



Public Board Meeting

Wednesday, October 4, 2023,
6:30-9:00 p.m.
SWE – 898 Sylvester Cres SW
WiFi: FFCA MyDevice, No Pswd

Invited Participants: All Directors, Central Office Executive Team

SWE participants: Lorie - Principal Educator, Pauline – Associate Principal, Sara – teacher, Sandy – teacher, Trista – campus council, Roman – campus council, Matvey P. – SWE student, Zoey V. – SWE student;

Invited Attendees: All interested FFCA stakeholders

AGENDA

CALL TO ORDER: 6:30 p.m.

LAND ACKNOWLEDGEMENTMatvey P.

- 1. Review of Meeting Agenda Chair Wilson
- 2. Approval of Consent Agenda Chair Wilson
 - Public Board Meeting Minutes of June 21, 2023 – attached;

DRAFT

Consent Agenda DRAFT MOTION

2023-10-04-1CA I move that the Consent Agenda for October 4, 2023, be approved by the Board as presented above.

MOVED by Director _____ and seconded by Director _____.

- 3. “Have Courage and Live your Adventure” SWE Campus
 - Presenter Zoey V.
- 4. Superintendent’s Report CEO Nippard
- 5. Information Items Chair Wilson
 - 5.1. Standing Item: Administrative Procedures Update CEO Nippard
 - 5.1.1. AP-A-203.1 Common HSC Culture and Programming
 - 5.1.2. AP-H-103.1 Human Sexuality Education
 - 5.1.3. AP-H-105.1 English as an Additional Language
 - 5.2. Standing Item: Strategic/Education Plan Update..... CEO Nippard
 - 5.3. Standing Item: High School Update CEO Nippard
- 6. Discussion Items..... Chair Wilson
 - 6.1. Q4 Financial Report..... CFO Estrada

Q4 Estimated Financial Report DRAFT MOTION

2023-10-04-1RA I move that the Board receive for information the FFCA Fourth Quarter Estimated Financial Report as presented.

MOVED by Director _____ and seconded by Director _____

DRAFT

- 7. Committee/Rep Reports Chair Wilson
 - 7.1. Executive Committee..... Chair Wilson
 - 7.2. Governance Committee Director Lakhani
 - 7.2.1. Policies and Appendices for Second Reading
 - Approval of Policies and Appendices for Second Reading DRAFT MOTION

2023-10-04-2RA I move that the Board approve the following Policies and Appendices for Second Reading as presented.

Policy 3 – Role of the Director SECOND READING

Policy 3 Appendix: Services, Materials, and Equipment Provided to Directors

Policy 7 – Charter Board Operations SECOND READING

Policy 7 Appendix A: Committee Report Template

Policy 7 Appendix B: Ranked Secret Ballot Process

Policy 8 – Charter Board Committees and Representatives SECOND READING

Policy 8 Appendix: Committee/Representative Report Template

Policy 10 – Policy Making SECOND READING

Policy 11 – Charter Board Delegation of Authority SECOND READING

Policy 13 – Appeals and Hearings Regarding Student Matters SECOND READING

MOVED by Director _____ and seconded by Director _____

DRAFT

7.2.2. Election Process

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

Appointments: Chief Returning Officer and Assistant Returning Officer

DRAFT MOTION

2023-10-04-3RA I move that the Board appoint Roger Nippard as Chief Returning Officer and Jhamily Estrada as Assistant Returning Officer. The Chief Returning Officer may delegate election support duties to one or more other FFCA employees as necessary.

MOVED by Director _____ and seconded by Director _____

DRAFT

7.3. Audit Committee

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: November 22, 2023 at SHS Campus

FUTURE AGENDA ITEMS: Appointment of Auditors, Policy 3rd readings, Superintendent and Board Performance Review, Annual Education Results;



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: Jenn Widney, Amanda Fisher, Charles Ifechi, Ketan Lakhani, Jenny Hill, Jeff Wilson, Sam Jin, Shahid Qureshi, Roger Nippard, Kurtis Leinweber, Jhamily Estrada, Phoebe Greentree, Justin Kool, Denise Budgen, Sabrina Grover

SMS Campus Attendees: Jesse Classen (PE), Janice Burke, Laurel Filgate, Elia Gindin

Additional Attendees: Josh Symonds (PE, SHS), Bharti Singh (PE, NHS); Tara Anton (NHS), Katie Dawe (NHS), Tanya Borthwick (SMS Council Chair), Candice Parno (Parental Partnership Coordinator SMS), Michelle Chudoba (SWE), Shahi (SWE), Quinn (SWE), Rosemary (SHS)

AGENDA

CALL TO ORDER: 6:30 p.m.

