMS	5	Social Studies	\$ 22.00	\$ -	100%	New Activity
Swimming at YMCA	MIDDLE	SMS	5	PE & Wellness/Health	\$ 12.00	\$ 9.50	26%	Projected Cost Increases
Tennis Lessons	MIDDLE	SMS	5	PE & Wellness/Health	\$ 15.00	\$ 12.91	16%	Projected Cost Increases
Spanish Cultural Experience	MIDDLE	SMS	5	Spanish	\$ 15.00	\$ -	100%	New Activity
Telus Be Brave Calgary Hitmen Game Field Trip	MIDDLE	SMS	5	Character Education	\$ 22.00	\$ 20.75	6%	Projected Cost Increases
Fit Ninja	MIDDLE	SMS	6	Phys Ed	\$ 30.00	\$ 27.00	11%	Projected Cost Increases
Ice Skating	MIDDLE	SMS	6	House League	\$ 2.00	\$ 2.00	0%	
Alien In Line Skating	MIDDLE	SMS	6	Phys Ed	\$ 15.00	\$ 11.08	35%	Projected Cost Increases
Ski & Snowboard Day	MIDDLE	SMS	6	Phys Ed	\$ 45.00	\$ 42.13	7%	Projected Cost Increases
Sound Kreaton	MIDDLE	SMS	6	Phys Ed	\$ 10.00	\$ -	100%	New Activity
Acadia Pool	MIDDLE	SMS	6	Phys Ed / Year End	\$ 8.00	\$ -	100%	New Activity
Avaiton Hanger	MIDDLE	SMS	6	Science	\$ 8.00	\$ 6.45	24%	Projected Cost Increases
Bowling	MIDDLE	SMS	6	Phys Ed / Year End	\$ 8.00	\$ -	100%	New Activity
Democracy & Decision Part 1 TPET	MIDDLE	SMS	6	Social Studies	\$ 12.00	\$ -	100%	New Activity
Spark Science Centre	MIDDLE	SMS	6	Science	\$ 18.00	\$ 16.00	13%	Projected Cost Increases
Spanish Cultural Experience	MIDDLE	SMS	6	Cultural Education	\$ 15.00	\$ -	100%	New Activity
Tennis Lessons	MIDDLE	SMS	6	Phys Ed	\$ 15.00	\$ 12.91	16%	Projected Cost Increases
TPET Aboriginal Projected	MIDDLE	SMS	6	Social Studies	\$ 12.00	\$ -	100%	New Activity
Weaselhead	MIDDLE	SMS	6	Science	\$ 17.00	\$ 15.00	13%	Projected Cost Increases
YMCA Seton Swimming	MIDDLE	SMS	6	Phys Ed / Year End	\$ 11.50	\$ 9.50	21%	Projected Cost Increases
Youth Link ( On Line)	MIDDLE	SMS	6	Science	\$ 7.00	\$ -	100%	New Activity
Fit Ninja	MIDDLE	SMS	7	Phys Ed	\$ 30.00	\$ 27.00	11%	Projected Cost Increases
Ice Skating	MIDDLE	SMS	7	House League	\$ 2.00	\$ 2.00	0%	
Alien In Line Skating	MIDDLE	SMS	7	Phys Ed	\$ 15.00	\$ 11.08	35%	Projected Cost Increases
Ski & Snowboard Day	MIDDLE	SMS	7	Phys Ed	\$ 45.00	\$ 42.13	7%	Projected Cost Increases
Sound Kreaton	MIDDLE	SMS	7	Phys Ed	\$ 10.00	\$ -	100%	New Activity
Calaway Park	MIDDLE	SMS	7	Year End Event	\$ 40.00	\$ 38.69	3%	
Fish Creek Park	MIDDLE	SMS	7	Science	\$ 18.00	\$ 15.63	15%	Projected Cost Increases
Heritage Park	MIDDLE	SMS	7	Social Studies	\$ 22.50	\$ 20.50	10%	Projected Cost Increases
Spanish Cultural Experience	MIDDLE	SMS	7	Cultural Education	\$ 15.00	\$ -	100%	New Activity
Structures Bridges / Downtown / Fort Calgary	MIDDLE	SMS	7	Science	\$ 10.00	\$ 8.00	25%	Projected Cost Increases
Fit Ninja	MIDDLE	SMS	8	Phys Ed	\$ 30.00	\$ 27.00	11%	Projected Cost Increases
Ice Skating	MIDDLE	SMS	8	House League	\$ 2.00	\$ 2.00	0%	
Alien In Line Skating	MIDDLE	SMS	8	Phys Ed	\$ 15.00	\$ 11.08	35%	Projected Cost Increases
Ski & Snowboard Day	MIDDLE	SMS	8	Phys Ed	\$ 45.00	\$ 42.13	7%	Projected Cost Increases
Sound Kreaton	MIDDLE	SMS	8	Phys Ed	\$ 10.00	\$ -	100%	New Activity
Calaway Park	MIDDLE	SMS	8	Year End Event	\$ 40.00	\$ 38.69	3%	
Elbow Valley Water Shed	MIDDLE	SMS	8	Science	\$ 40.00	\$ 35.75	12%	Projected Cost Increases
Farewell Gr. 8 Celebration	MIDDLE	SMS	8	Year End Event	\$ 15.00	\$ 15.00	0%	
Glenbow Museum	MIDDLE	SMS	8	Social Studies	\$ 12.25	\$ 10.25	20%	Projected Cost Increases
SAIT Junior Achievement Day	MIDDLE	SMS	8	Character Education	\$ 8.50	\$ 6.50	31%	Projected Cost Increases
Spanish Cultural Experience	MIDDLE	SMS	8	Cultural Education	\$ 15.00	\$ -	100%	New Activity
<b>NHS</b>								
Calgary Zoo Biodiversity Field Trip	HIGH	NHS	9	Science	\$ 37.00	\$ -	100%	First year breaking out all individual fees
Heritage Park Field Trip	HIGH	NHS	9	Social Studies	\$ 52.00	\$ -	100%	First year breaking out all individual fees
Live Theatre viewing or workshop	HIGH	NHS	10	English Language Arts	\$ 37.00	\$ -	100%	First year breaking out all individual fees
Mobile Escape/Locked Room Guest Presenter	HIGH	NHS	10	Math	\$ 15.00	\$ -	100%	First year breaking out all individual fees
Kananaskis Biome Field Trip	HIGH	NHS	10	Science	\$ 83.00	\$ -	100%	First year breaking out all individual fees
Amazon Warehouse Field Trip	HIGH	NHS	10	Social Studies	\$ 26.00	\$ -	100%	First year breaking out all individual fees
Brown Bear Woman	HIGH	NHS	10	Social Studies	\$ 52.00	\$ -	100%	First year breaking out all individual fees
Live Theatre viewing or workshop	HIGH	NHS	11	ELA	\$ 37.00	\$ -	100%	First year breaking out all individual fees
Calaway Park Physics Field Trip	HIGH	NHS	11	Physics	\$ 52.00	\$ -	100%	First year breaking out all individual fees
Military Museum Field Trip	HIGH	NHS	11	Social Studies	\$ 26.00	\$ -	100%	First year breaking out all individual fees
Live Theatre viewing or workshop	HIGH	NHS	12	ELA	\$ 37.00	\$ -	100%	First year breaking out all individual fees
Mobile Escape/Locked Room Guest Presenter	HIGH	NHS	12	Math	\$ 15.00	\$ -	100%	First year breaking out all individual fees
Military Museum Field Trip	HIGH	NHS	12	Social Studies	\$ 26.00	\$ -	100%	First year breaking out all individual fees
Graduation Banquet Tickets	HIGH	SHS	12	Extra-curricular	\$ 90.00	\$ 90.00	0%	

**FFCA FEES SCHEDULE  
2023-24  
PROPOSED FOR BOARD APPROVAL 2023-06-21**

Fee Description	Division	Campus	Grade	Subject/Area (if applicable)	Proposed per Student Fee 23-24	Actual per Student Fee 22-23	Per Student % Change	Notes (Required for Increases > 5%)
<b>SHS</b>								
Vertigo Theatre	HIGH	SHS	9	English Language Arts	\$ 28.00	\$ -	100%	New Activity
Vertigo Theatre	HIGH	SHS	10	English Language Arts	\$ 29.00	\$ -	100%	New Activity
Vertigo Theatre	HIGH	SHS	11	English Language Arts	\$ 42.00	\$ -	100%	New Activity
Vertigo Theatre	HIGH	SHS	12	English Language Arts	\$ 42.00	\$ -	100%	New Activity
Mobile Escape Room	HIGH	SHS	ALL	Math	\$ 20.00	\$ -	100%	New Activity
Grade 9 Military Museum	HIGH	SHS	ALL	Social Studies	\$ 20.00	\$ -	100%	New Activity
Calgary Zoo	HIGH	SHS	ALL	Science	\$ 24.00	\$ -	100%	New Activity
Rothney Observatory	HIGH	SHS	10	Math	\$ 28.00	\$ -	100%	New Activity
CEMC Competition	HIGH	SHS	10	Math	\$ 17.00	\$ -	100%	New Activity
Wateroo Contest	HIGH	SHS	10	Math	\$ 18.00	\$ -	100%	New Activity
Wateroo Contest	HIGH	SHS	11	Math	\$ 15.00	\$ -	100%	New Activity
Wateroo Contest	HIGH	SHS	11	Math	\$ 7.00	\$ -	100%	New Activity
Wateroo Contest	HIGH	SHS	11	Math	\$ 4.00	\$ -	100%	New Activity
Speech Club Association Fees	HIGH	SHS	12	Extra-curricular	\$ 21.00	\$ -	100%	New Activity
Speech Tournament (Central Memorial)	HIGH	SHS	12	Extra-curricular	\$ 26.00	\$ -	100%	New Activity
Speech Tournament (Schubert)	HIGH	SHS	12	Extra-curricular	\$ 11.00	\$ -	100%	New Activity
Speech (Strathcona Tweedsmuir)	HIGH	SHS	ALL	Extra-curricular	\$ 11.00	\$ -	100%	New Activity
Speech Tournament (Webber)	HIGH	SHS	ALL	Extra-curricular	\$ 11.00	\$ -	100%	New Activity
Speech Tournament (Westmount)	HIGH	SHS	ALL	Extra-curricular	\$ 11.00	\$ -	100%	New Activity
Speech Tournament (Winston Churchill)	HIGH	SHS	10	Extra-curricular	\$ 26.00	\$ -	100%	New Activity
Speech Provincials	HIGH	SHS	ALL	Extra-curricular	\$ 50.00	\$ -	100%	New Activity
Speech Nationals	HIGH	SHS	10	Extra-curricular	\$ TBD IF QUALIFIED	\$ -	100%	New Activity
Grade 9 Fish Creek/Water Treatment Plant	HIGH	SHS	10	Science	\$ 20.00	\$ -	100%	New Activity
Grade 9 Zoo	HIGH	SHS	11	Science	\$ 22.00	\$ -	100%	New Activity
Grade 9 Rothney Observatory	HIGH	SHS	11	Science	\$ 25.00	\$ -	100%	New Activity
Gr 11 Holocaust Symposium	HIGH	SHS	11	Social Studies	\$ 13.00	\$ -	100%	New Activity
Gr 11 Military Museum- various programs available	HIGH	SHS	12	Social Studies	\$ 18.00	\$ -	100%	New Activity
Gr 10 Military Museum-various programs available	HIGH	SHS	12	Social Studies	\$ 18.00	\$ -	100%	New Activity
Gr 11 Calaway Park Physics Day (in Jun first week for all \$s taking Physics20)	HIGH	SHS	12	Physics	\$ 48.00	\$ -	100%	New Activity
Gr 10-12 Stem Cell Talks Field Trip	HIGH	SHS	ALL	Extra-curricular	\$ 10.00	\$ -	100%	New Activity
Graduation Banquet Tickets	HIGH	SHS	12	Extra-curricular	\$ 90.00	\$ 90.00	0%	
<b>OPTIONAL FEES (Collected by Campuses)</b>								
<b>Elective / CTF Course Fees (Middle School)</b>								
Arts & CTF Course Fees (Middle School)	MIDDLE	ALL	7	Arts & CTF	\$ 60.00	\$ 60.00	0%	
Arts & CTF Course Fees (Middle School)	MIDDLE	ALL	8	Arts & CTF	\$ 60.00	\$ 60.00	0%	
<b>Elective Course Fees (High School)</b>								
Advanced Acting 09 (includes AB One-Act Festival Trip)	HIGH	ALL	9		\$ 300.00	\$ 75.00	300%	Integrated One-Act Festival Field Trip
Art 09	HIGH	ALL	9		\$ 125.00	\$ 125.00	0%	
Choral Music 09	HIGH	ALL	9		\$ 25.00	\$ 25.00	0%	
Drama 09	HIGH	ALL	9		\$ 50.00	\$ 50.00	0%	
Legal Studies 09	HIGH	ALL	9		\$ -	\$ -	0%	
Musical Theatre 09	HIGH	ALL	9		\$ 300.00	\$ 75.00	300%	Integrated One-Act Festival Field Trip
New Media 09	HIGH	ALL	9		\$ 25.00	\$ 25.00	0%	
Outdoor Education 09	HIGH	ALL	9		\$ 250.00	\$ 250.00	0%	
Robotics 09	HIGH	ALL	9		\$ 70.00	\$ 70.00	0%	
Technical Theatre 09	HIGH	ALL	9		\$ 300.00	\$ 75.00	300%	Integrated One-Act Festival Field Trip
Advanced Acting 15 (includes AB One-Act Festival Trip)	HIGH	ALL	10		\$ 300.00	\$ 275.00	9%	Projected Cost Increases
Art 10	HIGH	ALL	10		\$ 125.00	\$ 125.00	0%	
Choral Music 10	HIGH	ALL	10		\$ 25.00	\$ 25.00	0%	
Design Studies 15	HIGH	ALL	10		\$ 40.00	\$ 40.00	0%	
Drama 10	HIGH	ALL	10		\$ 100.00	\$ 100.00	0%	
Marketing & Management 15	HIGH	ALL	10		\$ 20.00	\$ -	100%	New course
Musical Theatre 15 (includes AB One-Act Festival Trip)	HIGH	ALL	10		\$ 300.00	\$ 75.00	300%	Integrated One-Act Festival Field Trip
New Media 15	HIGH	ALL	10		\$ 25.00	\$ 25.00	0%	
Outdoor Education & Water Experience 15	HIGH	ALL	10		\$ 250.00	\$ 250.00	0%	
Robotics & Computer Science 15	HIGH	ALL	10		\$ 40.00	\$ 40.00	0%	
Sports Performance 15 (SHS PILOT ONLY)	HIGH	SHS	10		\$ 30.00	\$ 30.00	0%	
Technical Theatre 15 (includes AB One-Act Festival Trip)	HIGH	ALL	10		\$ 300.00	\$ 75.00	300%	Integrated One-Act Festival Field Trip
World Religions 20/30	HIGH	ALL	10		\$ 25.00	\$ 25.00	0%	
Advanced Acting 25 (includes AB One-Act Festival Trip)	HIGH	ALL	11		\$ 300.00	\$ 275.00	9%	Projected Cost Increases
Art 20	HIGH	ALL	11		\$ 125.00	\$ 125.00	0%	
Choral Music 20	HIGH	ALL	11		\$ 25.00	\$ 25.00	0%	
Design Studies 25	HIGH	ALL	11		\$ 40.00	\$ 40.00	0%	
Drama 20	HIGH	ALL	11		\$ 100.00	\$ 100.00	0%	
Entrepreneurship & Innovation 15	HIGH	ALL	11		\$ 20.00	\$ -	100%	New course
Marketing & Management 15	HIGH	ALL	11		\$ 20.00	\$ -	100%	New course
Musical Theatre 25 (includes AB One-Act Festival Trip)	HIGH	ALL	11		\$ 300.00	\$ 75.00	300%	Integrated One-Act Festival Field Trip
New Media 25	HIGH	ALL	11		\$ 25.00	\$ 25.00	0%	
Outdoor Education & Winter Travel 25	HIGH	ALL	11		\$ 250.00	\$ 250.00	0%	
Personal & General Psychology 20	HIGH	ALL	11		\$ -	\$ -	0%	
Personal Finance & Investing 15	HIGH	ALL	11		\$ 20.00	\$ -	100%	New course
Robotics & Computer Science 25	HIGH	ALL	11		\$ 70.00	\$ 70.00	0%	
Sociology 20/30	HIGH	ALL	11		\$ -	\$ -	0%	
Sports Performance 15 (SHS PILOT ONLY)	HIGH	SHS	11		\$ 30.00	\$ 30.00	0%	
Technical Theatre 25 (includes AB One-Act Festival Trip)	HIGH	ALL	11		\$ 300.00	\$ 75.00	300%	Integrated One-Act Festival Field Trip
World Religions 20/30	HIGH	ALL	11		\$ 25.00	\$ 25.00	0%	
Advanced Acting 35 (includes AB One-Act Festival Trip)	HIGH	ALL	12		\$ 300.00	\$ 275.00	9%	Projected Cost Increases
Art 30	HIGH	ALL	12		\$ 125.00	\$ 125.00	0%	
Choral Music 30	HIGH	ALL	12		\$ 25.00	\$ 25.00	0%	
Design Studies 35	HIGH	ALL	12		\$ 40.00	\$ 40.00	0%	
Drama 30	HIGH	ALL	12		\$ 100.00	\$ 100.00	0%	
Entrepreneurship & Innovation 15	HIGH	ALL	12		\$ 20.00	\$ -	100%	New course
Marketing & Management 15	HIGH	ALL	12		\$ 20.00	\$ -	100%	New course
Musical Theatre 35 (includes AB One-Act Festival Trip)	HIGH	ALL	12		\$ 300.00	\$ 75.00	300%	Integrated One-Act Festival Field Trip
New Media 35	HIGH	ALL	12		\$ 25.00	\$ 25.00	0%	
Outdoor Education 35	HIGH	ALL	12		\$ 250.00	\$ 250.00	0%	
Personal & General Psychology 20	HIGH	ALL	12		\$ -	\$ -	0%	
Personal Finance & Investing 15	HIGH	ALL	12		\$ 20.00	\$ -	100%	New course
Robotics & Computer Science 35	HIGH	ALL	12		\$ 70.00	\$ 70.00	0%	
Sociology 20/30	HIGH	ALL	12		\$ -	\$ -	0%	
Sports Performance 15 (SHS PILOT ONLY)	HIGH	SHS	12		\$ 30.00	\$ 30.00	0%	
Technical Theatre 25 (includes AB One-Act Festival Trip)	HIGH	ALL	12		\$ 300.00	\$ 75.00	300%	Integrated One-Act Festival Field Trip
World Religions 20/30	HIGH	ALL	12		\$ 25.00	\$ 25.00	0%	