LAND ACKNOWLEDGEMENT

1. Review of Meeting Agenda Chair Wilson
 - Add election of Vice-Chair following Open to Gallery to agenda
2. Approval of Consent Agenda Chair Wilson
 - Public Board Meeting Minutes of April 22, 2023
 - Public Board Meeting Minutes of May 24, 2023

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.

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

3. Scholarship presentation Josh Symonds / Bharati Singh/Tara Anton
 - NHS – 94% graduation rate; SHS – 98% graduation rate
 - SHS – largest percentage feeds to U of C (45%); Mount Royal (18%) – next is UBC, U of A, U of L
 - NHS – largest percentage feeds to U of C (43%); Undecided (20%); Mount Royal (9%)
 - Largest feeder from SHS is engineering and science
 - Largest feeder from NHS is engineering and business
 - Some students are in the University Entrance program which allows students to attend MRU (10 students) and take 4 general courses to improve averages to get into program of choice next year
 - SHS Scholarships
 - Rutherford (\$178,600); External Awards and grants includes – Chancellors Scholarship (General Sciences, U of C); Stern Scholars Program for U of T (Full tuition); Alberta Opportunities Award, Diversity Champions in Engineering; SAIT Disability Grant, Enriched Academy Scholarship, Hudson Taylor Scholarship, Prairie Associates Legacy Scholarship
 - NHS Scholarship
 - Rutherford (\$181,800); Diversity Champions in Engineering, PEO Scholarship, Enriched Academy Scholarship
 - Combined total of \$487,000 in scholarships from NHS and SHS
 - Scholarship information and research is done by guidance counsellors office and information is posted on edsby for students can access; NHS and SHS is also nominating students for scholarships which require a school nomination process

- Students get some assistance for scholarship searches and university application assistance
- Standard in Alberta – is 83% graduation in three years and 71% qualify for Rutherford (at FFCA, 90% qualify)

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

- SMS Approach: Safe, cared for and welcome
- SMS Council and Campus Society (Presented by Candice, SMS Council)
 - Many of the 2022/23 activities were the first since COVID including Welcome Back BBQ; Halloween Dance, Summer Active, Healthy Hunger Fundraiser (for a portion of every lunch purchased goes back to SMS Council), Teacher Appreciation Lunches (3x during the year)
 - Started a monthly 'whats happening' for parents – shared on edsby
 - Casino (Campus) Society; - every 2 years the society participates in a casino – all the \$\$ raised goes back to school directly – this year purchased some IT including laptops/chromebooks plus \$12K for physical education
- Literacy Club (Inclusion Team/Coaching Partnership)
 - At FFCA goal of coaching is an ongoing professional learning relationship to maximize academic learning time and quality learning experiences for students
 - Worked towards developing a professional development program/coaching from Grades 5 to 8
 - 2018-19 – began brainstorming a buddy literacy program with Grades 5/8
 - 2021-22 – Started a reading club (chose different literature about encouraging kids to read)
 - 2022-23 – started meeting with kids again
 - Cross-Grade education – Grade 8s and 5s working together for reading, editing, writing
 - Grade 8s also expanded on the social studies buddy program which is part of the 'Renaissance Idol' project where they presented their rough draft projects in grade 5 (included "grading" and reflection on curriculum)
 - Grade 5s read their Indigenous Journal Entry to Grade 8s with reflection at the end
- Inclusion Support at SMS
 - Brand new role at SMS this year
 - Some of the big changes include science assessment in Grade 7 – now its more visual, applied knowledge vs memorizing; changes in Level B write up and communications for both parents and teachers; changes in database/information management with new google drive for collaboration; opportunities for assessments for extension – moments in testing that goes beyond just multiple choice (more descriptive and engaging)
 - Q: How do teaching staff minimize bias in inclusion work and look at future needs; how do we look at holistic inclusion lens for teaching?
 - A lot of ongoing learning, some are overall good practice to broaden the entry point for students in classroom and giving them greater opportunity for expression. But agile, ongoing process.