**FFCA FEES SCHEDULE**  
**2023-24**  
**PROPOSED FOR BOARD APPROVAL 2023-06-21**

Fee Description	Division	Campus	Grade	Subject/Area (if applicable)	Proposed per Student Fee 23-24	Actual per Student Fee 22-23	Per Student % Change	Notes (Required for Increases > 5%)
<b>Extra-curricular Program Fees</b>								
Middle School Club (Card Club)	MIDDLE	ALL	ALL		\$ 15.00	\$ 15.00	0%	
Middle School Club (Handbells)	MIDDLE	ALL	ALL		\$ 25.00	\$ 25.00	0%	
Middle School Club (Mountaineers)	MIDDLE	ALL	ALL		\$ 25.00	\$ 25.00	0%	
Middle School Club (Musical Theatre)	MIDDLE	ALL	ALL		\$ 25.00	\$ 25.00	0%	
Middle School Club (Musical Theatre Shirt)	MIDDLE	ALL	ALL		\$ 15.00	\$ 15.00	0%	
Middle School Club (Project Club)	MIDDLE	ALL	ALL		\$ 30.00	\$ 30.00	0%	
Middle School Club (Science Fair)	MIDDLE	ALL	ALL		\$ 25.00	\$ 25.00	0%	
Middle School Club (Spanish)	MIDDLE	ALL	ALL		\$ 15.00	\$ 15.00	0%	
Middle School Sports CISSAA Athlete Fee (one-time)	MIDDLE	ALL	ALL		\$ 10.00	\$ 10.00	0%	
Middle School Sports Team (Badminton)	MIDDLE	ALL	ALL		\$ 25.00	\$ 25.00	0%	
Middle School Sports Team (Badminton Jersey)	MIDDLE	ALL	ALL		\$ 17.50	\$ 17.00	3%	
Middle School Sports Team (Jr. Basketball)	MIDDLE	ALL	ALL		\$ 55.00	\$ 50.00	10%	Projected Cost Increases
Middle School Sports Team (Sr. Basketball)	MIDDLE	ALL	ALL		\$ 80.00	\$ 80.00	0%	
Middle School Sports Team (Cheer)	MIDDLE	ALL	ALL		\$ 450.00	\$ 450.00	0%	
Middle School Sports Team (Cheer Warm Up Uniform)	MIDDLE	ALL	ALL		\$ 195.00	\$ 195.00	0%	
Middle School Sports Team (Cross Country)	MIDDLE	ALL	ALL		\$ 10.00	\$ 5.00	100%	Projected Cost Increases
Middle School Sports Team (Soccer)	MIDDLE	ALL	ALL		\$ 30.00	\$ 30.00	0%	
Middle School Sports Team (Track & Field)	MIDDLE	ALL	ALL		\$ 15.00	\$ 15.00	0%	
Middle School Sports Team (Jr. Volleyball)	MIDDLE	ALL	ALL		\$ 55.00	\$ 50.00	10%	Projected Cost Increases
Middle School Sports Team (Sr. Volleyball)	MIDDLE	ALL	ALL		\$ 80.00	\$ 80.00	0%	
Middle School Sports Team (Wrestling)	MIDDLE	ALL	ALL		\$ 25.00	\$ 25.00	0%	
Middle School Club (Crafts)	MIDDLE	ALL	ALL		\$ 10.00	\$ 10.00	0%	
Middle School Club (Cooking)	MIDDLE	ALL	ALL		\$ 10.00	\$ 10.00	0%	
Middle School Event (Grade 8 Farewell)	MIDDLE	ALL	ALL		\$ 30.00	\$ 30.00	0%	
Middle School Event (Connect Group Windup)	MIDDLE	ALL	ALL		\$ 5.00	\$ 5.00	0%	
High School Sports Team (Jr Badminton)	HIGH	ALL	ALL		\$ 65.00	\$ 65.00	0%	TBC
High School Sports Team (Sr Badminton)	HIGH	ALL	ALL		\$ 65.00	\$ 65.00	0%	TBC
High School Sports Team (Jr Cross-country)	HIGH	ALL	ALL		\$ 30.00	\$ 30.00	0%	TBC
High School Sports Team (Sr Cross-country)	HIGH	ALL	ALL		\$ 30.00	\$ 30.00	0%	TBC
High School Sports Team (Jr Boys/Girls Basketball)	HIGH	ALL	ALL		\$ 360.00	\$ 330.00	9%	TBC
High School Sports Team (Sr Boys/Girls Basketball)	HIGH	ALL	ALL		\$ 380.00	\$ 275.00	38%	TBC
High School Sports Team (Reversible Practice BB Jersey)	HIGH	ALL	ALL		\$ 30.00	\$ 30.00	0%	TBC
High School Sports Team (Sr Curling)	HIGH	ALL	ALL		\$ 85.00	\$ 79.00	8%	TBC
High School Sports Team (Sr Golf)	HIGH	ALL	ALL		\$ 95.00	\$ 95.00	0%	TBC
High School Sports Team (Jr Boys/Girls Rugby)	HIGH	ALL	ALL		\$ 250.00	\$ 150.00	67%	TBC
High School Sports Team (Sr Boys/Girls Rugby)	HIGH	ALL	ALL		\$ 250.00	\$ 150.00	67%	TBC
High School Sports Team (Jr Soccer)	HIGH	ALL	ALL		\$ 85.00	\$ 55.00	55%	TBC
High School Sports Team (Sr Soccer)	HIGH	ALL	ALL		\$ 85.00	\$ 55.00	55%	TBC
High School Sports Team (Jr Track & Field)	HIGH	ALL	ALL		\$ 50.00	\$ 40.00	25%	TBC
High School Sports Team (Sr Track & Field)	HIGH	ALL	ALL		\$ 50.00	\$ 40.00	25%	TBC
High School Sports Team (Jr Boys/Girls Volleyball)	HIGH	ALL	ALL		\$ 180.00	\$ 180.00	0%	TBC
High School Sports Team (Sr Boys/Girls Volleyball)	HIGH	ALL	ALL		\$ 200.00	\$ 200.00	0%	TBC
High School Sports Team (Jr Wrestling)	HIGH	ALL	ALL		\$ 370.00	\$ 240.00	54%	TBC
High School Sports Team (Sr Wrestling)	HIGH	ALL	ALL		\$ 445.00	\$ 445.00	0%	TBC
High School Sports Team (Athlete Registration - per year)	HIGH	ALL	ALL		\$ 10.00	\$ 10.00	100%	TBC
High School Sports Team (Athletics Team Jacket)	HIGH	ALL	ALL		\$ 50.00	\$ 50.00	0%	TBC
High School Sports Team (Athletics Team T-shirt)	HIGH	ALL	ALL		\$ 30.00	\$ 30.00	0%	TBC
High School Sports Team (Provincial Championship Fees)	HIGH	ALL	ALL			TBD IF QUALIFIED	100%	
<b>Equipment &amp; Materials</b>								
Biography Book (gr. 4)	ELEMENTARY	NEE	4	Extra-curricular	\$ 9.00	\$ 9.00	0%	
Phonogram Cards	ELEMENTARY	ALL	K	English Language Arts	\$ 45.00	\$ 45.00	0%	
Phonogram Cards	ELEMENTARY	ALL	1	English Language Arts	\$ 45.00	\$ 45.00	0%	
Phonogram Cards	ELEMENTARY	ALL	2	English Language Arts	\$ 45.00	\$ 45.00	0%	
Phonogram Cards	ELEMENTARY	ALL	3	English Language Arts	\$ 45.00	\$ 45.00	0%	
Mathletics Subscription	MIDDLE	NMS	5	Math	\$ 25.00	\$ 25.00	0%	
Mathletics Subscription	MIDDLE	NMS	6	Math	\$ 25.00	\$ 25.00	0%	
Mathletics Subscription	MIDDLE	NMS	7	Math	\$ 25.00	\$ 25.00	0%	
Mathletics Subscription	MIDDLE	NMS	8	Math	\$ 25.00	\$ 25.00	0%	
Organization Kit	MIDDLE	NMS	5	Support	\$ 50.00	\$ 50.00	0%	
Organization Kit	MIDDLE	NMS	6	Support	\$ 50.00	\$ 50.00	0%	
Organization Kit	MIDDLE	NMS	7	Support	\$ 50.00	\$ 50.00	0%	
Organization Kit	MIDDLE	NMS	8	Support	\$ 50.00	\$ 50.00	0%	
<b>Memory / Yearbooks</b>								
Memory book - Kindergarten	ELEMENTARY	ALL	K		\$ 30.00	\$ 25.00	20%	Projected Cost Increases
Memory book - Grade 01	ELEMENTARY	ALL	1		\$ 30.00	\$ 25.00	20%	Projected Cost Increases
Memory book - Grade 02	ELEMENTARY	ALL	2		\$ 30.00	\$ 25.00	20%	Projected Cost Increases
Memory book - Grade 03	ELEMENTARY	ALL	3		\$ 30.00	\$ 25.00	20%	Projected Cost Increases
Memory book - Grade 04	ELEMENTARY	ALL	4		\$ 30.00	\$ 25.00	20%	Projected Cost Increases
Yearbook - Grade 05	MIDDLE	ALL	5		\$ 35.00	\$ 30.00	17%	Projected Cost Increases
Yearbook - Grade 06	MIDDLE	ALL	6		\$ 35.00	\$ 30.00	17%	Projected Cost Increases
Yearbook - Grade 07	MIDDLE	ALL	7		\$ 35.00	\$ 30.00	17%	Projected Cost Increases
Yearbook - Grade 08	MIDDLE	ALL	8		\$ 35.00	\$ 30.00	17%	Projected Cost Increases
Yearbook - Grade 09	HIGH	ALL	9		\$ 50.00	\$ 45.00	11%	Projected Cost Increases
Yearbook - Grade 10	HIGH	ALL	10		\$ 50.00	\$ 45.00	11%	Projected Cost Increases
Yearbook - Grade 11	HIGH	ALL	11		\$ 50.00	\$ 45.00	11%	Projected Cost Increases
Yearbook - Grade 12	HIGH	ALL	12		\$ 50.00	\$ 45.00	11%	Projected Cost Increases

**FFCA FEES SCHEDULE  
2023-24  
PROPOSED FOR BOARD APPROVAL 2023-06-21**

Fee Description	Division	Campus	Grade	Subject/Area (if applicable)	Proposed per Student Fee 23-24	Actual per Student Fee 22-23	Per Student % Change	Notes (Required for Increases > 5%)
<b>PE Clothing (extra)</b>								
Middle PE Clothing - T-shirt	MIDDLE	ALL	ALL	PE & Wellness/Health	\$ 17.00	\$ 16.00	6%	TBC
Middle PE Clothing - Athletic Pants	MIDDLE	ALL	ALL	PE & Wellness/Health	\$ 23.00	\$ 21.00	10%	TBC
Middle PE Clothing - Shorts	MIDDLE	ALL	ALL	PE & Wellness/Health	\$ 20.00	\$ 18.00	11%	TBC
Middle PE Clothing - Hoodie	MIDDLE	ALL	ALL	PE & Wellness/Health	\$ 30.00	\$ 29.00	3%	TBC
Middle PE Clothing - Bag	MIDDLE	ALL	ALL	PE & Wellness/Health	\$ 15.00	\$ 15.00	0%	TBC
Middle School House Shirt	MIDDLE	ALL	ALL	PE & Wellness/Health	\$ 11.00	\$ 11.00	0%	TBC
HS PE Clothing - Unisex Short Sleeve T-shirt	HIGH	ALL	ALL	PE & Wellness/Health	\$ 12.00	\$ 12.00	0%	
HS PE Clothing - Women's Cut T-shirt	HIGH	ALL	ALL	PE & Wellness/Health	\$ 12.00	\$ 12.00	0%	
HS PE Clothing - Unisex Long Sleeve T-shirt	HIGH	ALL	ALL	PE & Wellness/Health	\$ 17.50	\$ 17.50	0%	
HS PE Clothing - Women's Cut Long Sleeve T-shirt	HIGH	ALL	ALL	PE & Wellness/Health	\$ 17.50	\$ 17.50	0%	
HS PE Clothing - Unisex Shorts	HIGH	ALL	ALL	PE & Wellness/Health	\$ 21.00	\$ 21.00	0%	
HS PE Clothing - Women's Shorts	HIGH	ALL	ALL	PE & Wellness/Health	\$ 21.00	\$ 21.00	0%	
HS PE Clothing - Unisex Fleece Jogger Pant	HIGH	ALL	ALL	PE & Wellness/Health	\$ 35.00	\$ 35.00	0%	
HS PE Clothing - Women's Fleece Jogger Pant	HIGH	ALL	ALL	PE & Wellness/Health	\$ 35.00	\$ 35.00	0%	
HS PE Clothing - Unisex Performance Jogger Pant	HIGH	ALL	ALL	PE & Wellness/Health	\$ 42.50	\$ 42.50	0%	
HS PE Clothing - Women's Performance Jogger Pant	HIGH	ALL	ALL	PE & Wellness/Health	\$ 42.50	\$ 42.50	0%	
<b>Bulk Supplies</b>								
Bulk supply purchase - Kindergarten	ELEMENTARY	ALL	K		\$ 49.00	\$ 49.00	0%	TBC
Bulk supply purchase - Grade 01	ELEMENTARY	ALL	1		\$ 78.00	\$ 78.00	0%	TBC
Bulk supply purchase - Grade 02	ELEMENTARY	ALL	2		\$ 80.00	\$ 80.00	0%	TBC
Bulk supply purchase - Grade 03	ELEMENTARY	ALL	3		\$ 76.00	\$ 76.00	0%	TBC
Bulk supply purchase - Grade 04	ELEMENTARY	ALL	4		\$ 77.00	\$ 77.00	0%	TBC

Acquired or Locally Developed Courses for approval June 2023:

Course Code	Course Name	Credit	Acquired or Developed	Authorization Start Date	Authorization Start Date	School District
LDC1975	Advanced Acting/Touring Theatre 15	3	Acquired	2023-2024	2026-2027	CBE
LDC1975	Advanced Acting/Touring Theatre 15	5	Acquired	2023-2024	2026-2027	CBE
LDC2975	Advanced Acting/Touring Theatre 25	3	Acquired	2023-2024	2026-2027	CBE
LDC2975	Advanced Acting/Touring Theatre 25	5	Acquired	2023-2024	2026-2027	CBE
LDC3975	Advanced Acting/Touring Theatre 35	3	Acquired	2023-2024	2026-2027	CBE
LDC3975	Advanced Acting/Touring Theatre 35	5	Acquired	2023-2024	2026-2027	CBE

Currently approved Acquired or Locally Developed Courses:

Course Code	Course Name	Credit	Acquired or Developed	Authorization Start Date	Authorization Start 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



**Foundations for the Future Charter Academy  
for the nine months ending June 13, 2023**

	Annual Budget	September to May YTD	March to May Q3	Forecast to Aug 23	YTD % of budget	Notes
<b>Income</b>						
AB Grant Revenue	35,189,533	26,788,774	8,880,068	35,718,365	76.13%	
AB Grant Revenue - MRU	-	2,147,400	715,800	2,386,000	n/a	
Transportation Fees	1,940,086	1,906,772	675,341	2,119,000	98.28%	Fees collected in advance, adjusted to match expenditures (90% of collected)
Resource Fees	488,340	492,916	173,434	550,000	100.94%	Fees collected in advance, adjusted to match expenditures (90% of collected)
Other School Jurisdiction	680,000	582,071	239,300	685,542	85.60%	
Campus Funds	1,359,635	1,343,143	473,133	1,359,635	98.79%	
Gifts and Donations	-	81,545	19,756	85,000	n/a	includes campus fundraisers - council donations etc.
Other Revenue	140,825	1,322,999	167,994	675,005	939.46%	Increase due to taking on Classical Academy tech setup/support after budget (\$251K), plus interest revenue (\$184K) due to significant rate change in GIC from 2.1% to 5.1% on a 1.2M balance
<b>Total Income</b>	<b>39,798,419</b>	<b>34,665,619</b>	<b>11,344,826</b>	<b>43,578,547</b>	<b>87.10%</b>	Should be at 75% most significant reason for increase due to MRU funding
<b>Expense</b>						
Salaries & Benefits	29,439,992	22,085,664	7,609,450	29,500,000	75.02%	
Inclusion	595,000	336,348	78,744	545,000	56.53%	Significant expenses to occur in Q4
Professional Development	77,760	27,752	15,118	50,000	35.69%	Will not meet our target -forecast reflects the expected change to budget
Technology	718,750	589,799	260,840	718,750	82.06%	Major projects occur in Q4 during school shutdowns.
Transportation	3,590,483	3,222,648	1,424,357	3,632,185	89.76%	
Facilities	2,320,261	1,380,328	368,958	2,320,261	59.49%	Additional fees expected for gym rentals, extra rooms costs at MRU
Facilities - CMR Amortization	154,930	154,930	-	154,930	100.00%	
Facilities - MRU Lease	-	2,307,173	993,526	2,598,404	n/a	Additional Fees 212,404 for FFCA to absorb
Board	137,000	127,284	86,233	137,000	92.91%	
Admin Building	115,825	80,387	28,563	100,000	69.40%	
General & Admin	322,545	287,118	121,021	391,906	89.02%	
Campus Funds	1,359,635	909,407	305,775	1,359,635	66.89%	
Campus Expenditures	961,583	1,170,607	506,102	1,200,000	121.74%	Campuses using their reserve funds for projects and effects of the fire at SHS
<b>Total Expense</b>	<b>39,793,764</b>	<b>32,679,445</b>	<b>11,798,688</b>	<b>42,708,070</b>	<b>82.12%</b>	Should be at 75-90% so in line with budget at Q3
<b>Surplus(Deficit)</b>	<b>4,655</b>	<b>1,986,174</b>	<b>(453,862)</b>	<b>870,477</b>		
<b>Adjustments</b>				(280,000)		Transportation Adjustment
<b>Revised Surplus(Deficit)</b>				<b>\$ 590,477</b>		

	Restricted Reserves				Unrestricted
	Instruction	PO&M	Sys Admin	Total	Total
* Reserve as at Aug. 31, 2022	(436,727)	987,849	(175,809)	375,313	1,636,458
2022-23 Budget	-	-	-	-	-
<b>Expected reserve balance</b>	<b>(436,727)</b>	<b>987,849</b>	<b>(175,809)</b>	<b>375,313</b>	<b>1,636,458</b>



## **TERMS OF REFERENCE Governance Committee**

**Effective Date:** **March 2023**

### **A. Establishment of Committee**

The Governance Committee (Committee) is a standing committee of the board of directors (Board) of the Foundations of Future Charter Academy (FFCA) which is empowered to make recommendations to the Board. The Committee is established and functions in accordance with the Bylaws of the FFCA Charter School Article IX - Committees Established by the Board.

### **B. Purpose**

The purpose of the Governance Committee is to develop and recommend FFCA's approach to good governance and support the development and maintenance of FFCA's governance framework. Additionally, the committee will support and oversee Board Member recruitment, and to lead processes to support and evaluate the effectiveness of the Board, Committees and individual Board Members. The Committee will provide oversight, review and recommendations in areas including, but not limited to:

- Society Bylaws;
- Board Policies;
- Board Structure & Operations; and
- Stakeholder Engagement & Accountability.

### **C. Composition**

The Governance Committee shall include one (1) Director designated as Chair, and no fewer than three (3) additional Board Directors. Ex-officio members of this committee will include the Board Chair, the Board Vice-Chair, the Superintendent (or designate), and any other interested members as deemed necessary by the Committee.

### **D. Duties and Responsibilities**

Subject to the powers and duties of the Board, the Governance Committee will:

- On an as-needed basis review and make recommended changes to the governance framework for the Society including foundational principles, bylaws and policies with a full review every 5



years regarding best practices and ensuring that the appropriate structures and procedures are in place to allow the Board to function effectively.

- Oversee and support new director orientation including review and revision of the Directors' Handbook as necessary. The Committee shall additionally seek opportunities for the board to engage in governance training and professional/leadership development including as needed as part of the Board Strategic Retreat.
- Oversee and support Board and Board leadership succession planning and recruitment including ensuring that the Board composition as a whole includes an appropriate balance of knowledge, skills, experience and diversity. The Committee shall support the Board as needed to fill vacancies and/or Board appointments should they arise as laid out in the Society's Bylaws Section 3.6.
- Support an annual self-evaluation process of the Board, the Board Chair, Committees and individual Board Members which will include a review of Board duties, effectiveness, composition, and general activities.
- Oversee processes for the recruitment and hiring of the Superintendent, including the development and review of Superintendent contract terms as necessary and support the annual performance review of the Superintendent.
- Provide support as needed to ensure that the Society is regularly updated on the work of the Board and that there are opportunities for two-way dialogue with key FFCA stakeholders.
- Periodically reviews and assesses FFCA's communications to stakeholders and the general public with respect to its policies and practices in the area of governance, including the communication contained on FFCA's public communication channels.
- Ability to strike an ad-hoc or sub-committee as needed.

#### **E. Meetings**

The committee will meet at least three (3) times per year.

#### **F. Accountability**

The committee will report to the Board at public meetings, and whenever requested by the Board Chair. Notes on committee proceedings will be kept for all meetings and will be filed with the Board Secretary.

*Date of last revision: February 27, 2023*



## **POLICY 21 – ANAPHYLAXIS**

### **Preamble**

The safety of students with life-threatening allergies (anaphylaxis) is vitally important at FFCA. While parents and students remain responsible for providing FFCA campuses with information regarding life-threatening allergies and supplying the required medication for use at school if required, FFCA will establish and maintain procedures to protect these students, including the provision of emergency medication as needed.

### **Specifically**

FFCA Administration will:

1. Ensure that, upon enrolment, there is a process in place for parents to make the campus aware of a student's life-threatening allergies when applicable.
2. Establish and maintain an Administrative Procedure addressing the protection of students with life-threatening allergies, including:
  - 2.1. Mandatory staff training.
  - 2.2. Strategies to reduce risk.
  - 2.3. Communication strategies for all students, staff and parents.
  - 2.4. Provision for the development of Individual Anaphylaxis Plans (IAPs) for students with life-threatening allergies.
  - 2.5. Provision for the establishment and maintenance of the following information on file for each anaphylactic student:
    - 2.5.1. current treatments,
    - 2.5.2. copies of any prescriptions,
    - 2.5.3. instructions from health professionals,
    - 2.5.4. a current emergency contact list, and
    - 2.5.5. clarification of the legal responsibilities of staff, parents and students with respect to anaphylactic allergies and injector use.
3. Ensure that all FFCA campuses have at least one epinephrine auto-injector onsite and accessible, and staff who are trained in its use.

*Approved:* Dec. 11, 2019

Legal Reference(s):

Protection of Students with Life-Threatening Allergies Act, [SA 2019, c P-30.6](#)



## Policy 12 – ROLE OF THE SUPERINTENDENT

### Preamble

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

### Specific Areas of Responsibility

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

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

8. Organizational Management
  - 8.1 Demonstrates effective organization skills resulting in School compliance with all legal, Ministerial and Board mandates and timelines.
  - 8.2 Reports to the Minister with respect to matters identified in and required by the Education Act and provincial legislation.
  - 8.3 Reviews, modifies and maintains an organizational chart which accurately delineates lines of authority and responsibility and presents it to the Board for approval.
  - 8.4 Builds an organizational structure and promotes a school culture which facilitates positive results in a team-oriented, collaborative and cohesive fashion.
  - 8.5 Effectively handles emergencies and deals with crisis situations.
  - 8.6 Ensures FFCA is “one school” on multiple campuses, coherent in vision and unified in practice.
  
9. Communications and Community Relations
  - 9.1 Takes appropriate actions to ensure open, transparent, positive internal and external communications are developed and maintained.
  - 9.2 Assures parents have a high level of satisfaction with the services provided and the responsiveness of FFCA.
  - 9.3 Maintains effective relationships within FFCA and the community served by the School.
  - 9.4 Promotes the principles contained in the “Being Heard” document.
  - 9.5 Ensures proper dispute resolution processes are in place.
  - 9.6 Acts as, or designates, the Head of the organization for the purposes of the *Freedom of Information and Protection of Privacy (FOIP) Act*.
  - 9.7 In consultation with the Board Chair, serves as a spokesperson for FFCA for the media and public in order to keep FFCA’s messages consistent and accurate.
  
10. Leadership Practices
  - 10.1 Practices effective leadership in a manner that has the confidence of those with whom the Superintendent works most directly in carrying out the directives of the Board and the Minister.
  - 10.2 Develops and maintains positive and effective relationships and partnerships with provincial and regional government departments, agencies, community and post-secondary institutions.
  - 10.3 Ensures that meaningful collaboration arises from relationships built on trust, honesty and respect.

*Approved: May 20, 2015*

*Reviewed: Sept. 9, 2020*

*Revised: June 21, 2023*

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

## Policy 12—Appendix A

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### ~~SUPERINTENDENT/CEO EVALUATION PROCESS, CRITERIA AND TIMELINES~~

~~The evaluation process, criteria and timelines:~~

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



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

### **Criteria for Evaluations (TG Process)**

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

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

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

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

**PERFORMANCE ASSESSMENT GUIDE**

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

**PERFORMANCE ASSESSMENT GUIDE**

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

## PERFORMANCE ASSESSMENT GUIDE

### Role Expectation: Human Resources Management

The Superintendent shall:

- Have overall authority and responsibility for all personnel-related matters, except those matters precluded by legislation, or Charter Board policy.
- Monitors and works to improve the performance of staff and ensures appropriate growth; supervision and evaluation processes are in place.
- Facilitates professional development and training sessions for staff.
- Builds leadership capacity within the School.
- Ensures that each staff member is provided with a welcoming, caring, respectful and safe working environment that respects diversity and fosters a sense of belonging.
- Ensures the coordination and integration of human resources within the School.
- Recommends staff compensation, including benefits.

### Superintendent Evaluation Evidence

#### Internal Report:

- Annual Superintendent Evaluation Report re: personnel-related actions (e.g. staff professional development and leadership, orientation, discipline, evaluation, recognition and supervision)

#### Direct Board Observation

### Quality Indicators

- Provides useful, timely information and advice which facilitates the Board's work.
- Develops and effectively implements quality recruitment, orientation, staff development, disciplinary, evaluation and supervisory processes.
- Models commitment to personal and professional growth.
- Fosters high standards of instruction and professional improvement (Quality Teaching Standard).
- Provides for training of administrators and the development of leadership capacity within the School.
- Follows Board personnel policies.
- Models high ethical standards of conduct.

**PERFORMANCE ASSESSMENT GUIDE**

**Role Expectation:  
Policy/Administrative  
Procedures**

The Superintendent shall:

- Provide leadership in the planning, development, implementation and evaluation of Charter Board policies.
- Develops and keeps current an Administrative Procedures Manual that is consistent with Charter Board policy and provincial policies, regulations and procedures.

**Superintendent  
Evaluation Evidence**

Internal Report:

- Policies on website and revisions this past year

Direct Board Observation:

- Board policy development process

**Quality Indicators**

- Appropriately involves individuals and groups in the policy development process.
- Takes leadership in bringing policies to the Board for review.
- Ensures adherence to Board policies.
- Ensures adherence to Administrative Procedures.
- Ensures timeliness of policy revision.
- Demonstrates a knowledge of and respect for the role of the Board in policy processes.

**PERFORMANCE ASSESSMENT GUIDE**

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



**PERFORMANCE ASSESSMENT GUIDE**

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

## PERFORMANCE ASSESSMENT GUIDE

### Role Expectation: Organizational Management

The Superintendent shall:

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

### Superintendent Evaluation Evidence

Internal Report:

- Superintendent reports to the Board
- Organizational chart
- Departmental reports

External Report:

- Alberta Education Monitoring Reports

### Quality Indicators

- Ensures Division compliance with all Alberta Education and Board mandates (timelines and quality).
- Effectively manages time and resources.
- Ensures contracted services (e.g. fiscal, labour and legal) meet quality expectations of the Board.
- Ensures organizational structure facilitates results to be achieved.
- Ensures that appropriate procedures are in place for the management of critical events and emergencies.

**PERFORMANCE ASSESSMENT GUIDE**

**Role Expectation:  
Communications and  
Community Relations**

The Superintendent shall:

- Take action to ensure open, transparent, positive internal and external communications are developed and maintained.
- Ensure that parents have a high level of satisfaction with the services provided and the responsiveness of the School.
- Maintain effective relationships with the School and the community served by the School.
- Promotes the principles contained in the "Being Heard" document.
- Ensures proper dispute resolution processes are in place.
- Act as the head of the organization for the purposes of the Freedom of Information and Protection of Privacy (FOIP) Act.
- In consultation with the Charter Board Chair, serve as a spokesperson for the School for the media and public in order to keep the School's messages consistent and accurate.

**Superintendent  
Evaluation Evidence**

Internal Report:

- Superintendent's Blog/social media
- Media releases
- Media coverage

Direct Board Observation

**Quality Indicators**

- Facilitates effective home-school relations.
- Manages conflict effectively.
- Ensures information is disseminated to inform appropriate publics.
- Works cooperatively with the Board Chair and the media to represent the Board's view/positions.
- Promotes positive, public engagement in the School.
- Implements the Board-approved Communications Plan.
- Represents the School in a positive, professional manner.

## PERFORMANCE ASSESSMENT GUIDE

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

**INTERVIEW GUIDE: CEO LEADERSHIP PRACTICES**

**Perceptions of Principals and Superintendent “Direct Reports”**

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

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



## **POLICY 1 – FOUNDATIONAL STATEMENTS**

### **PREAMBLE**

This Public Charter School is operated by the Foundations for the Future Charter Academy Charter School Society, a body incorporated in Alberta under the *Societies Act* (March 21, 1996). The official name of the school is "Foundations for the Future Charter Academy" (FFCA). The FFCA Board of Directors governs the school in accordance with Alberta's *Education Act* and *Societies Act*, the FFCA Charter, the Bylaws of the Society, and Board Policy.

FFCA's Charter was last renewed under the predecessor regulation (*AR 212/2002*) for a term of 15 years (until June 30, 2027).

### **VISION**

Excellence in student achievement and character development through distinctive teaching and learning.

### **MISSION**

To provide a safe and caring environment where academic excellence, character development, parental involvement and staff leadership are valued and fostered.

### **GUIDING PRINCIPLES**

FFCA fosters strong, positive, respectful partnerships among students, staff, parents, and community. These relationships are characterized by trust, integrity, openness, and collaboration and exist to support learning for all stakeholders ~~(Appendices 1 & 2)~~. FFCA encourages leadership among all stakeholders through shared decision-making.

FFCA strives for excellence in:

- academic development and independent learning.
- personal and character development.
- the development of outstanding staff.

FFCA creates a caring and optimal learning environment for students by:

- setting clearly defined learning standards.
- building students' belief in their ability to learn.
- developing confidence through competence.
- fostering positive thinking and providing encouragement.
- optimizing learning time and student engagement.
- tailoring class size and composition to reflect the learning needs of students.

FFCA is "one school" on multiple campuses. We are coherent in our vision and unified in our practices, including the following:

- a common approach to instruction and classroom management.

- common core character virtues K-12 (respect, responsibility, integrity, self-discipline, compassion).
- cross-campus grade level and subject area collaboration.
- formal orientation, coaching and mentoring for teachers.
- use of subject specialists (e.g., Art, PE, Music, Spanish).
- parental commitment to a high level of involvement.
- wearing student uniforms.

FFCA is purposeful and strategic in the selection and utilization of teaching methods and resources, including the following:

- direct instruction (explicit learning targets, continuous formative assessment, and sequential mastery learning).
- inquiry and cooperative learning.
- the infusion of creative and critical thinking.
- early literacy development (explicit phonics).
- integration of instructional technologies.
- homework that promotes the attainment of student learning targets.

## OUR BRAND

Our wordmark and the name “Foundations for the Future Charter Academy” were trademarked on August 31, 2016, followed by our logo and acronym (“FFCA”) as of September 6, 2017; they are therefore protected by law under *Canada’s Trademarks Act\** (See appendix). Only FFCA is permitted to use (or give permission to use) our name, wordmark, acronym, and logo.

### The FFCA Logo:

As the name of FFCA implies, the primary focus of the organization is the future. This is represented in the logo by the black road leading into the distance. The burgundy section at the top of the logo represents FFCA students’ futures and all they will achieve. The green section at the bottom represents the strong learning foundation FFCA builds within students through its distinctive approach to teaching and learning.



The FFCA logo has three distinctive elements:

- the sky, road, and earth
- the border
- type font (Eurostile)

### The FFCA Wordmark:

In addition to the Logo meaning above, the wordmark has been specifically designed to communicate the full name of Foundations for the Future Charter Academy to external audiences, and to build awareness of FFCA within the larger community.



Original Approval Date: March 16, 2016

Revision Dates: June 21, 2023; June 22, 2022; May 13, 2020;

References: Alberta's *Education Act* and *Societies Act*  
FFCA Charter Document 2012-2027

\*Register of Trademarks Dossiers #923833, 923834, 923835 & 923836  
Charter Schools Regulation 212/2002 (Repealed. Replaced with 85/2019)

## APPENDIX: OUR BRAND



Innovation, Sciences et  
Développement économique Canada  
Office de la propriété intellectuelle du Canada

Innovation, Science and  
Economic Development Canada  
Canadian Intellectual Property Office

### *Certificat*

Il est par la présente certifié que, dans le Journal des marques de commerce daté du 31 août 2016, le registraire des marques de commerce a donné, en vertu du sous-alinéa 9(1)(n)(iii) de la *Loi sur les marques de commerce*, un avis public d'adoption et emploi au Canada par l'autorité publique identifiée ci-dessous de la marque reproduite ci-après comme marque officielle pour des produits et services.



### *Certificate*

This is to certify that in the Trade-marks Journal dated August 31, 2016, the Registrar of Trade-marks gave public notice under subparagraph 9(1)(n)(iii) of the *Trade-marks Act* of the adoption and use in Canada by the public authority identified below of the mark shown below as an official mark for goods and services.

## FOUNDATIONS FOR THE FUTURE CHARTER ACADEMY

Número de dossier  
File Number **923833**

Autorité publique  
Public Authority **Foundations for the Future Charter Academy Charter School Society**

Registraire des marques de commerce  
Registrar of Trade-marks  
CPO 106 05-16

Canada





## *Certificat*

Il est par la présente certifié que, dans le Journal des marques de commerce daté du 31 août 2016, le registraire des marques de commerce a donné, en vertu du sous-alinéa 9(1)(n)(iii) de la *Loi sur les marques de commerce*, un avis public d'adoption et emploi au Canada par l'autorité publique identifiée ci-dessous de la marque reproduite ci-après comme marque officielle pour des produits et services.



## *Certificate*

This is to certify that in the Trade-marks Journal dated August 31, 2016, the Registrar of Trade-marks gave public notice under subparagraph 9(1)(n)(iii) of the *Trade-marks Act* of the adoption and use in Canada by the public authority identified below of the mark shown below as an official mark for goods and services.

Numéro de dossier  
File Number  
Autorité publique  
Public Authority

**923836**

Foundations for the Future Charter Academy Charter School Society

Registraire des marques de commerce  
Registrar of Trade-marks

CIPO 199-95-18

**Canada**



## Certificat

Il est par la présente certifié que, dans le Journal des marques de commerce daté du 02 août 2017, le registraire des marques de commerce a donné, en vertu du sous-alinéa 9(1)(n)(iii) de la *Loi sur les marques de commerce*, un avis public d'adoption et emploi au Canada par l'autorité publique identifiée ci-dessous de la marque reproduite ci-après comme marque officielle pour des produits et services.



## Certificate

This is to certify that in the Trade-marks Journal dated August 02, 2017, the Registrar of Trade-marks gave public notice under subparagraph 9(1)(n)(iii) of the *Trade-marks Act* of the adoption and use in Canada by the public authority identified below of the mark shown below as an official mark for goods and services.

FFCA

Numéro de dossier  
File Number  
Autorité publique  
Public Authority

923834

Foundations for the Future Charter Academy Charter School Society

  
Registraire des marques de commerce  
Registrar of Trade-marks

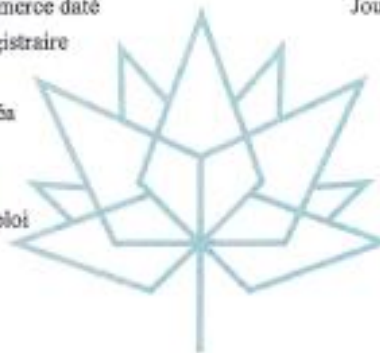
(CPO - 196)  
12-12-16

Canada



## Certificat

Il est par la présente certifié que, dans le Journal des marques de commerce daté du 06 septembre 2017, le registraire des marques de commerce a donné, en vertu du sous-alinéa 9(1)(n)(iii) de la *Loi sur les marques de commerce*, un avis public d'adoption et emploi au Canada par l'autorité publique identifiée ci-dessous de la marque reproduite ci-après comme marque officielle pour des produits et services.



CANADA 150



Numéro de dossier  
File Number  
Autorité publique  
Public Authority

923835

Foundations for the Future Charter Academy Charter School Society

  
Registraire des marques de commerce  
Registrar of Trade-marks

## Certificate

This is to certify that in the Trade-marks Journal dated September 06, 2017, the Registrar of Trade-marks gave public notice under subparagraph 9(1)(n)(iii) of the *Trade-marks Act* of the adoption and use in Canada by the public authority identified below of the mark shown below as an official mark for goods and services.



## POLICY 2 – ROLE OF THE CHARTER BOARD

### PREAMBLE

As the body entrusted by The FFCA (Foundations for the Future Charter Academy) Charter School Society to act on behalf of the Society in the governance of the School, as set out in Article III of the Society bylaws, the Charter Board will manage the business of the Society.

The Foundations for the Future Charter Academy (FFCA) Board (the “Board”) shall provide an education system that is organized and operated to best meet the needs of the students it serves. The Board exercises this responsibility through the setting of clear strategic direction and the wise use of resources. The Board will be innovative in its practices.

**The Board is accountable to the membership of the Society as outlined in the Society Bylaws and to the Minister of Education for the performance of FFCA.**

### SPECIFIC AREAS OF RESPONSIBILITY

1. Accountability for Student Learning
  - 1.1 Provide overall direction for FFCA by establishing the vision, mission, values, and guiding principles.
  - 1.2 Annually approve process and timelines for Three-Year Education Plan refinement.
  - 1.3 Identify Board priorities at the outset of the annual three-year education planning process.
  - 1.4 Initiate School and program reviews as necessary to monitor the achievement of outcomes.
  - 1.5 Annually evaluate the effectiveness of FFCA in achieving established priorities, desired results, and key performance indicators.
  - 1.6 Annually approve the “rolling” Three-Year Education Plan/Annual Education Results Report for submission to Alberta Education and for distribution to the public.
2. Community Assurance
  - 2.1 Make informed decisions that consider community values and represent the interests of FFCA.
  - 2.2 Inform community about Charter obligations and School programs, needs, and desires.
  - 2.3 Establish processes and provide opportunities for parental involvement and community engagement.
  - 2.4 Report school outcomes to the community at least annually.
  - 2.5 **Assign representative to attend the Association of School Councils (ASC) meetings.**
  - 2.6 Develop appeal procedures and hold hearings as required by statute and/or Board Policy.
  - 2.7 Model a culture of respect and integrity.
  - 2.8 Maintain transparency in all fiduciary aspects.
  - 2.9 Provide assurance to the Society regarding the performance of FFCA.
  - 2.10 **Apply equally and fairly to each member of the Board all applicable disqualification and disclosure of pecuniary interest provisions required by the *Education Act* and Board Policy.**

3. Accountability to the Provincial Government
  - 3.1 Act in accordance with all statutory requirements to implement provincial standards and policies.
  - 3.2 Perform Board functions required by governing legislation and existing Board Policy.
  - 3.3 Ensure adherence to the Charter Mandate.
4. Political Advocacy
  - 4.1 Act as an advocate for FFCA.
  - 4.2 Identify issues for advocacy on an ongoing basis.
  - 4.3 Develop a plan for advocacy, including focus, key messages, relationships, and mechanisms.
  - 4.4 Promote regular meetings and maintain timely, frank, and constructive communication with locally elected officials.
  - 4.5 Arrange meetings with elected provincial and federal government officials to communicate and garner support for education.
  - 4.6 Work with The Association of Alberta Public Charter Schools (TAAPCS) to cooperatively advocate for public charter schools.
5. Policy
  - 5.1 Review and establish policies to identify how the Board is to function.
  - 5.2 Develop/revise policies using a generative engagement process subject to the requirements and restrictions in the *Education Act*.
  - 5.3 Review Board Policy regularly for currency and relevancy.
6. Board/Superintendent Relations (“First Team”)
  - 6.1 Appoint the Superintendent in accordance with section 222 of the *Education Act* and section 6 of the *Charter Schools Regulation, AR 85/2019*;
  - 6.2 Engage in succession planning.
  - 6.3 Provide the Superintendent with clear corporate direction.
  - 6.4 Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the *Education Act*.
  - 6.5 Respect the authority of the Superintendent to carry out executive action and support the Superintendent’s actions which are exercised within the delegated discretionary powers of the position.
  - 6.6 Demonstrate respect, integrity, and support, which is then conveyed to the staff and the community.
  - 6.7 Provide oversight of the Superintendent, including through annual evaluations of the Superintendent.
  - 6.8 Develop pre-established performance expectations and appraisal tools for evaluating and overseeing the Superintendent.
  - 6.9 Annually review the compensation of the Superintendent.
7. Board Development
  - 7.1 Create a Board development plan for governance excellence considering the fiduciary, strategic and generative engagement modes.
  - 7.2 Annually evaluate Board effectiveness in meeting strategic plan performance indicators and determine future expectations.
  - 7.3 Engage in Board member recruitment and succession planning.
  - 7.4 Appoint an individual to fulfill the role of the Secretary (FFCA Bylaws, Article VIII, 8.4 & *Education Act*, section 68). This individual may also be appointed as Treasurer of

the Board. The Board may direct the Superintendent to appoint an appropriate employee of the Society to serve in the role of Secretary.