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

- Events: BBQ at end of the year – had 900 attendees; Grad-Walk for grade 12s who go back to the campus where they started and interact with students and teachers (NEE and NWE); June 6 – Staff Appreciation event; SMS school council meeting
- Has been a great partnership over the past year with MRU accommodating students for SHS

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

- Change to add the Inclusion Coordinator; no substantive change

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

- Strategic Plan – systems level analysis has been completed on trends in education and AB Context (PESTEL); debrief at Board Retreat; now focused on process and timing – facilitation likely by ICD (Dave McElhanney) GANTT Chart developed and white papers developed on key emerging issues including continuous charter, technology, AI,

- 6.3. Standing Item: High School Update CEO Nippard
 - SHS: scheduled for completion early Aug; still on track. Received \$4.8M from GoA for repairs & remediation. Note of Appreciation sent to DM and ADM of Education, FFCA & GoA have invested significant time finding an SHS solution since last year. Older bldg has req'd unexpected repairs.
 - NHS – on schedule and solar panels are now in/complete;

- 7. Discussion Items..... Chair Wilson
 - 7.1. Review of 23/24 Board Meeting scheduleChair Wilson
 - 7.2. Reviewed by board and shared publicly
 - Approval of 23/24 Campus Fees.....COO Leinweber

- Reviewed on an annual basis; anything with a yellow highlight reflects an increase of more than 5% than previous year, change in some cases is because of the breakdown
- 2023-06-21-1RA | 23/24 Campus Fees MOTION**
 That the Board approve the 2023/24 Campus Fees, as presented.
MOVED by Director Jin and seconded by Vice-Chair Hill. CARRIED.

- 7.3. Approval of Locally Developed Courses.....CI Kool

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

- In AB you can offer courses through CFS and CTS or through otherwise approved curriculum, or through Locally Developed Courses developed by school districts and shared within the province. FFCA has in past created LDCs and have acquired/approved other LDCs. Seeking to acquire these courses from CBE to run at HS level. Renewed every four years through ABEd.

2023-06-21-2RA | Locally Developed Courses MOTION
 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 amended.
MOVED by Director Widney and seconded by Director Lakhani. CARRIED.

- 7.4. Q3 Report.....CFO Estrada

- YTD numbers and Q3 results plus forecast to end of year
 - Behind on budget, and projecting a forecast surplus due to end of year. Some of the costs which are expected next year (with new buildings and facilities) surplus will be directed to those.
 - Adjustment for transportation – to report to ABEd we need to have a balanced budget on Transportation, working through that with Admin in coming weeks.

2023-06-21-3RA Q3 Report MOTION
 That the Board receive for information, the FFCA 2022-23 Third Quarter Financial Report as amended.
MOVED by Director Ifechi and seconded by Director Qureshi. CARRIED.

- 8. Committee and Representative Reports Chair Wilson
 - 8.1. Executive Committee..... Chair Wilson
 - Met in June, no decisions taken.
 - 8.2. Governance Committee Director Lakhani
 - Policy review and TOR development this year

- Also examined professional development for Board members
8.2.1..... Governance
Committee’s Terms of Reference (TOR)

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

That the Board approve the Governance Committee’s Terms of Reference as presented.

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

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

That the Board rescind Policy 21 Anaphylaxis and move the matter to the Administrative Procedure manual.

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

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

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 Lakhani and seconded by Vice-Chair Hill. CARRIED.

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

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 Lakhani and seconded by Director Qureshi. CARRIED.

2023-06-21-8RA Approval of non-substantive changes to Policies and Appendices MOTION

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 Lakhani and seconded by Director Fisher. CARRIED

2023-06-21-9RA Approval of Policies and Appendices First Reading MOTION

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 Lakhani and seconded by Director Fisher. CARRIED.**

These policies will now be circulated and presented for feedback to be presented to the Governance Committee.