## 8. Fiscal Accountability

- 8.1 Appoint an individual to fulfill the role of the Treasurer (FFCA Bylaws, Article VIII, 8.5 & *Education Act*, section 68). This individual may also be appointed as Secretary of the Board. The Board may direct the Superintendent to appoint an appropriate employee of the Society to serve in the role of Secretary.
- 8.2 Approve budget principles and establish priorities at the outset of the budget process.
- 8.3 Approve the annual budget and allocation of resources to achieve the preferred future.
- 8.4 Approve substantive budget adjustments when necessary.
- 8.5 Monitor the fiscal management of FFCA through receipt of, at minimum quarterly variance analyses and year-end projections.
- 8.6 Establish an Audit Committee, receive the Audit Report and ensure the management letter recommendations are addressed.
- 8.7 Approve the Three-Year Capital Plan annually for submission to Alberta Education.
- 8.8 Set the parameters for negotiations after soliciting advice from the Superintendent and others.
- 8.9 Approve borrowing for material expenditures and investment parameters.
- 8.10 Approve transfer of funds to/from reserves.
- 8.11 Ensure all expenditures are regularly reviewed to test their relevancy, effectiveness, and efficiency against desired outcomes.
- 8.12 Explore fund development opportunities.

## SELECTED RESPONSIBILITIES

Subject to the requirements and limitations of the *Education Act* and related regulations, including the *Disposition of Property Regulation*, and *Charter Schools Exemption and Application Regulation*, the Board shall:

1. Acquire and dispose of land and buildings; ensure appropriate permits and enforceable long-term interests in land are in place prior to capital project construction.
2. Approve transportation service areas.
3. Name campuses and other FFCA-owned or leased facilities.
4. Approve the School calendar.
5. Provide for recognition of staff and parents.
6. Make a recommendation to the Minister for the dissolution of a School Council.
7. Approve the Superintendent's contract.
8. Approve Board scholarship(s) recipient(s).
9. Approve acquired and locally developed courses.
10. Approve annual fees for School instructional resources and transportation.
11. Approve expense reimbursement rates.

Original Approval Date: March 16, 2016

Revision Dates: June 21, 2023

References: Education Act Sections 25, 26, 27, 33, 52, 53, 60, 67, 68, 87, 88 139, 222  
Disposition of Property Regulation, AR 86/2019  
Charter Schools Exemption and Application Regulation, AR 76/2019  
Charter Schools Regulation, AR 85/2019  
FFCA Society Bylaws





## POLICY 4 – DIRECTOR CODE OF CONDUCT

### PREAMBLE

Foundations for the Future Charter Academy (FFCA) Directors will maintain a standard of conduct commensurate with the responsibilities associated with being the elected representatives of Society members.

The FFCA Charter Board (the “Board”) commits itself and its members to conduct that meets the highest ethical standards and is focused on students’ best interests. All personal interactions and relationships will be characterized by mutual respect, acknowledging dignity, and affirming each person’s worth.

### SPECIFICALLY:

1. Directors must carry out their responsibilities as detailed in Policy 3 – Role of the Director with reasonable diligence.
2. Directors must continuously and at all times meet the requirements to be a Director under Society Bylaws (FFCA Bylaws Article III, 3.2 and 3.3)
3. Directors must work with fellow Charter Board members in a spirit of harmony and cooperation despite differences of opinion during debate.
4. Directors shall reflect the Charter Board’s policies and resolutions when communicating with the public.
5. Directors must respect issues of a sensitive or confidential nature.
6. Fiduciary responsibility supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other Boards or staffs or acting as an individual consumer of FFCA’s services.
7. Directors must represent the Board responsibly in all Board-related matters with proper etiquette and respect for others.
8. Directors must disclose the nature of any conflict of interest (aka Fiduciary interest) and abstain and absent themselves from discussion or voting on the matter in question the definition of “Pecuniary Interest” in Part 4, Division 5 of the *Education Act* and as required by:
  - 8.1 Part 4, Division 5 of the *Education Act*
  - 8.2 Policy 3 – Role of the Director; and,
  - 8.3 FFCA Bylaws Article III, 3.11
9. Directors must not use their influence to obtain employment with FFCA, or a contractual benefit with FFCA, for family members or friends.
10. Attendance by the Directors at Public Board Meetings and Board Working Sessions is mandatory except in the case of illness or as approved by the Board Chairperson. (See FFCA Bylaws Article III, 3.10)
11. The consequences for the failure of individual Directors to adhere to the Director Code of Conduct are specified in Policy 4 Appendix 1 – Director Code of Conduct Sanctions.

Original Approval Date: March 16, 2016

Revision Dates: June 21, 2023

References: Education Act Sections 27, 33, 53, 59.1, 64, 67, 85, 88, 90, 91 (except clauses b and c), 92, 93, 94  
Charter Schools Regulation, AR 85/2019  
FFCA Bylaws

## APPENDIX: DIRECTOR CODE OF CONDUCT SANCTIONS

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1. For the purposes of Policy 4 – Appendix, the “Charter Board Chair” shall be deemed to be the Vice-Chair for every and any circumstance where the letter of complaint (referred to in paragraph 4) alleges that the Charter Board Chair has violated the Director Code of Conduct.
2. Directors must conduct themselves ethically and prudently in compliance with the Director Code of Conduct, Policy 4. The Directors’ failure to conduct themselves in compliance with this policy may result in the Charter Board instituting sanctions.
3. A Director who believes that a fellow Director has violated the Director Code of Conduct may seek resolution of the matter through appropriate conciliatory measures before commencing an official complaint under the Director Code of Conduct.
4. A Director who wishes to commence a complaint under the Director Code of Conduct shall file a letter of complaint with the Charter Board Chair within thirty (30) days of the alleged event occurring, which states: (1) the name of the Director alleged to have violated the Director Code of Conduct; (2) the particulars of the alleged violation; and, (3) the section or sections of the Director Code of Conduct alleged to have been violated.
5. The Director who is alleged to have violated the Director Code of Conduct and all other Directors must be forwarded a copy of the letter of complaint by the Charter Board Chair within five (5) days of receipt by the Charter Board Chair of the letter of complaint.
6. When a Director files a letter of complaint and a copy of that letter of complaint is forwarded to all Directors, the filing, notification, content, and nature of the complaint shall be deemed to be strictly confidential, the public disclosure of which shall be a violation of the Director Code of Conduct. Public disclosure of the complaint and any resulting decision taken by the Charter Board may be disclosed by the Charter Board Chair only at the Charter Board’s direction, following the complaint’s disposition at a Director Code of Conduct hearing.
7. To ensure that the complaint has merit to be considered and reviewed, at least one (1) other Director must provide to the Charter Board Chair within three (3) days of the notice in writing of the complaint being forwarded to all Directors a letter indicating support for having the complaint heard at a Director Code of Conduct hearing. Any Director who forwards such a letter of support shall not be disqualified from attending and deliberating upon the complaint at a Director Code of Conduct hearing convened to hear the matter solely for having issued such a letter.
8. Where the Charter Board Chair receives no letter supporting a hearing in the three (3) business day period referred to in section 5 above, the complaint will not be heard. The Charter Board Chair shall notify all other Directors in writing that no further action of the Charter Board will occur.
9. Where the Charter Board Chair receives a letter supporting a hearing in the three (3) day period referred to in section 5 above, the Charter Board Chair shall convene, as soon as is reasonable, a special meeting of the Charter Board to allow the complaining Director to present their views of the alleged violation of the Director Code of Conduct.
10. At said special meeting of the Charter Board, the Charter Board Chair shall indicate, at the commencement of the meeting, the nature of the business to be transacted and that the complaint shall be heard in a closed session of the special meeting. Without limiting what



appears below, the Charter Board Chair shall ensure fairness in dealing with the complaint by adhering to the following procedures:

- 10.1 The Director Code of Conduct complaint shall be conducted at a closed session, Director Code of Conduct hearing, of a special Charter Board meeting convened for that purpose. All preliminary matters, including whether one (1) or more Directors may have a conflict of interest in hearing the presentations regarding the complaint, must be dealt with before the presentation of the complaint on behalf of the complaining Director.
  - 10.2 The sequence of the Director Code of Conduct hearing shall be:
    - 10.2.1 The complaining Director shall provide a presentation which may be written or oral, or both;
    - 10.2.2 The respondent Director shall provide a presentation which may be written or oral, or both;
    - 10.2.3 The complaining Director shall then be allowed to reply to the respondent Director's presentation;
    - 10.2.4 The respondent Director shall be provided with a further opportunity to respond to the complaining Director's presentation and subsequent remarks;
    - 10.2.5 The remaining Directors of the Charter Board shall be allowed to ask questions of both parties;
    - 10.2.6 The complaining Director shall be allowed to make final comments; and
    - 10.2.7 The respondent Director shall be allowed to make final comments.
  - 10.3 Following the presentation of the parties' respective positions, the parties and all persons other than the remaining Directors who do not have a conflict of interest must leave the room, and the remaining Directors shall deliberate in private, without assistance from administration. The Charter Board may, however, at its discretion, call upon legal advisors to assist them on points of law or the drafting of a resolution.
  - 10.4 If the remaining Directors in deliberation require further information or clarification, the parties shall be reconvened, and the requests made in both parties' presence. If the information is not readily available, the presiding Chair may request a recess or, if necessary, an adjournment of the Director Code of Conduct hearing to a later date.
  - 10.5 In the case of an adjournment, no discussion whatsoever by Directors of the matters heard at the Director Code of Conduct hearing may occur until the meeting is reconvened.
  - 10.6 The remaining Directors, in deliberation, may draft a resolution indicating what action may be taken regarding the respondent Director.
  - 10.7 The presiding Chair shall reconvene the parties to the Director Code of Conduct hearing and request a motion to revert to the open meeting to pass the resolution.
  - 10.8 All documentation related to the Director Code of Conduct hearing shall be returned to the Superintendent or designate immediately after the Director Code of Conduct hearing and shall be retained according to legal requirements.
  - 10.9 The presiding Chair shall declare the special Charter Board meeting adjourned.
11. A violation of the Director Code of Conduct may result in the Charter Board instituting, without limiting what follows, any or all of the following sanctions:
    - 11.1 Having the Charter Board Chair write a letter of censure marked "personal and confidential" to the offending Director, on the approval of a majority of those Directors present and allowed to vote at the special meeting of the Charter Board;
    - 11.2 Having a motion of censure passed by a majority of those Directors present and allowed to vote at the special meeting of the Charter Board;
    - 11.3 Having a motion to remove the offending Director from one (1), some or all Charter Board committees or other appointments of the Charter Board passed by a majority

of those Directors present, excluding the offending Director, and allowed to vote at the special meeting of the Charter Board;

- 11.4 Having a motion to terminate the offending Director's membership on the Charter Board passed unanimously by those Directors present and allowed to vote at the Charter Board's special meeting.

12. Notwithstanding, the Director may be removed from office by the passage of a special resolution at a Special Meeting of the Society.

13. The Charter Board may, at its discretion, make public its findings at the special meeting or at a regular meeting of the Charter Board where the Charter Board has not upheld the complaint alleging a violation of the Charter Board's Director Code of Conduct or where there has been a withdrawal of the complaint or under any other circumstances that the Charter Board deems reasonable and appropriate to indicate its disposition of the complaint publicly.

Original Approval Date: March 16, 2016

Revision Dates: **June 21, 2023**

References: Education Act Sections 27, 33, 53, 59.1, 64, 67, 85, 88, 90, 91 (except clauses b and c), 92, 93, 94  
Charter Schools Regulation, AR 85/2019  
FFCA Bylaws



## POLICY 5 – ROLE OF THE CHARTER BOARD CHAIRPERSON

### PREAMBLE

The Foundations for the Future Charter Academy (FFCA) Charter Board (the “Board”) believes that its ability to discharge its obligation is enhanced when leadership and guidance are forthcoming from its membership.

The Board, at the Organizational Meeting and thereafter at any time as determined by the Board, shall elect one (1) of its members to serve as Board Chairperson, to hold office at the pleasure of the Board. The Board entrusts to the Board Chairperson primary responsibility for providing leadership and guidance.

FFCA distinguishes the role of the Board Chairperson from the role of the Board as a whole, insofar as the Board Chairperson acts at the direction of the Board in all matters pertaining to Board business.

The Board delegates to the Board Chairperson the following powers and duties:

1. Preside over all Board meetings and ensure that such meetings are conducted in accordance with the *Education Act*, Society Bylaws and the policies as established by the Board.
2. Before each Board meeting, confer with the other Executive Committee members on the items to be included on the agenda, the order of these items and become familiar with them.
3. Be familiar with basic meeting procedures.
4. Perform the following duties during Board meetings:
  - 4.1 Maintain the order and proper conduct and decorum of the meeting so that motions may be formally debated.
  - 4.2 Ensure that all issues before the Board are well-stated and clearly expressed.
  - 4.3 Ensure that the conduct of the Board is consistent with its own policies and bylaws, and those requirements imposed on it by legislation.
  - 4.4 Display firmness, courtesy, tact, impartiality, and willingness to give everyone an opportunity to speak on the subject under consideration.
  - 4.5 Ensure that the debate is relevant. The Board Chairperson, in keeping with their responsibility to ensure that debate must be relevant to the question, shall, when of the opinion that the discussion is not relevant to the question, remind members that they must speak to the question.
  - 4.6 Decide questions of order and procedure, subject to an appeal to the rest of the Board. The Board Chairperson may speak to points of order in preference to other members and shall decide questions of order, subject to an appeal to the Board by any member duly moved.
  - 4.7 Submit motions or other proposals to the final decision of the meeting by a formal show of hands.

- 4.8 Ensure that each Director present votes on all issues before the Board, except when a conflict of interest has been declared. **Reference Policy 3 - Role of the Director, Policy 4 - Director Code of Conduct, FFCA Bylaws Article III, 3.11 and Part 4, Division 5 of the *Education Act*.**
- 4.9 Extend hospitality to the Superintendent and staff, the media, and members of the public.
5. Keep informed of significant developments within FFCA.
6. Assist with the Board's orientation program for Directors.
7. Keep the Superintendent and the Board informed in a timely manner of all matters coming to the attention of the Chairperson that might affect FFCA.
8. Be in contact with the Superintendent to maintain a working knowledge of current issues and events, from a governance perspective.
9. Convey directly to the Superintendent such concerns related to the Chairperson by Directors, parents or students that may affect the administration of the Board.
10. Provide counsel to the Superintendent on governance matters, and as requested.
11. Review and approve the Superintendent's vacation entitlement and expenditure claims.
12. Bring to the Board all matters requiring a corporate decision of the Board.
13. Act as a signing authority for the Board as follows:
  - 13.1 As required by the Government of Alberta.
  - 13.2 As required by financial institutions.
14. Represent the Board, or arrange alternative representation, at official meetings or other public functions.
- 15. Ensure FFCA is represented at **appropriate external stakeholder engagements and organizations.****
16. Address inappropriate behaviour on the part of a Director.
17. Ensure the Board engages in regular assessments of its effectiveness as a Board.
18. Act on behalf of the Superintendent in their inability to act due to conflict of interest.

The FFCA Charter School Society delegates to the Board Chairperson the following powers and duties:

1. Act as the official spokesperson for the Board, except for those instances where the Board has delegated this role to another individual or group, and for FFCA when there are potential political implications.
2. Receive notice of Director resignations (FFCA Bylaws Section 3.8).

3. Exercise the right to excuse Directors from Board Meetings and Board Working Committee meetings for a valid illness (FFCA Bylaws Section 3.10).
4. Approve the minutes of all Public Board Meetings (FFCA Bylaws Section 5.7).
5. Approve the minutes of all Annual General Meetings (FFCA Bylaws Section 6.6).
6. Approve the minutes of all Special Meetings (FFCA Bylaws Section 7.5).
7. Be an *ex-officio* member of all Board Committees (FFCA Bylaws Section 8.2).
8. Act as a signing authority for the Society as required by the FFCA Bylaws Section 11.1.

Original Approval Date: March 16, 2016

Revision Dates: **June 21, 2023**; May 13, 2020;

References: Part 4, Division 5 of the Education Act.  
Societies Act Sections 9, 27  
FFCA Bylaws Article III, 3.11  
Policy 3 - Role of the Director  
Policy 4 - Director Code of Conduct



## **POLICY 6 – ROLE OF THE CHARTER BOARD VICE-CHAIRPERSON**

### **PREAMBLE**

The Board of Directors shall elect the Vice-Chairperson of Foundations for the Future Charter Academy (FFCA) at its Organizational Meeting and thereafter, at any time determined by the Board, to hold office during the pleasure of the Board.

### **SPECIFIC RESPONSIBILITIES**

1. The Vice-Chairperson shall assume the powers, **duties**, and responsibilities of the Board Chairperson (reference FFCA Bylaws Section 8.2 and Board Policy 5) where the Board Chairperson is absent or unable to act (FFCA Bylaws Section 8.3).
2. The Vice-Chairperson shall assist the Chairperson in ensuring that the Board operates in accordance with its own policies and in providing leadership and guidance to the Board.
3. **Before each Board meeting, the Vice-Chairperson shall confer with the Board Chairperson and other Executive Committee members on items to be included on the agenda, the order of these items and become familiar with them.**
4. **The Vice-Chairperson shall perform other duties and responsibilities assigned by the Board Chairperson or by the Board (FFCA Bylaws Section 8.3).**

Original Approval Date: March 16, 2016  
Revision Dates: **June 21, 2023**; May 13, 2020  
References: Education Act Sections 27, 53;  
Societies Act Sections 9, 27  
Alberta's Board Procedures Regulation  
FFCA Bylaws



## POLICY 9 – BEING HEARD

### PREAMBLE

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

### GUIDING PRINCIPLES

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

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

### PROCESS

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

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

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

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

## APPEALS TO BOARD

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

## PUBLIC INTEREST DISCLOSURE (WHISTLEBLOWER PROTECTION)

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

Original Approval Date: January 26, 2022

Revision Dates: **June 21, 2023**

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





## **POLICY 12 – ROLE OF THE SUPERINTENDENT / CEO**

### **PREAMBLE**

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

### **SPECIFIC AREAS OF RESPONSIBILITY**

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

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

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

## 9. Communications and Community Relations

- 9.1 Takes appropriate actions to ensure open, transparent, positive internal and external communications are developed and maintained.
- 9.2 Assures parents have a high level of satisfaction with the services provided and the responsiveness of FFCA.
- 9.3 Maintains effective relationships within FFCA and the community served by the School.
- 9.4 Promotes the principles contained in Policy 9 - Being Heard.
- 9.5 Ensures proper dispute resolution processes are in place.
- 9.6 Acts as, or designates, the Head of the organization for the purposes of the *Freedom of Information and Protection of Privacy (FOIP) Act*.
- 9.7 In consultation with the Board Chair, serves as a spokesperson for FFCA for the media and public to keep FFCA’s messages consistent and accurate.

## 10. Leadership Practices

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

Original Approval Date: May 20, 2015

Revision Dates: **June 21, 2023**; Sept. 9, 2020

References: Education Act Sections 53, 222  
Freedom of Information and Protection of Privacy Act  
FFCA Society Bylaws  
Policy 9 – Being Heard



## POLICY 14 – UNIFORMS

### PREAMBLE

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 which are those stated and shown in Appendix A and Appendix C respectively. Size charts are provided in Appendix B for convenience.
- 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: **June 21, 2023**; November 24, 2021

References: *Education Act Section 27, 32, 53, 196, 197, 222*  
FFCA 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](mailto:calgary@inschoolwear.com)

### GALA UNIFORM REQUIREMENTS

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

**Please note:**

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

## DAILY (NON-GALA) UNIFORM REQUIREMENTS

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

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

**Please note:**

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

## **GENERAL UNIFORM REQUIREMENTS**

- Students must be dressed in the appropriate uniform to attend class or field trips.
- All uniform items should fit properly and be kept clean and in good repair.
- All shirts are to be tucked in.
- All tunics and kilts must be of a modest length (to within 3 inches of the top of 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	<p>Students stay in uniform for physical education class removing vest OR cardigan.</p> <p>Students in tunics can 'change' for Physical education by removing their tunic and just wearing their modesty shorts (worn underneath tunic) which must be black</p> <p>Athletic shoes (non-marking) are required unless specified otherwise.</p>	<p>Students change for physical education class into physical education uniform clothing which must be purchased from the school.</p> <p>The gym uniform includes a selection of crested shirts, shorts, and pants.</p> <p>Athletic shoes (non-marking) are required unless specified otherwise.</p>	<p>Students change for physical education class into physical education uniform clothing which must be purchased from the school.</p> <p>The gym uniform includes a selection of crested shirts, shorts, and pants.</p> <p>Athletic shoes (non-marking) are required unless specified otherwise.</p>

These uniform (gala, daily, & phys ed) and casual day requirements will be strictly enforced, so please take the time to familiarize yourself with them. If you find that you have questions about the requirements, or a suggestion for the improvement of the uniform code, please contact your Campus Administration. They will ensure your questions are answered or that your suggestions are passed on to the Board.



## APPENDIX B – AVAILABLE UNIFORM SIZE CHART

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

- If a student requires custom sizes, they can be ordered through the supplier in advance (i.e., PRIOR TO MARCH 1<sup>st</sup> to have 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**

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**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





## **POLICY 16 – RECRUITMENT AND SELECTION OF SENIOR ADMINISTRATIVE PERSONNEL**

### **PREAMBLE**

The recruitment and selection of senior administrative personnel is a shared responsibility between the Foundations for the Future Charter Academy (FFCA) Charter Board (the “Board”) and the Superintendent. The Board further believes strong leadership is essential to the effective and efficient operation of Foundations for the Future Charter Academy.

### **SPECIFICALLY**

1. The Board, in the case of the Superintendent, or the Superintendent or designate, in all other instances, will assume the sole responsibility for initiating the advertising process and will make every reasonable effort to ensure all employees are made aware of staff vacancies.
2. The Board reserves unto itself the authority to establish senior central office administrative staff positions in addition to those of the **Superintendent, Secretary,** and Treasurer, or Secretary-Treasurer, which are statutory positions.
3. Each of these established positions shall have a role description, and each person occupying one of these positions shall have a written contract of employment.
4. The Board has the sole authority to recruit and select an individual for the position of Superintendent.
5. The following process will be followed for the **Secretary, Treasurer** or Secretary-Treasurer and all other senior administration direct reports to the Superintendent, excluding Principal Educator positions:
  - 5.1 The Board shall name two Directors to serve on the Selection Committee;
  - 5.2 The Superintendent, or designate, and a minimum of one additional individual selected by the Superintendent shall also serve on the Selection Committee; and
  - 5.3 The successful candidate must be supported by a clear majority of the Selection Committee. The Superintendent must be one of the votes in the majority.
  - 5.4 The Superintendent is delegated full authority to determine contract renewals for the Secretary-Treasurer and other senior administrator direct reports.
6. **For Principal** Educator positions, one FFCA Director and other team members, as determined by the Superintendent, will be involved in the hiring process on an advisory **basis.** The Superintendent is delegated full authority to make all decisions regarding the term and/or continuing appointments of central office coordinators and campus-based administrators in adherence to all HR policies and administrative procedures.
7. The Superintendent is delegated full authority to recruit and select staff for all campus-based positions, other than the Principal Educator, in adherence to all HR policies and administrative procedures.
8. All offers of employment shall be conditional on the successful applicant providing a criminal record check and a Child Welfare Information Services (CWIS) check that is acceptable to the Superintendent. Additionally, the Superintendent may require documentation certifying that the candidate is medically fit for the position.

Original Approval Date: February 17, 2016

Revision Dates: **June 21, 2023**

References: Education Act Section 27, 53, 68, 202, 204, 222, 224, 225  
Freedom of Information and Protection of Privacy Act  
Societies Act, Section 9  
FFCA Society Bylaws



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

### **PREAMBLE**

Inclusion and a sense of belonging for all staff and students stem from creating an environment in which we focus on all the ways in which everyone has an equal right to be a welcomed, respected and cared for member of the Foundations for the Future Charter Academy (FFCA) staff or student body.

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

The Board is further obligated to protect all students from harassment, discrimination, and violence during FFCA's campus-related activities, whether on campus or off. All those involved with FFCA, including directors, employees, students, parents, volunteers, contractors, and visitors, must share in the responsibility for eliminating bullying, discrimination, harassment, and violence. The Board prohibits bullying, harassment, discriminatory, and violent behaviours and expects allegations of such behaviours to be investigated in a timely and respectful manner. The Board expects complainants to follow the Being Heard process and will make every effort to protect individuals' identities.

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

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

### **SPECIFICALLY**

1. The Board acknowledges its responsibility to ensure welcoming, caring, respectful, safe, and inclusive learning environments for all students. It recognizes the importance of students' emotional, social, intellectual, and physical wellness to their success in school and expects students to adhere to the Student Code of Conduct.
2. The Board expects all directors, employees, students, parents, volunteers, visitors, and contractors to embrace and support this policy. This policy covers behaviour not only at all campuses, but also at any campus-related functions. This applies whether contact is face-to-face, by phone, fax, e-mail, online (Internet or Intranet), or by any other means of communication. Threatening, harassing, intimidating, assaulting, or bullying any person within the FFCA community, including aggressive behaviours by any person within the FFCA community, is prohibited. Bullying is defined in the *Education Act* (Section 1.1 (d)).

3. The Board encourages reporting to a member of campus staff or administration all incidents of threats, harassment, intimidation, assault, violent behaviour and/or bullying, regardless of the identity of the alleged harasser or offender in accordance with *Policy 09 - Being Heard* or *AP-G-801.1 Public Interest Disclosure (Whistleblower)*.
4. The Board supports the establishment of student organizations and student-led activities that promote equality and non-discrimination, including but not limited to gay-straight alliances, queer-straight alliances, diversity clubs, anti-racism clubs and anti-bullying clubs.

Original Approval Date: February 17, 2016  
Revision Dates: **June 21, 2023**; June 22, 2022; May 12, 2021  
References: *Education Act*  
*Alberta Human Rights Act*  
*Occupational Health and Safety Act*  
*Canadian Charter of Rights and Freedoms*  
*Criminal Code*  
Preamble, *Youth Criminal Justice Act* (S.C 2002, c. 1)  
*Freedom of Information and Protection of Privacy Act*  
Practice Review of Teachers and Teacher Leaders Regulations  
FFCA Policy 9 - Being Heard  
AP-G-801.1 Public Interest Disclosure (Whistleblower)



## **APPENDIX A: STUDENT CODE OF CONDUCT**

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

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

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

### **SPECIFICALLY**

1. In displaying acceptable behaviour, students are expected to:
  - 1.1 Use their abilities and talents to gain maximum learning benefits from their school experiences;
  - 1.2 Contribute to a climate of mutual trust and respect conducive to effective learning, personal development, and social living;
  - 1.3 Co-operate fully with everyone authorized by FFCA to provide education programs and other services;
  - 1.4 Comply with all applicable federal, provincial, and municipal laws, and the rules of FFCA and its campuses;
  - 1.5 Account to their teachers for their conduct;
  - 1.6 Attend at their campus regularly and punctually;
  - 1.7 Use non-violent means to resolve conflict;
  - 1.8 Treat all other students and staff with dignity, respect, and fairness at all times;
  - 1.9 Contribute to a learning environment that is free from physical, emotional, and social abuse;
  - 1.10 Take appropriate measures to help those in need; and
  - 1.11 Demonstrate honesty and integrity.
2. Students are accountable for demonstrating respect for:
  - 2.1 Authority;
  - 2.2 Others and their property;
  - 2.3 School property, equipment, and textbooks; and

- 2.4 Differences in ethnicity, race, religion, gender, and sexual orientation.
3. Students are prohibited from engaging in unacceptable behaviour, whether it occurs within the campus building, during school or school-related trips or activities, or by electronic means. Examples of such behaviours include, but are not limited to:
  - 3.1 Use, possession of, sale, distribution of or active contact with a weapon on a student's person, in a student's locker or desk, on FFCA property, or in a vehicle on FFCA property used by a student or occupied by a student as a passenger;
  - 3.2 Threats;
  - 3.3 Conduct which endangers others;
  - 3.4 Encouraging conduct which endangers or may endanger others;
  - 3.5 Encouraging unacceptable conduct;
  - 3.6 Use or display of improper, obscene, or abusive language;
  - 3.7 Distribution or display of offensive messages or pictures;
  - 3.8 Theft, including identity theft;
  - 3.9 Intimidation and/or assault;
  - 3.10 Willful damage FFCA or others' property;
  - 3.11 Use, possession of, distribution of, or active contact with, or collection of money for illicit drugs, cannabis, alcohol, or inhalants in a campus, on FFCA property or in the context of any campus-related activity;
  - 3.12 Attending at a campus or any campus-related activity under the influence of illicit drugs, cannabis, alcohol, or inhalants;
  - 3.13 Personal or sexual harassment;
  - 3.14 Hazing, initiation activities; the formation or the operation of sororities, fraternities, gangs, and secret organizations;
  - 3.15 Extortion;
  - 3.16 Disruptive behaviour, willful disobedience, or defiance of authority;
  - 3.17 Interfering with the orderly conduct of classes or the campus;
  - 3.18 Tampering with fire alarms and safety equipment;
  - 3.19 Criminal activity;
  - 3.20 Workplace violence;
  - 3.21 Bullying, including cyber-bullying; and retribution against any person who has intervened to prevent or report bullying or any other incident or safety concern; and
  - 3.22 Inappropriate information technology/social media use.
4. Unacceptable student behaviour:
  - 4.1 May be grounds for disciplinary action; and
  - 4.2 Provides an opportunity for critical learning in the areas of:
    - 4.2.1. Personal accountability and responsibility;
    - 4.2.2. The development of empathy;
    - 4.2.3. Conflict resolution;
    - 4.2.4. Communication; and
    - 4.2.5. Social skills development.

5. When responding to unacceptable student behaviour, the following are to be considered:
  - 5.1 The effect of the student's behaviour upon other students, the staff, the campus, FFCA, and the community;
  - 5.2 The nature of the action or incident that calls for disciplinary or alternative measures;
  - 5.3 The student's previous conduct and previous interventions;
  - 5.4 The student's age, maturity, and abilities;
  - 5.5 The impact of proposed action on the student's future behaviour;
  - 5.6 The student's learning needs; and
  - 5.7 Any other information considered appropriate or relevant.
  
6. The consequences of unacceptable behaviour may be:
  - 6.1 Assignment of a student whose behaviour is unacceptable, disruptive, or destructive to an alternate supervised location;
  - 6.2 Short-term removal of privileges;
  - 6.3 Detention;
  - 6.4 Use of reasonable force as required by way of correction to restrain a student from carrying out a violent or destructive act that could harm the student or others;
  - 6.5 Alternative interventions such as community conferencing or other forms of restorative justice;
  - 6.6 Corrective student transfer;
  - 6.7 Suspension; and
  - 6.8 Recommendation for expulsion.
  
7. Students will contribute, to the greatest extent possible, to a learning environment that is well-ordered, peaceful, safe, non-threatening, and conducive to learning and optimal growth.

## **APPENDIX B: STAFF STANDARDS OF CONDUCT**

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Statutory and Professional Expectations – All employees are expected to meet all conduct expectations established in relevant statutes such as the [Practice Review of Teachers and Teacher Leaders Regulation](#), as well as any conduct requirements specific to their position as identified by their relevant professional bodies (e.g., College of Alberta Psychologists, Alberta College of Social Workers, etc.).

Professional Relationships with Students & Families – While staff are expected to develop caring relationships with the students and/or families with whom they work, these relationships are to be maintained at a professional level, and personal social relationships are not to be pursued. In situations in which prior personal social relationships with students and/or families exist, employees are expected to minimize actions which could create real or perceived inequities in the treatment of students and/or families. Employees may accept small gifts of acknowledgement and appreciation (\$75 max.) from students and/or families, but these gifts should not be of such significance that they may be interpreted as payment for services or create the potential for real or perceived inequities in the treatment of students and/or families.

Collegial Collaboration and Conflict – FFCA staff are expected to work collaboratively with their colleagues to serve the best interests of FFCA. Professional disagreements are an expected element of effective collaboration; however, conflicts should not have a detrimental effect on professional performance and collaboration. Employees are expected to follow FFCA policies and procedures relating to stakeholder communication (e.g. [Policy 9 - Being Heard](#)). Employees will not:

- (a) undermine the confidence of co-workers, students, or parents in other colleagues; or
- (b) criticize the competence/damage the reputation of a colleague. Comments/ criticisms are expected to be made in confidence to an appropriate school official (after informing the colleague of that criticism) OR to the appropriate regulatory body according to their procedures.

Professional Representation – FFCA employees are agents of FFCA and are expected to positively represent FFCA both within and outside the organization. Any concerns that the employee has about FFCA, its Board, administration or the organization's operations are to be expressed through appropriate channels. [Policy 9 - Being Heard](#) provides direction in this regard.

Confidentiality – Information that belongs to or is used by FFCA, and is not publicly known, will be treated as confidential by staff. Knowledge about staff, students and their families learned through FFCA employment is strictly confidential.

Proprietary Resources – FFCA facilities, materials, equipment, or intellectual property may not be used by FFCA staff for any purpose unrelated to FFCA business without proper consent of the Superintendent or designate.

Conflict of Interest – FFCA staff have a duty to report to their immediate supervisor any potential conflict of interest, which is defined as "a conflict between the public and private interests of somebody in an official position, or conflicts between a number of public positions."

Attendance and Punctuality – FFCA staff are expected to punctually report to work as scheduled by their supervising administrator.

Dress & Deportment - FFCA staff are expected to dress and act in a professional manner while at work and when representing the school in the community. Staff dress and deportment should blend

practicality and comfort with a level of professionalism that conveys the importance of our mission and the primacy of learning and teaching within our schools.

Impairment / Substance Possession and/or Use – No employee is permitted to enter or remain on school property while their ability to work is affected by use of any substance, including prescription medications, alcohol, cannabis, or illegal substances. Staff are required to notify their supervisor of any medication they are taking, including any medical cannabis, which could impair their work performance. The possession or use of alcohol, cannabis or illegal substances, or the use of potentially impairing medications on the job without prior authorization is prohibited.

Criminal Acts – Employees are required to disclose involvement in any matter that may arise in relation to their ability to maintain a clear Criminal Record status.

*NOTE: Supervisors are responsible for the administration of these expectations. Chronic or severe failure to act in accordance with these standards may result in disciplinary action, including formal reprimand, suspension, or termination of employment.*



## **POLICY 3 – ROLE OF THE DIRECTOR**

### **PREAMBLE**

The role of the Foundations for the Future Charter Academy (FFCA) Board Director is to contribute to the Board as it carries out its mandate to achieve its core purpose. The Oath of Office sworn or affirmed by each Director when they assume office binds that person to work diligently and faithfully in the cause of public charter education.

Individual Directors exercise an effective decision-making role in the context of corporate action. Their powers exist only as part of the Board in this decision-making role.

Unless granted specific authority by a Board motion to act on behalf of the Board, a Director acting individually has only the authority and status of any other Society member. Individual Directors do not have the authority to direct the Superintendent or staff.

The Board may, by way of motion, grant an Individual Director to act on behalf of the Board in which case the Individual Director may act as agent of the Board within the scope of authority granted by the motion. In such cases, the Director's actions are those of the Board.

### **SPECIFIC RESPONSIBILITIES OF INDIVIDUAL DIRECTORS**

In carrying out their role, each Board Director shall be responsible for all matters indicated below and shall:

1. Become familiar with Society bylaws, Board Policies and Administrative Procedures, meeting agendas and reports to participate in Board business;
2. Abide by the fiduciary responsibility to FFCA to act in the best interests of FFCA, meaning that the Director must place FFCA interests ahead of all other interests when serving and acting in the Director role;
3. Vote on every Board motion, unless there is a conflict of interest in which case the Director shall disclose the Interest as outlined herein;
4. Support a majority vote of the Board as if the vote had been unanimous;
5. Provide for the engagement of parents, students and the community in matters related to education at FFCA;
6. Respectfully bring forward and advocate for issues and concerns that are relevant to the purpose of the Board, the interests of Society Members as members of the Society, and the interests of students as relate to their education;
7. Refer matters not covered by Board policy but requiring a corporate decision to the Board for discussion;
8. Refer administrative and operational matters to the Superintendent and work to maintain the division between governance and operational responsibilities;

9. Upon receiving a complaint or an inquiry from a parent, staff member or community member about operations, refer the parent, staff member or community member back to the teacher, principal educator or department and inform the Superintendent or designate of this action as per FFCA's "Being Heard" document;
10. Keep the Superintendent and the Board informed in a timely manner of all material matters coming to his/her attention that might affect FFCA. Personnel matters are to be brought to the attention of the Superintendent only;
11. Attend Board meetings, working sessions and committee meetings as assigned, having reviewed all applicable materials, and being prepared to participate in, and contribute to, the decisions of the Charter Board to work towards the best solutions possible for education within FFCA;
12. When delegated responsibility, will exercise such authority within the defined terms of reference responsibly and effectively;
13. Participate in Board/Director development sessions so the FFCA quality of leadership and service can be enhanced;
14. Be mindful of provincial, national, and international educational issues and trends;
15. Share the materials and ideas gained with fellow Directors at a Board meeting following a Director development activity;
16. Strive to develop a positive and respectful learning and working culture both within the Board and FFCA;
17. Attend FFCA functions and events when designated or formally invited as a Board representative and where reasonably possible;
18. Become familiar with, and adhere to the Director Code of Conduct; and
19. Report any known violation of the Director Code of Conduct to the Board Chair or, where applicable, to the Vice-Chair.

## **ORIENTATION**

As a result of elections and appointments, the Board may experience changes in membership. To ensure continuity and facilitate the smooth transition from one Charter Board to the next, the Board believes an orientation program is necessary for effective Directorship. Directors must attend all aspects of the orientation program.

1. After each election, the returning Directors will host a preliminary orientation session for newly elected Directors and any newly appointed Directors before the Organizational Meeting, including a review of and an expression of interest in Board assignments and committees.
2. As part of the orientation, the returning Directors will brief the newly elected Directors on:
  - 2.1 The role of the Director and the Board;
  - 2.2 Board policies, agendas, and minutes;
  - 2.3 Organizational structures and practices of FFCA;

- 2.4 Existing FFCA initiatives, annual reports, budgets, financial statements, short-term priorities, and long-range plans;
  - 2.5 FFCA programs and services;
  - 2.6 The Board's function as an appeal body;
  - 2.7 Statutory and regulatory requirements, including responsibilities concerning conflict of interest;
  - 2.8 Director remuneration and expenses; and
  - 2.9 FFCA's history and guiding principles.
3. The orientation program may also include the following:
    - 3.1 A tour of FFCA's Central Office and the opportunity to meet FFCA office staff; and
    - 3.2 A tour of the campuses and the opportunity to meet principals and staff.
  4. The Superintendent is responsible for supporting the development and implementation of FFCA's orientation session for Directors.
  5. Returning Directors will support and help newly elected Directors become informed about history, functions, policies, procedures, and issues.

#### **DISCLOSING A CONFLICT OF INTEREST**

1. When a Director (who is present) has a fiduciary interest in a matter before the Board (including a committee to which the Director is appointed as a representative of the Board), then the Director must:
  - 1.1 Disclose the general nature of the fiduciary interest prior to any discussion of that matter;
  - 1.2 Abstain from voting on any question relating to that matter;
  - 1.3 Abstain from discussing that matter; and,
  - 1.4 Leave the forum or room in which the meeting is being held until the discussion and voting on that matter are finished
2. If the Director was temporarily absent from a meeting when that matter was introduced, the Director shall disclose the general nature of the Director's fiduciary interest in that matter immediately and then comply with 1.4
3. The disclosure of the Director's fiduciary interest and the Director's abstention from any vote on that matter shall be recorded in the minutes of the meeting

Original Approval Date: March 16, 2016

Revision Dates: **Under review - First Reading: June 21, 2023;** May 13, 2020

References: Education Act Sections 33, 52, 53, 64, 67, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96  
 Commissioner of Oaths Act Section 6  
 FFCA Society Bylaws



## **APPENDIX: SERVICES, MATERIALS AND EQUIPMENT PROVIDED TO DIRECTORS**

FFCA will provide Directors with the following services, materials, and equipment from within the Charter Board governance budget while in office:

1. Reference access to:
  - 1.1 The *Education Act*, the Regulations, and related documents
  - 1.2 Charter Board Policy Handbook and Administrative Procedures Manual
  - 1.3 Current FFCA documents:
    - 1.3.1 Budget
    - 1.3.2 Capital Plan
    - 1.3.3 Three-Year Education Plan/Report
    - 1.3.4 Audited Financial Statements
    - 1.3.5 Charter
    - 1.3.6 Bylaws
  - 1.4 School year and meeting calendars
  - 1.5 Current telephone listings of campuses
2. Communications/Public Relations
  - 2.1 Notification of significant media events
  - 2.2 Name tags, business cards and lapel pins
  - 2.3 Key messages as required
  - 2.4 Individual and Charter Board photographs
3. Administrative/secretarial services through the Superintendent
  - 3.1 Access to interoffice mail
  - 3.2 Conference registration, travel, and accommodation arrangements
  - 3.3 Email address and service support
  - 3.4 Photocopying and related secretarial services
  - 3.5 Coordination of events sponsored by the Charter Board
4. Equipment
  - 4.1 FFCA may provide Directors with standard office equipment to assist in FFCA communications.
  - 4.2 At the end of their term and after reformatting, Directors may purchase the Charter Board-provided office equipment at fair market value.
  - 4.3 An outgoing Director will return the Charter Board-provided equipment within seven (7) days following an election or resignation.
  - 4.4 The Technology Department will establish a replacement program for the Charter Board-provided office equipment.
  - 4.5 The Technology Department will maintain all Charter Board-provided equipment.
  - 4.6 The Technology Department will maintain a record of equipment on loan to each Director.
  - 4.7 Directors must utilize due diligence to ensure the security of the equipment.

Legal Reference: Education Act Sections 33, 52, 53, 64, 67, 85, 86, 87, 88, 89

Under review: First Reading – June 21, 2023



## **POLICY 07 – CHARTER BOARD OPERATIONS**

As the body entrusted by The Foundations for the Future Charter Academy (FFCA) Charter School Society to act on behalf of the Society in the governance of the School, as set out in Article III of the Society bylaws, the Charter Board will manage the business of the Society. The Charter Board's ability to discharge its obligations in an efficient and effective manner is dependent upon the development and implementation of a sound organizational design. In order to discharge its responsibilities, the Charter Board shall hold meetings as often as necessary. A quorum, which is a simple majority of the number of currently serving Directors (FFCA Bylaws Section 5.5), must be present in order to constitute a meeting of the Charter Board. The Charter Board has adopted policies, including this Policy 7, so the business of the Charter Board can be conducted in an orderly and efficient manner.

The Charter Board shall meet regularly, according to the schedule of meeting dates established annually. The Charter Board Chairperson shall call or cancel meetings, as required.

The Charter Board's fundamental obligation is to preserve and enhance its Charter and the public trust in education, generally, and in the affairs of its operations in particular. Consistent with its objective to encourage FFCA stakeholders to contribute to the educational process, Charter Board meetings will be open to the public. Towards this end, the Charter Board believes its affairs must be conducted in public to the greatest extent possible and in a format that encourages stakeholder participation.

There are times when public interest is best served by private discussion of specific issues in closed working sessions.

Having members of the Society make presentations at Charter Board meetings can enhance member interest.

Public forums dealing with specific educational topics can enhance communications and the effectiveness of the Charter Board.

### **1. Organizational Meeting**

- 1.1 An Organizational Meeting of the Charter Board shall be held annually. The first official meeting of the Charter Board following election of Directors shall be an Organizational Meeting.
- 1.2 The Superintendent or designate will give notice of the Organizational Meeting to each Director as if it were a Special Meeting. The Superintendent or designate shall call the meeting to order and act as Chairperson of the meeting until a Chairperson is elected.
- 1.3 Each new Director will take the Oath of Office immediately following the call to order of the Organizational Meeting. .
- 1.4 The Board will elect one Director to act as Chairperson by ranked secret ballot (see Appendix B) unless the Charter Board has unanimously resolved to elect a Board Chair by an alternate process. Upon election as Chair, the Charter Board

Chairperson shall preside over the remainder of the Organizational Meeting. The Board Chairperson shall normally be elected for a period of one year.

- 1.5 The Board shall, in addition:
  - 1.5.1 Elect one Director to act as Vice-Chairperson by ranked secret ballot;
  - 1.5.2 Subject to 1.5.4, elect one Director to act as secretary by ranked secret ballot, or The Board may vote to delegate the duties of the secretary, through the Superintendent, to a staff member;
  - 1.5.3 Subject to 1.5.4, elect one Director to act as Treasurer by ranked secret ballot, or The Board may vote to delegate the duties of the Treasurer, through the Superintendent, to a staff member;
  - 1.5.4 Instead of 1.5.2 and 1.5.3, the Board may elect one Director to act as both Secretary and Treasurer (i.e. Secretary-Treasurer) The Board may delegate the duties of the Secretary-Treasurer through the Superintendent to a staff member;
  - 1.5.5 Appoint Directors to serve as members for Charter Board Committees (Policy 8).
  - 1.5.6 Appoint Charter Board representation on the various Boards or committees of organizations or agencies where the Charter Board has regular representation, as appropriate, including The Association of Alberta Public Charter Schools (TAAPCS);
  - 1.5.7 Establish an annual Charter Board calendar;
  - 1.5.8 Review Foundations for the Future Charter Academy (FFCA) banking arrangements;
  - 1.5.9 Review FFCA audit arrangements;
  - 1.5.10 Review the Directors' Handbook;
  - 1.5.11 Address other organizational items as required.

## 2. Public/Regular Board Meetings (Regular Board Meetings)

Regular Board Meetings will be held in accordance with the approved annual Charter Board calendar in a location, manner and at a time set by the Executive Committee. Notices of Regular Board Meetings will be posted on the FFCA website and notification to Society members via email a minimum of forty-eight (48) hours prior to the meeting or as otherwise permitted or required by FFCA Bylaws.

- 2.1 The Board will hold public Charter Board meetings a minimum of four (4) times per school year.
- 2.2 Notwithstanding the schedule established at the Organizational Meeting, the Charter Board may alter the schedule for Regular Board Meetings in such manner as it deems appropriate. All Directors shall notify the Charter Board Chairperson if they are unable to attend a Charter Board meeting. Failure to attend may result in disqualification.
- 2.3 All Directors who are absent from three consecutive meetings shall:
  - 2.3.1 Obtain authorization in advance by resolution of the Charter Board to do so; or
  - 2.3.2 Provide to the Charter Board Chairperson evidence of illness in the form of a medical certificate respecting the period of absence; or
  - 2.3.3 Obtain a leave of absence (for an extended period).
- 2.4 If both the Charter Board or Vice-Chairperson, through illness or other cause, are unable to perform the duties of the office of Charter Board Chair or are absent, the Charter Board shall appoint from among its members an acting Charter Board Chair, who on being so appointed has all the powers and shall perform all the

duties of the Charter Board Chairperson during the Charter Board Chair's and Vice-Chairperson's inability to act or absence.

- 2.5 The Superintendent and/or designate shall be entitled, and is expected, to attend Regular Board Meetings unless otherwise directed not to attend by the Board (such as when the Superintendent's contract is being discussed).

### 3. Special/Emergency Meetings (Special Meetings)

Occasionally, unanticipated or emergent issues require immediate Charter Board attention and/or action.

- 3.1 Unscheduled meetings of the Charter Board may be called by the Charter Board Chairperson or a majority of Directors.
- 3.2 Notice of a special meeting can be by phone, text or email.
- 3.3 Subject to 3.6, provided a quorum is present at a special meeting, the Charter Board may waive notice of the meeting and pass resolutions that can be acted upon.
- 3.4 Any business transactions or resolutions passed, and the minutes of the meeting, must be disclosed at the next regularly called public Charter Board meeting.
- 3.5 Special Meetings shall be open to the public, recognizing that specific agenda matters may be held in closed session.
- 3.6 During Special Meetings, the content of Board decision-making shall be limited to the matters identified in the notice of the Special meeting unless all Directors are present.
- 3.7 The Superintendent and/or designate shall be entitled and is expected to attend Special Meetings unless otherwise directed not to attend by the Board (such as when the Superintendent's contract is being discussed)..

### 4. Participation in Regular or Special Meetings by Electronic Means

In accordance with the relevant section(s) of the *Education Act* and FFCA Bylaws (Section 5.3), the Charter Board may hold a meeting using electronic means or other communication facilities, and Directors may "attend" such meetings remotely. The means used must enable each Director participating in the meeting and any members of the public attending the meeting to hear all the other Directors. Directors participating in such meetings by electronic means or other communication facilities are deemed to be present at the meeting.

- 4.1 At least one of the following persons named in each of 4.1.1 and 4.1.2 must be present at the Charter Board office during the meeting:
  - 4.1.1 A member of the Charter Board;
  - 4.1.2 The Superintendent or designate.
- 4.2 Reasonable steps must be taken to notify the public of the manner in which members of the public may participate.
- 4.3 A Director must ensure the means and location used to participate in the meeting will allow moving into closed session and will meet all requirements of a closed session.

### 5. Closed Sessions

The Bylaws of the FFCA Charter School Society define the term "Closed Session" to mean a meeting of the Board at which sensitive/confidential issues (e.g. related to personnel, legal, property) may be considered. The terms "private," "executive session," and "in-camera" are synonymous with "Closed Session."

The preservation and enhancement of the public's trust in the educational system is an important priority of the Charter Board. The Charter Board believes that public trust is preserved by conducting open Charter Board meetings. Notwithstanding this belief, occasionally matters of unusual sensitivity require the Charter Board to hold Closed Sessions.

- 5.1 The Charter Board may, by resolution, schedule a closed meeting at a time or place agreeable to the Charter Board or recess a meeting in progress for the purpose of meeting in closed session. Such resolutions shall be recorded in the minutes of the Charter Board and shall specify those individuals eligible to attend in addition to Directors and the Superintendent.
- 5.2 The Board may convene in closed session only to discuss matters of a sensitive nature, as per the *Charter Schools Regulation*, s. 14 and the *Education Act*, s. 64. Sensitive matters may include:
  - 5.2.1 Personal Information
    - 5.2.1.1 Individual students;
    - 5.2.1.2 Individual employees;
  - 5.2.2 Matters relating to confidential negotiations;
  - 5.2.3 Information relating to acquisition/disposal of real property;
  - 5.2.4 Litigation brought by or against the Charter Board;
  - 5.2.5 Other topics that a majority of the Directors present feel should be held in private, in the public interest.
- 5.3 Such sessions shall be closed to the public and press. The Charter Board shall only discuss the matter(s) that gave rise to the closed meeting. Charter Board members and other persons attending the session shall maintain confidentiality and shall not disclose the details of the discussion at such sessions.
- 5.4 During the Closed Session, the Charter Board shall not make any resolution except such resolution as required to end the Closed Session and reconvene the Charter Board in an open public meeting.
- 5.5 The resolution (motion) to go into closed session and the resolution to revert to a regular meeting must both be recorded in the minutes of the regular meeting.
- 5.6 Once the Charter Board reverts to a regular meeting, any decision reached during the closed session must be ratified by resolution to be of force.

## 6. Agenda for Regular Meetings

Unless the Charter Board Chairperson directs otherwise, the Superintendent is responsible for preparing an agenda for Charter Board meetings in consultation with the Charter Board Chairperson and the Vice-Chairperson. The Board authorizes the right for the Board Chairperson to set the agenda where the Chair deems it appropriate.

- 6.1 Items scheduled for a specific time shall be clearly identified on the agenda. The order of business will be established by the Executive Committee and may include:
  - 6.1.1 Call to order;
  - 6.1.2 Closed session (if necessary);
  - 6.1.3 Approval of agenda;
  - 6.1.4 Approval of consent agenda;
  - 6.1.5 Approval of minutes and electronic votes of the Charter Board;
  - 6.1.6 Business arising;
  - 6.1.7 Appointments/delegations;
  - 6.1.8 Action items;
  - 6.1.9 Discussion items;
  - 6.1.10 Policies;
  - 6.1.11 Administrative Procedures under review;

- 6.1.12 Reports and information items;
- 6.1.13 Open to gallery;
- 6.1.14 Charter Board Chair's remarks;
- 6.1.15 Adjournment.
- 6.2 The agenda will be supported by copies of letters, reports, contracts and other materials as are pertinent to the business that will come before the Charter Board and will be of value to the Charter Board in the performance of its duties. Each action item will include a clear recommendation.
- 6.3 Items may be placed on the agenda in one of the following ways:
  - 6.3.1 By submitting a request to the Charter Board Chairperson or Superintendent at least eight calendar days prior to the Charter Board meeting;
  - 6.3.2 By notice of motion at the previous meeting of the Charter Board;
  - 6.3.3 As a request from a committee of the Charter Board.
- 6.4 Agendas for all Regular Board Meetings will be made available a minimum of 48 hours prior to the meeting.
- 6.5 The agenda package, containing the agenda and supporting information, will be provided to each Director at least 48 hours prior to a Regular Board Meeting and as soon as practical in the event that the 48 hour requirement cannot reasonably be met in the case of a Special Meeting. Subsequently, information may be provided at the meeting; and further, the Superintendent shall advise the Charter Board Chairperson regarding the emergent nature of such information.
- 6.6 The Charter Board will follow the order of business set by the agenda unless the order is altered or new items are added by agreement of the Charter Board.
- 6.7 During the course of the Charter Board meeting, the majority of Directors present may amend the agenda and place items before the Charter Board for discussion. The Charter Board may take action on such items.
- 6.8 Agenda packages may be made available to the public.

## 7. Minutes for Regular and Emergency Meetings

The Charter Board shall maintain and preserve by means of minutes a record of its proceedings and resolutions.

- 7.1 The minutes shall record:
  - 7.1.1 Date, time and place of meeting;
  - 7.1.2 Type of meeting;
  - 7.1.3 Name of presiding officer;
  - 7.1.4 Names of Directors, staff and presenters in attendance;
  - 7.1.5 Approval of preceding minutes;
  - 7.1.6 All resolutions, including the Charter Board's disposition of the same, placed before the Charter Board, are to be entered in full;
    - 7.1.6.1 The numbering of motions is to be by date (year/month/day) and then in numbered order;
  - 7.1.7 Names of persons making the motions;
  - 7.1.8 A brief summary with sufficient background material to ensure that the Board's intent is clear;
  - 7.1.9 Points of order and appeals;
  - 7.1.10 Appointments;
  - 7.1.11 Public announcements;
  - 7.1.12 Receipt of written reports of committees, including a copy of the written reports in the format detailed in Appendix A;
  - 7.1.13 The vote on all motions;

- 7.1.14 Whenever a counted or recorded vote is requested in accordance with this policy, the requested information will be published.
- 7.1.15 Policies as read.
- 7.1.16 Departure and re-entry times of Directors (when absent for a vote on a motion); and
- 7.1.17 The time of adjournment.
- 7.2 The minutes shall:
  - 7.2.1 Be prepared as directed by the Society's Secretary, unless the duties of the secretary have been delegated to a staff member, in which case, and subject to 7.2.1.1, as directed by the Superintendent who may consult with the Society's Secretary;
    - 7.2.1.1 Where the Superintendent is unable to prepare minutes in consultation with the Society's secretary, the Board Chairperson shall identify a Director responsible to prepare the minutes;
  - 7.2.2 Be reviewed by the Board Chairperson prior to submission to the Charter Board;
  - 7.2.3 Be considered an unofficial record of proceedings until such time as adopted by a resolution of the Charter Board; and
  - 7.2.4 Upon adoption by the Charter Board, be deemed to be the official and sole record of the Charter Board's business.
- 7.3 The Superintendent or designate will establish and maintain a file of all Charter Board minutes.
- 7.4 As part of its ongoing effort to keep staff and Society members fully informed concerning its affairs and actions, the Charter Board expects the Superintendent to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all Charter Board meetings.
- 7.5 Approved minutes will be made available within two weeks of approval.
- 7.6 The approved minutes of a regular or emergency meeting shall be posted to the FFCA website as soon as possible following approval. The Superintendent or designate is responsible to distribute and post the approved minutes.

## 8. Motions

- 8.1 Notice of Motion
 

The notice of motion serves the purpose of officially putting an item on the agenda of the next or future regular meeting and gives notice to all Directors of the item to be discussed. A notice of motion is not debatable and may not be voted on.
- 8.2 Discussion on Motions
 

The custom of addressing comments to the Charter Board Chairperson is to be followed by all persons in attendance.

A Charter Board motion or a recommendation from the Superintendent must generally be placed before the Charter Board prior to any discussion taking place on an issue. Once a motion is before the Charter Board and until it is passed or defeated, all speakers shall confine their remarks to the motion or to the information pertinent to the motion. Motions may be submitted by any Director, including the Charter Board Chair.
- 8.3 Speaking to the Motion
 

The mover of a motion speaks first, and every Director shall have an opportunity to speak to the motion.

The Charter Board Chairperson will normally speak just prior to the last speaker, who will be the mover of the motion.

The mover of the motion is permitted to close debate on the motion.

As a general guide, a Director is not to speak longer than five (5) minutes on any motion. The Charter Board Chairperson has the responsibility to limit the discussion by a Director when such a discussion is repetitive or digresses from the topic at hand or where discussion takes place prior to the acceptance of a motion. No one shall interrupt a speaker unless it is to ask for important clarification of the speaker's remarks, and any such interruption shall not be permitted without permission of the Charter Board Chair.

When a Director arrives at the meeting after a motion has been made and prior to taking a vote, the Director may request further discussion prior to the vote. The Charter Board Chairperson shall rule on further discussion.

8.4 Reading of the Motion

A Director may require the motion under discussion to be read at any time during the debate, except when a Director is speaking.

8.5 Counted Vote

Whenever a counted vote is requested by any one Director immediately after a vote is taken, the minutes shall record the number of Directors who voted for and against the matter.

8.6 Recorded Vote

Whenever a recorded vote is requested by at least two Directors before the vote is taken, the minutes shall record the names of the Directors who voted for or against the matter. Immediately after a vote is taken and on the request of a Director, the minutes shall record the name of that Director and whether that Director voted for or against the matter.

8.7 Required Votes

The Charter Board Chairperson and all Directors present, unless excused by resolution of the Charter Board or by the provisions of the *Education Act* or FFCA bylaws, shall vote on each question. Directors' votes have equal weight. Each question shall be decided by a majority of the votes of those Directors present. A simple majority of a quorum of the Charter Board will decide in favour of the question. In the case of an equality of votes, the question is defeated. A vote on a question shall be taken by open vote, expressed by show of hands, except the vote to elect the Charter Board Chairperson or Vice-Chairperson, which is by ranked secret ballot.

8.8 Debate

In all debate, any matter of procedure in dispute shall be settled, if possible, by reference to Parliamentary Procedure at a Glance (O. Garfield Jones). If this reference is inadequate, procedure may be determined by motion supported by the majority of Directors in attendance.

8.9 Motion to Refer

If a motion needs to be discussed much more informally or at greater length than is possible in a regular meeting, the Charter Board may refer the motion for further consideration to an existing or a new committee under the guidance of Policy 8. Any such motion should specify the committee to refer the motion to and instructions on when the Charter Board expects to receive a written report of recommendations for and/or amendments to the motion in the format detailed in Appendix A.

9. Delegations at Charter Board Meetings

The Charter Board is accountable to the membership of FFCA and utilizes the input of its membership to effectively fulfill its mandate. FFCA promotes the involvement of its



membership in the decision-making process by encouraging members to make presentations to the Charter Board.

- 9.1 Requests to make presentations to the Charter Board will be by written submission to the Charter Board Chairperson and/or the Superintendent.
- 9.2 The Executive Committee will decide the appropriateness of the delegation's request to be placed on the Charter Board agenda.
  - 9.2.1 When determining appropriateness of the presentation request, particular consideration will be given to the extent to which the presenter has followed Charter Board policy, the potential to prejudice the Charter Board's ability to hear an appeal, and whether or not it is repetitious.
- 9.3 The Executive Committee will determine if the presentation to the Charter Board is to be held in public or in closed session.
  - 9.3.1 Matters pertaining to personnel and legal and property issues will be considered in closed session.
- 9.4 The written presentation will be forwarded by the delegation to the Superintendent at least ten working days prior to the meeting for distribution to the Charter Board.
  - 9.4.1 Presentations will be in writing and will be supported by oral comments at the meeting. The spokesperson for the delegation will be identified in the written presentation.
- 9.5 Relevant background information and other perspectives related to the delegation's presentation, if any, will be prepared by the Superintendent for distribution to the Charter Board.
- 9.6 The spokesperson will be notified at least one week in advance regarding the placement of the item on the agenda and of the time allotted for the presentation.
- 9.7 The spokesperson will be notified if the Charter Board intends to address the delegation's issue at a subsequent meeting.
- 9.8 In emergent situations where the above procedure cannot be followed, the Executive Committee will justify the emergency, then provide an outline of the subject and background information prior to the delegation appearing before the Charter Board.

10. Audio/Video Recording Devices

The Charter Board expects that anyone wanting to use recording devices at a public Charter Board meeting shall obtain prior approval from the Charter Board Chair.

11. Director Honoraria and Expenses

Directors on the FFCA Charter Board provide many hours of service in fulfilling their legislated responsibilities to govern the FFCA Charter School Society (the Society). Directorship carries with it a liability and accountability to both the Minister of Education and the Society members. FFCA will recognize the contributions made by Directors through the provision of honoraria. These honoraria are wholly gratuitous in nature, and neither the Board as a group nor any individual of the Board will have the ability to enforce payment of these honoraria by legal suit. As such, honoraria of this nature do not qualify as remuneration, which Charter Board members are unable to receive under Charter Schools Regulation 14(6).

- 11.1 For time spent attending to Charter Board-directed business, Directors will be eligible to receive honoraria based on the following:

Honorarium Schedule (effective November 19, 2014)	
Per Diem Honorarium	\$40 for a meeting (2 hours or less)

	\$75 for a meeting (4 hours or less)
	\$150 for a full-day meeting (4 hours or more) \$225 for an extended day (8 hours or more)
Chairperson's Honorarium	\$4,500 per year plus meeting per diem
Vice-Chairperson's Honorarium	\$2,250 per year plus meeting per diem

- 11.2 Directors will be eligible to receive honoraria for attendance at the following Board-directed activities:
- 11.2.1 Regular and special meetings of the Charter Board;
  - 11.2.2 Committee meetings of the Charter Board;
  - 11.2.3 Authorized workshops, conventions, and retreats;
  - 11.2.4 School Council meetings;
  - 11.2.5 Other Charter Board-directed meetings and activities.
- 11.3 Directors have the option to waive honoraria.
- 11.4 Directors will not receive honoraria for activities of a service orientation.
- 11.5 Directors will group meetings into units of 2 hours, ½ day, full-day or extended day.
- 11.6 Payment of honoraria will be made monthly following submission and approval of the appropriate forms.
- 11.7 For the purpose of the *Income Tax Act*, honoraria paid to Directors will be included in the computation of Directors' taxable income.
- 11.8 Mileage and other valid expenses incurred by Directors in their role as Directors on behalf of the Society may be reimbursed on submission of appropriate forms and receipts (if applicable). The per kilometre rate is set annually according to the Alberta Treasury Board's allowable rates.
12. Director Conflict of Interest
- The Director is directly responsible to the Society membership and to the Charter Board. Upon election to office and annually thereafter, the Director must complete a disclosure of personal interest statement and accept a position of public trust as required by Section 86 of the *Education Act* as follows:

86(1) Each trustee of a board shall file with the Board's secretary, a statement showing

- (a) the names and employment information of the trustee and the trustee's spouse or adult interdependent partner,
- (b) the names of the corporations, partnerships, firms, governments or persons in which the trustee has a pecuniary interest, and
- (c) the names of the corporations, partnerships, firms, governments or persons in which the trustee's spouse or adult interdependent partner or children under 18 years of age have a pecuniary interest.

86(2) The Board's secretary shall

- (a) compile a list of all the names reported on the statements filed with the secretary, and
- (b) provide a copy of the list to (i) all the trustees of the Board, and (ii) the officials and employees of the Board that the Board directs shall receive a copy.

The Director is expected to act in a manner which will enhance the trust accorded the Director and, through the Director, the trust accorded to the Charter Board.

The Charter Board is of the firm conviction that its ability to discharge its obligations is dependent upon the trust and confidence of the Society membership in its Charter Board and in its Director members. Therefore, the Charter Board believes in the requirement to declare conflict of interest.

- 12.1 The Director is expected to be conversant with the relevant sections of the *Education Act*.
- 12.2 The Director is responsible for declaring themselves in possible conflict of interest.
  - 12.2.1 The Director shall make such declaration in an open meeting prior to Charter Board or committee discussion of the subject matter, which may place the Director in a conflict of interest.
  - 12.2.2 Following the declaration of conflict of interest by a Director, all debate and action shall cease until the Director has left the room.
- 12.3 It shall be the responsibility of the Director-in-conflict to absent themselves from the meeting in accordance with the requirements of the *Education Act* and ensure that the declaration and absence are recorded in the minutes.
- 12.4 The recording secretary will record the following in the minutes:
  - 12.4.1 The Director's declaration;
  - 12.4.2 The Director's abstention from the debate and the vote; and
  - 12.4.3 That the Director left the room in which the meeting was held.

### 13. Charter Board Performance Review

The Charter Board performance review shall be undertaken in conjunction with the Superintendent evaluation to reinforce alignment of purpose.

Original Approval Date: May 16, 2017

Revision Dates: **Under Review – First Reading June 21, 2023**

References: Education Act Sections 27, 53, 65, 85, 86, 87 except subsections (1)(a) and (2), 88, 137  
Societies Act Section 9  
Income Tax Act (Canada)  
Charter Schools Regulation, AR 85/2019  
FFCA Bylaws 5.4, 5.5, 5.8, 8.4, 8.5

# APPENDIX A: COMMITTEE REPORT TEMPLATE

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Choose One  
Committee/Representative Report

Month/Year: Choose \_\_\_\_\_

Choose One

Board Secretary, The FFCA Charter School Society

Dear Director Choose One \_\_\_\_\_:

The Choose One \_\_\_\_\_ submits the following report to the Board in accordance with General Requirement 7.2 of Policy 8 - CHARTER BOARD COMMITTEES and REPRESENTATIVES.

Sincerely,

Choose One \_\_\_\_\_, Director

Chairperson, Choose One \_\_\_\_\_

c. Phoebe Greentree, Executive Assistant  
Deputy Secretary, The FFCA Charter School Society

c. Chairperson Choose One \_\_\_\_\_,  
Board Chairperson, The FFCA Charter School Society

## Committee Mandate

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## Committee Members

Chairperson: Choose One \_\_\_\_\_, Director

Secretary: Choose One \_\_\_\_\_, Director

Member: Choose One \_\_\_\_\_, Director

Member: N/A \_\_\_\_\_, Director, if applicable

Member: N/A \_\_\_\_\_, Director, if applicable

Society Member: \_\_\_\_\_, if applicable

Society Associate Member: \_\_\_\_\_, if applicable

Community Member: \_\_\_\_\_, if applicable

Other: \_\_\_\_\_, \_\_\_\_\_

## Committee Meetings

The Committee met on \_\_\_\_\_

Attendees: \_\_\_\_\_

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**Summary of Discussions**

The Committee discussed the following agenda items:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

Summary of Resolutions/Recommendations, if any:

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## **APPENDIX B: RANKED SECRET BALLOT PROCESS**

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Directors will vote for a candidate for the position of Chairperson and rank the candidates listed on the ballot by writing the number one (1) next to their first choice, the number two (2) next to their second choice, and so on, until they have completed the ranking of any candidates they wish to vote for. Directors are not required to rank all candidates on the ballot.

The completed ballots are then tallied by the scrutineers. Vote counts are initially counted based on each Director's first choice. If a candidate for Chairperson receives more than half of the votes cast, the person presiding over the election (Superintendent) shall announce the name of the successful candidate. That candidate will declare whether or not they will accept the position. If they decline, they will be considered an eliminated candidate and the ballots assigned to them will be added to the totals of the remaining candidates based on the next preference indicated on each ballot.

If, in any counting round of the ballots, no candidate receives more than half the votes cast, the candidate with the fewest votes is eliminated. (If two or more candidates are tied with the fewest number of votes, they are all eliminated.) Ballots assigned to the eliminated candidate(s) are recounted and added to the totals of the remaining candidates based on the next preference indicated on each ballot. This process is repeated until one candidate obtains an absolute majority of the votes. That candidate will declare whether or not they will accept the position.

The process above (reassignment of the ballots of the declining candidate, if applicable, followed by the reassignment of the ballots of the eliminated candidate(s)) continues until a candidate accepts the position.

If, after all other candidates have been eliminated, two or more candidates have an equal number of votes, the scrutineers will prepare new ballots with only the names of the remaining candidates in alphabetical order. The voting and counting process described above is repeated until a candidate obtains more than half the votes cast.

Once a Chairperson has been elected, the scrutineers will destroy all ballots and any record of the vote count. The scrutineers cannot divulge the number of votes cast for any candidate.

Once elected, the Chairperson presides over the remainder of the organizational meeting and oversees this process for the election of the remaining officers.



## **POLICY 08 – CHARTER BOARD COMMITTEES AND REPRESENTATIVES**

### **I. CHARTER BOARD COMMITTEES**

#### **PREAMBLE**

The Foundations for the Future Charter Academy (FFCA) Board of Directors (the “Board”) may establish Committees in accordance with the *Education Act* and the Bylaws of the FFCA Charter School Society (*FFCA Bylaws Article IX*).

Committees may not make decisions on behalf of the Board unless authorized by the Board to do so, and only where this is permissible under the *Education Act*. The Board possesses certain legal powers and prerogatives which cannot be delegated or surrendered to others. Committees may research and make recommendations to the Board regarding the Committee’s issues, as directed by the Board. Committees may establish sub-committees to carry out the functions of the Committee. The Board will have the power to dissolve any Committee at any time. (*FFCA Bylaws Section 9.4*)

#### **GENERAL REQUIREMENTS**

1. The Board may appoint Standing Committees and Ad Hoc Committees and shall prescribe their powers and duties. (*Education Act 2020 Section 52(1)(b)*)
2. The Board Chairperson and Vice-Chairperson? shall act as an ex-officio member and shall have all privileges except for the right to vote, of all Committees established by the Board (*FFCA Bylaws Section 8.2*) and is not counted towards the Committee’s quorum.
3. Each Committee, chaired by a Director, will consist of a specified number of Members. The number of Directors on each Committee (not counting ex-officio members) will not equal or exceed the number of Directors that meet quorum, except for the Expulsion Committee. The Board may invite persons from the community, Staff, or Associate Members to sit on the Committee. (*FFCA Bylaws Section 9.3*) No Committee may have more than four voting Directors as members.
4. Staff appointed to Committees shall have all privileges, except for the right to vote, and are not counted towards the Committee’s quorum.
5. All other Committee members shall have all privileges, including the right to vote, and are counted towards the Committee’s quorum.
6. Committees are charged with completing their work, as assigned by the Board, in a timely and thorough manner. They are required to complete their work and present their findings, along with recommendations, to the Board for decisions they are not authorized to make.
7. The Board will select, at its annual Organizational Meeting, a Committee Chairperson for each Committee. The relevant Committee Chairperson’s responsibilities include the following in respect of that committee:

- 7.1 Set meeting times and dates, review committee terms of reference, and establish agendas.
  - 7.2 Assign a Director to prepare a report on Committee meetings.
  - 7.3 Ensure reports are made available to the Board
  - 7.4 Hold Committee members accountable for their work.
  - 7.5 Maintain communication with the Board Chair regarding the work of the Committee.
  - 7.6 Report on the work of the Committee to the Board and Society in the Public Board meetings.
  - 7.7 Develop and present an annual Committee budget to the Executive Committee.
- 8. The Superintendent may appoint resource personnel to work with representatives and determine the roles, responsibilities, and reporting requirements of resource personnel.
  - 9. The reports of all Committee meetings will be in the form contained at Appendix "A" to this Policy and shall include a list of those in attendance, a summary of discussions and actions, and resolutions.
  - 10. "Parliamentary Procedure at a Glance" by O. Garfield Jones will be followed as deemed necessary by the Committee.
  - 11. The Committee's report consists of a summary of discussions and a list of resolutions that the majority of the Committee has adopted.
  - 12. The minority may submit a report consisting of their views on any resolution adopted by the majority.
  - 13. Honoraria may be paid to volunteers, who are neither Directors nor employees, appointed to Committees established by the Board at a rate not to exceed the per diem honorarium rates as for Directors.
  - 14. When the Committee is dissolved, all reports will be forwarded to the Board's Secretary for keeping.

## **STANDING COMMITTEES**

Standing Committees assist the Board with work of an ongoing or recurring nature. Standing Committee members are usually appointed annually at the Organizational Meeting. The appointed member shall serve on the Committee for one year unless they cannot perform the duties assigned or are replaced by a subsequent appointment. See the Committee's Terms of Reference for the mandate, composition, meeting schedule, responsibilities, and accountability.

- 1. Executive Committee
  - 1.1 Purpose: To provide leadership for the Board operations and coordination, strategic planning, and Board succession.
  - 1.2 Powers and Duties: As per the Executive Committee Terms of Reference, reviewed annually.
  - 1.3 Membership: The Board Chairperson, the Board Vice-Chairperson, the Superintendent of the Charter School (collectively the "Permanent Members") and any other individual(s) unanimously agreed upon by the Permanent Members
  - 1.4 Meetings: As scheduled.
- 2. Audit Committee



- 2.1 Purpose: To assist and advise the Board on the FFCA's annual financial reporting processes and aid the Board in fulfilling its governance responsibilities.
  - 2.2 Powers and Duties: As per the Audit Committee Terms of Reference, reviewed annually.
  - 2.3 Membership: No less than 5 individuals, 2 of whom must not be Directors (Education Act, s. 142). To be determined as per the Audit Committee Terms of Reference, reviewed annually.
  - 2.4 Meetings: As scheduled.
3. Governance Committee
    - 3.1 Purpose: The purpose of the Governance Committee is to develop and recommend FFCA's approach to good governance and support the development and maintenance of FFCA's governance framework. [Also, the committee will support and oversee Board Member recruitment and lead processes to evaluate the effectiveness of the Board, Committees, and individual Board Members.](#)
    - 3.2 Powers and Duties: As per the Governance Committee Terms of Reference, reviewed annually.
    - 3.3 Membership: As per the Governance Committee Terms of Reference, reviewed annually.
    - 3.4 Meetings: As scheduled.
4. Expulsion Committee
    - 4.1 Purpose: To review Administration recommendations for student expulsions to ensure that they are fair and consistent with the Board Policies, *FFCA Bylaws*, the *Education Act*, and other relevant legislation.
    - 4.2 Powers and Duties: As per the Expulsion Committee Terms of Reference, reviewed annually.
    - 4.3 Membership: As per the Expulsion Committee Terms of Reference, reviewed annually.
    - 4.4 Meetings: As scheduled.

### **AD HOC COMMITTEES**

*Ad Hoc* Committees assist the Board on a specific project for a particular period. The Terms of Reference for each *Ad Hoc* Committee will be established by Board motion at the formation time. The Terms of Reference will be posted to the FFCA website.

## II. CHARTER BOARD REPRESENTATIVES

### PREAMBLE

The Charter Board may appoint Directors to represent the Charter Board on various external committees, agencies, and organizations. Such representation is established at the discretion of the Charter Board to facilitate the exchange of information on matters of mutual concern and discuss possible agreements between the Charter Board and other organizations.

The Charter Board will determine the Power and Duties of each representative. The Superintendent may appoint resource personnel to work with representatives and define the roles, responsibilities, and reporting requirements of resource personnel.

### REPRESENTATIVE APPOINTMENTS

The following organizations will have Charter Board representation as determined at the annual Organizational Meeting.

1. The Association of Alberta Public Charter Schools (TAAPCS) Representative
  - 1.1 Purpose: To act as a forum to discuss relevant, timely and emerging issues and discuss and develop policy decisions.
  - 1.2 Powers and Duties
    - 1.2.1 Attending TAAPCS meetings.
    - 1.2.2 Represent the Board's positions and interests.
    - 1.2.3 Communicate the work of the Association to the Board.
    - 1.2.4 Build relationships.
  - 1.3 Membership: One Director.
  - 1.4 Meetings: As scheduled.
2. The Association of School Councils (ASC) Representative
  - 2.1 Purpose: To act as a forum to discuss relevant, timely and emerging issues identified by individuals, Board of Directors, Alberta Education, and other sources.
  - 2.2 Powers and Duties
    - 2.2.1 Attending Association meetings.
    - 2.2.2 Build relationships.
    - 2.2.3 Communicate to the Charter Board the work of the Association.
  - 2.3 Membership: One Director.
  - 2.4 Meeting: Two meetings per year, one hosted by the ASC and one by the board representative .As Scheduled.
3. Other Standing Representative Appointments
  - 3.1 Upon request, the Board may assign a representative to any other entity at the Board's discretion.

Original Approval Date: March 16, 2016

Revision Dates: **Under review – First reading: June 21, 2023;** June 9, 2021

References: Education Act Sections 36, 60, 113; FFCA Bylaws Section 9  
FFCA Society Bylaws

# APPENDIX: COMMITTEE/REPRESENTATIVE REPORT TEMPLATE

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Choose One

Committee/Representative Report

Month/Year: Choose

Choose One

Chairperson, The FFCA Charter School Society

Dear Chairperson Choose One :

The Choose One submits the following report to the Board in accordance with General Requirement 7.2 of Policy 8 - CHARTER BOARD COMMITTEES and REPRESENTATIVES.

Sincerely,

Choose One, Director

Chairperson Choose One

c. Phoebe Greentree, Executive Assistant  
Deputy Secretary, The FFCA Charter School Society

c. Choose One, Director  
Secretary, The FFCA Charter School Society

**Committee Mandate**

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**Committee Members**

Chairperson: Choose One, Director

Secretary: Choose One, Director

Member: Choose One, Director

Member: N/A, Director, if applicable

Member: N/A, Director, if applicable

Society Member: \_\_\_\_\_, if applicable

Society Associate Member: \_\_\_\_\_, if applicable

Community Member: \_\_\_\_\_, if applicable

Other: \_\_\_\_\_, \_\_\_\_\_

**Committee Meetings**

The Committee met on \_\_\_\_\_

Attendees: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Summary of Discussions**

The Committee discussed the following agenda items:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

**Summary of Resolutions/Recommendations, if any:**

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## **POLICY 10 - POLICY MAKING**

### **PREAMBLE**

Policies create the framework within which the school organization operates. The FFCA Board (the “Board”) understands that one of its key responsibilities is the development of policies which provide direction for the operation of FFCA.

Adoption of new Board policies or revision/rescindment of existing policies is solely the Board's responsibility.

The Board shall be guided in its policy-making approach by ensuring adherence to the requirements necessary to provide public education and compliance with the Education Act and provincial and federal legislation.

Board policies shall provide an appropriate balance between the responsibility of the Board to develop the broad guidelines to guide FFCA and the opportunity for the Superintendent to exercise professional judgment in the administration of FFCA, including through the enactment of Administrative Procedures by the Superintendent.

The Board believes in the establishment and review of policy which reflects its values and perspectives.

The Board follows the G-TEC (Governance Through Engagement and Collaboration) Policy Model. There are four dominant themes in this model: Engagement, Collaboration, Role Clarity, and Assurance/Accountability. The model provides an overall general framework for policy-making focused on transforming the Board's will into reality while ensuring compliance with legal requirements and respecting individual Board culture / autonomy.

The Board shall adhere to the following stages in its approach to policy making:

1. **Planning**  
The FFCA Board, in cooperation with the Superintendent, shall assess the need for a policy, as a result of its own monitoring activities or on the suggestion of others, and identify the critical attributes of each policy to be developed.
2. **Development**  
The FFCA Board may develop policy itself or delegate the responsibility for drafting and aspects of its development to the Superintendent or to a committee (standing or ad hoc)
3. **Enactment**  
The Board is solely responsible for enacting and adopting policies through Board resolutions.
4. **Implementation**

The Board is responsible for the implementation of policies governing its own processes. The Board and Superintendent share responsibility for implementing policies relating to the FFCA Board-Superintendent relationship. The Superintendent is responsible for implementing the other policies.

5. Evaluation

The Board, in cooperation with the Superintendent, shall evaluate each policy in a timely manner in order to determine if it is meeting its intended purpose.

Process Requirements: In rare instances in order not to fetter its discretion the Board reserves the right to disregard the particular process noted below. IN all other instances the process will be as follows

**STEP I – Identification and Development**

1. Any Director, staff member, Society member, student or school council may make suggestions regarding the possible development of a policy or the need for policy revisions on any matter by presenting a proposal for a policy or revisions/rescindments, in writing, to the Superintendent. The proposal shall contain a brief statement of purpose or rationale.
2. The Superintendent will inform the Board of the request for policy development/revision/rescindment. The Board will determine the action to be taken.
3. If necessary, the Board may refer to a committee or the Superintendent to draft amendments to an existing policy, draft a new policy, or evaluate rescindment of a policy. The Board, committee, or the Superintendent may meet with stakeholders as part of the development/rescindment process.
4. When appropriate, the Board, committee, or the Superintendent may seek legal advice on the intent and the wording of the policy, or on the ramifications of rescinding a policy. Committees seeking legal advice will submit the request via the Committee Chair to the Executive Committee to engage legal counsel.

**STEP II – First Reading**

5. If the request was referred to the Superintendent, draft amendments or a recommendation for rescindment is then brought by the Superintendent to the Governance Committee for review and the Governance Committee will include its recommendation for first reading in its committee report.
6. If the request was referred to a committee, the committee will bring the policy draft or rescindment to the Board in its committee report as a recommendation for first reading.
7. The Board shall consider the recommendation at a Meeting of the Board (the “First Reading”). If accepted in principle by the FFCA Board at the First Reading, the proposed policy, policy amendment, or policy rescindment will be referred to:
  - 7.1 campus administrators for feedback from campus staff
  - 7.2 School Councils for feedback from parents;
  - 7.3 other groups and individuals as deemed necessary, and
  - 7.4 posted prominently to the FFCA website,

to enable individuals and groups to provide comments, suggestions, and alterations (“Policy Feedback”) which must be delivered to the Superintendent. Policy Feedback must be received by the Superintendent within 14 days of the reading or by a deadline of at least 14 days after the reading if otherwise specified by the Board at the time of the reading.

### **STEP III – Second Reading & Third Reading**

8. The Board shall hold another meeting of the Board. Policy Feedback will be shared with the FFCA Board through the Governance Committee report at this time.
9. The Board shall consider the proposed policy, policy amendment, or policy rescindment and Policy Feedback at the subsequent meeting. The proposed policy, policy amendment, or policy rescindment may then be moved immediately for third reading (final approval by Board resolution).
10. If it is not moved through third reading, it will be redistributed for further feedback according to the steps outlined in Item 7 above following which Items 8 and 9 will be repeated. However, if the matter is not moved successfully for final approval, it will not

### **URGENT CIRCUMSTANCES**

11. Under urgent circumstances, the Board may approve a new policy, amend an existing policy, or rescind a policy at any single Regular or Emergency Public Board Meeting by resolution without following the process outlined above. An urgent circumstance is a situation for which the Board deems that the consequences would be irreversible/irreparable if a new or amended policy were not in effect, or if an existing policy continues to be in effect, within the timeframe specified above.

### **MINOR AMENDMENTS**

12. The Board may disregard the process outlined in this Policy where proposed amendments to a policy are minor and do not change the meaning or intent of the policy. In this case, the Board may approve the amendments by resolution at a Board Meeting.

### **BYPASSING THREE READINGS**

13. Whenever the customary three readings are bypassed, Campus Administrators and School Councils will be notified of the changes made. A notice will also be posted prominently on the FFCA website to notify all stakeholders of such changes.

### **OTHER RELEVANT MATTERS**

14. Only those policies and resolutions adopted and recorded in the minutes constitute the Board's official policies.
15. In the absence of existing policy, the Board may make decisions, by resolution, on matters affecting the administration, management, and operation of the School. Such decisions carry the weight of policy until specific written policy is developed.
16. The Board may rescind a policy at any time or adopt an Administrative Procedure as a policy in accordance with the procedures outlined in this Policy.



~~16.17.~~ The Board shall review its policies on a five-year rotational basis unless otherwise specified within the policy or by legislation.

## **ADMINISTRATIVE PROCEDURES**

~~17.18.~~ The Superintendent shall develop Administrative Procedures as deemed necessary for the effective operation of FFCA. These must be in accordance with Board policies and not conflict with such policies.

~~18.19.~~ The Superintendent must inform the Board of any substantive changes to Administrative Procedures.

~~19.20.~~ The Board may request the Superintendent to change an Administrative Procedure to a draft Board policy and will provide the rationale for same.

~~20.21.~~ Where a policy is rescinded, the Superintendent may choose to develop an Administrative Procedure relevant to the subject matter of the former policy.

~~21.22.~~ The Superintendent shall arrange for all Board policies, Administrative Procedures, and subsequent revisions to be posted on the School's website within two weeks of final approval, for staff and public access.

Original Approval Date: February 17, 2016

Revision Dates: **Under review – First reading: June 21, 2023;** November 22, 2017

References: Education Act Sections 33, 53, 222

*Societies Act* Section 9

Charter Schools Regulation, AR 85/2019 Section 12

FFCA Society Bylaws



## POLICY 11 – CHARTER BOARD DELEGATION OF AUTHORITY

### PREAMBLE

In the complex affairs of a charter school, there will be situations arising from time to time that are not directly addressed in the current policies of Foundations for the Future Charter Academy (FFCA). In order that the Charter Board can be assured of the smooth operation of FFCA, the Board expects that the Superintendent of Schools, as Chief Executive Officer of the Society will exercise their professional discretion address such matters in the absence of written formal direction.

### GUIDING PRINCIPLES

Therefore, the Charter Board delegates to the Superintendent the authority to do any act or thing or exercise any power that the board may, or is required to do or exercise, except:

- those matters which, in accordance with Section 52(4) of the *Education Act*, cannot be delegated
- those matters which, in accordance with the *FFCA's Bylaws*, cannot be delegated
- those matters which the Charter Board has reserved to itself through policies or resolutions.

This delegation of power and authority includes the following:

1. The Superintendent is authorized to suspend from the performance of the teacher's duties or to terminate the services of a teacher in accordance with the requirements of the *Education Act*, and the decision shall not be appealable to the Charter Board (as per board motion 2023-01-25-1RA).
2. The Superintendent is authorized to suspend from the performance of duties or to terminate the services of any non-teacher staff member. The suspension or termination shall be in accordance with all relevant legislation, and the decision shall not be appealable to the Charter Board (as per board motion 2023-01-25-1RA).
3. The Superintendent is delegated with the authority to develop Administrative Procedures that are consistent with Alberta Education policies and procedures and is required to develop Administrative Procedures to fulfill Board obligations created by any federal legislation or provincial legislation other than the *Education Act*.

The foregoing includes the ability of the Superintendent to sub-delegate that authority where not prohibited by law.

Original Approval Date: **First Reading June 21, 2023**  
Revision Dates:  
References: Education Act Section 52(4)  
FFCA Charter Document 2012-2027  
FFCA Bylaws



## **POLICY 13 - APPEALS AND HEARINGS REGARDING STUDENT MATTERS**

### **PREAMBLE**

Every Foundations for the Future Charter Academy (FFCA) parent or student, who is 16 years of age or older (Independent Student), has the right to appeal to the Charter Board a decision by an FFCA employee that significantly affects the education of a student or child enrolled in an Early Childhood Services program as provided for in section 42(2) of the Education Act. The purpose of this appeal provision is to ensure that FFCA decisions and actions are made in a fair, open, and reasonable manner, and in the best interests of students.

### **Matters Subject to Review and Prerequisite Steps**

Before appealing a decision to the Board, a parent of the student or child must have followed the school dispute resolution policy established by the Board (Policy 9 – Being Heard), which provides guidance on procedures for resolving differences.

In instances where the dispute resolution process is unsuccessful the Board of Directors will hear appeals that relate to individual student matters identified specifically in the Education Act as those that may be appealed to the Minister of Education. Under the relevant section(s) of the Education Act, the only matters on which the Minister of Education will consider appeals include the following:

1. Special education placement;
2. Language of instruction;
3. Home education programs;
4. Student expulsion;
5. Amount and payment of fees or costs;
6. Amount of fees payable by a Board to another Board;
7. Board responsibility for a specific student; or
8. Access to, or the accuracy or completeness of the student record.

### **GUIDING PRINCIPLES**

#### **All Matters Other Than Expulsion of a Student**

1. Requests for appeals to the Charter Board ~~will~~must be made in writing through the Superintendent, within twenty (20) school days of the employee decision related to the appeal being rendered.
2. The Notice of Appeal must be in writing and include the following information:
  - (a) the name and address of the parent or student filing the appeal;
  - (b) the current grade placement of the student;
  - (c) the decision which is being appealed;
  - (d) the date the parent or student was informed of the decision;
  - (e) where the decision was communicated in writing, a copy of the decision;
  - (f) the grounds for appeal. To demonstrate sufficient grounds for appeal the notice must claim that the employee: failed to follow procedures as set out in FFCA policies, administrative procedures, ~~applicable~~ or regulations; made a decision that was influenced by bias; made a decision where there is no supporting evidence; or

made a decision that is not reasonable;

3. Where a Notice of Appeal meets the above criteria, the Superintendent ~~who~~ will provide a copy of said notice to all Board Directors. Charter Board appeal hearings will be held, and a written decision rendered, stating reasons for the decision, within twenty (20) school days of receipt of the request for an appeal.
  4. Board Directors in conflict of interest or who believe their judgment is unduly biased will withdraw from the appeal process.
  5. The Board or delegate may hear appeal matters based upon written submissions. For a written hearing, the Board or delegate shall notify the parent or student if it is necessary for the person to provide documentation, and/or to make written submissions with the timelines for the provision of such documentation. The Board or delegate will provide a written report distributed to the parent or student. The parent or student shall be given an opportunity to respond, in writing, to the report. Upon considering the response, the board or delegate will make a final decision on the appeal.
  6. The board or delegate may decide the matter based upon an oral hearing.
  7. The Board or delegate may arrange for an oral hearing with the Charter Board and provide notice of the same to all parties.
  8. The oral appeal hearing will provide an opportunity for all parties to speak to the issue(s) in dispute and to present pertinent documents. The oral hearing is designed so that disputing parties will not require legal counsel; however, a person making an appeal may choose at his/her own cost to be represented by legal counsel. If any party is represented by legal counsel, all will be notified of this before the hearing.
  9. The appeal will be heard in closed session, with specified individuals in attendance.
  10. Hearings will proceed with the following steps in place:
    - 10.1 All parties present consent to proceed.
    - 10.2 The Chair of the appeal hearing will introduce all parties and begin by stating the purpose of the hearing as follows:
      - 10.2.1 The hearing will:
        - 10.2.1.1 ensure that all parties to the hearing understand the decision under review and the reason(s) for the review;
        - 10.2.1.2 provide an opportunity for both parties to make representation to support their position before the decision on the appeal is made;
        - 10.2.1.3 provide opportunity for each party to ask appropriate questions of clarification and to respond to statements made by the other;
        - 10.2.1.4 allow Charter Board members to ask appropriate questions of clarification.
    - 10.3 Charter Board members will discuss the merits of the case in the absence of both parties, make a decision ~~forthwith~~, advise both parties in writing of their decision, and provide reason(s) for their decision forthwith (~~School Act s123(8) Education Act~~).
    - 10.3.1 If the Charter Board requires additional information or clarification to make its decision, both parties to the appeal will be asked to reconvene for the required additional information.
- ~~11.~~ Where appropriate, the Charter Board will inform both parties when the decision related to the matter being heard is subject to review by the Minister of Education- (*Education Act*).

## Expulsion of a Student

It is expected that all students will comply with relevant section(s) of the ~~School Act~~[Education Act](#), Charter Board policy, Administrative Procedures, and campus procedures and rules.

In accordance with the relevant section(s) of the ~~Education Act~~[School Act](#), the Charter Board delegates to the Expulsion Committee, a Committee of the Whole, the power to make decisions with respect to the expulsion of students.

The Expulsion Committee will hear representations with respect to a recommendation for a student expulsion in accordance with relevant sections of the ~~Education Act~~[School Act](#).

If a student is not to be reinstated within five (5) school days of the date of suspension, the ~~Principal Educator~~ ~~Educator~~ shall immediately report in writing all the circumstances of the suspension (~~Education Act~~[School Act](#)) and provide a recommendation to the Expulsion Committee to the Superintendent.

The Superintendent will convene a closed session of the Expulsion Committee, which will not occur later than ten (10) school days from the first day of suspension (~~Education Act~~[School Act 24\(8\)](#)).

Parents of students, ~~or~~ ~~and~~ students sixteen (16) years of age or over, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents or students.

The Expulsion Committee may have legal counsel in attendance.

Notes of the proceedings will be recorded for the Charter Board's records.

The expulsion hearing will be conducted in accordance with the following procedures:

1. The Committee Chair will outline the purpose of the hearing, which is to:
  - 1.1 Provide an opportunity to hear representations relative to the recommendation from the [Principal Educator](#);
  - 1.2 Provide an opportunity for the student and/or the student's parents to make representations;
  - 1.3 Reinstatement or expulsion of the student.
2. The Committee Chair will outline the procedure to be followed, which will be as follows:
  - 2.1 The [Principal Educator](#) will present the report documenting the details of the case and the recommendation to expel the student;
  - 2.2 The student and the student's parents will be given an opportunity to respond to the information presented and to add any additional relevant information;
  - 2.3 The members of the Expulsion Committee will have the opportunity to ask questions of clarification from both the [Principal Educator](#) and the student and the student's parents;
  - 2.4 The Expulsion Committee will meet, without either the administration or the student and the student's parents present, to discuss the case and the recommendation. Legal counsel may also remain in attendance;
  - 2.5 Should the Expulsion Committee require additional information, both parties will be requested to return to provide the requested information;
  - 2.6 The Expulsion Committee will then decide to either reinstate or expel the student; and
  - 2.7 The Expulsion Committee decision shall be communicated in writing to the student

and the student's parents within five (5) days of the hearing, with copies being provided to the [Principal Educator](#) and the Superintendent. The Superintendent's office will attempt to inform the parent(s) and the student of the decision by telephone or personal communication as soon as possible after a decision has been reached.

3. If the Expulsion Committee's decision is to expel the student, the following information must be included in the letter to the student and the student's parents, [according to](#) the *Education Act*.
  - 3.1 The length of the ~~expulsion~~ [expulsion and any rules or conditions that apply to the student which must be greater than ten \(10\) school days \(School Act s25\(2\)\)](#);
  - 3.2 The educational program [and any supports and services](#) to be provided (*Education Act* ~~37(9)~~) to the student and the name of the individual to be contacted to make the necessary arrangements; and
  - 3.3 The right of the student and the student's parents to request a review of the decision by the Minister of Education (*Education Act*).

Original Approval Date: November 23, 2016

Revision Dates: [Under review – First reading June 21, 2023](#)

References: Education Act – Sections 36, 37, 41, 42, 43, 44

FFCA Policy 8 – Charter Board Committees and Representatives

FFCA Policy 9 – Being Heard

FFCA Policy 19 – Welcoming, Caring, Respectful, Safe and Inclusive Learning and Working Environments

FFCA Policy 19 – Appendix A: Student Code of Conduct