8.3. Audit Committee Director Qureshi

- 8.3.1. Audit Committee’s Terms of Reference (TOR)
- 2023-06-21-10RA Audit Committee’s TOR for approval MOTION**
- That the Board approve the Audit Committee’s Terms of Reference as presented.

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

8.4. TAAPCS Rep Report Vice-Chair Hill

- FFCA is one of 21 charter schools in AB; TAAPCS is the association which offers knowledge sharing and collaboration between schools.
- Recent changes to bylaws and budget presented to executive. Budget presented had a significant increase from pass to create the position (and fund) for an Executive Director to elevate TAAPCS to a new level as the GoA is interested in meeting with charter schools as an association vs 21 individual meetings. Budget did not pass at General Meeting and will be discussed again this coming weekend.
- FFCA has the greatest # of students in the charter system (3500 students); many schools have ~100 to 500 students at most.

9. Director Highlights Chair Wilson

- Directors shared their highlights from the recent month.

10. Open to Gallery Chair Wilson

- Events for more parents/families to connect
- NHS – space is for 1000, but currently, there are 500 attending NHS.
 - Conversations now about how to strategically connect to growth plan

11. Election of Co-Vice-Chair

- Two Candidates: Sam Jin and Charles Ifechi. Each candidate presented a short speech on their candidacy for the role.
- Additional Vice-Chair role added for succession planning for the Board
- Done by secret ballot
- Charles Ifechi was elected as Co-Vice-Chair

12. Chairperson’s Remarks Chair Wilson

- The Chair provided remarks and reflections on the year.

13. Move in-camera

2023-06-21-11RA Move into an in-camera session MOTION.

That the Board move in-camera and that Roger Nippard, Jhamily Estrada and Kurtis Leinweber remain to participate as part of in-camera session.

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

ADJOURNMENT: 9:10 p.m.

NEXT MEETING: October 4, 2023



AP-A-203.1 High School Campus Common Culture & Core Programming Administrative Procedures

BACKGROUND & RATIONALE

FFCA (Foundations for the Future Charter Academy) aspires to operate culturally as a single school with multiple campuses (Charter, p. 3, Guiding Principles). While every campus will have uniqueness based on the students, staff, and community characteristics of the campus, FFCA strives to create a core common cultural experience and educational programming across all campuses, as identified in our charter. This administrative procedure outlines the core programming and cultural expectations that staff, students, and families can expect when attending any of our high school campuses.

FFCA's high school program is intended to maximize the opportunity for all students to meet the qualifying entrance requirements for one or more university programs. FFCA high school campuses are not comprehensive high schools and do not provide trades/technical or vocational programs, although its program may meet or exceed the entrance requirements for many post-secondary colleges or technical institutes.

PROCEDURES

1. Calendar and Scheduling

- 1.1. All FFCA high school campuses will operate on the same Board-approved calendar that will include common instructional days, early dismissal (staff collaboration) days, learning conferences, organizational days, professional development days and holidays.
- 1.2. All FFCA high school campuses will operate as a fully-semestered program for grades 10-12.
- 1.3. All FFCA high school campuses will operate grade 9 as a partially-semestered program:
 - 1.3.1. English Language Arts and Social Studies will be provided (as long as feasible) in an integrated fashion with a common teacher over the full year.
 - 1.3.2. Math and Science will be provided (as long as feasible) in an integrated fashion with a common teacher over the full year.
 - 1.3.3. Physical education and Leadership may be offered on a semester or full-year basis depending on campus scheduling needs.
 - 1.3.4. Elective courses may be offered on a semester or full-year basis, depending on campus scheduling needs.
- 1.4. All FFCA high school campuses will operate a 2-day rotational schedule with four (4) core instructional blocks per day.
- 1.5. Credit programs may be offered outside the regular schedule with the permission of the Principal Educator (e.g., block 5 performing arts, weekend outdoor education).
- 1.6. Start time, office hours, length of classes and breaks should be similarly structured at each campus, but times may be adjusted due to specific needs and circumstances (e.g., bussing)
- 1.7. Final exam schedules will be as similar across campuses as possible.

2. **Required Academic Program**

- 2.1. Each student in FFCA high school campuses will, unless approved otherwise by the Principal Educator, complete a program that meets the distinctive charter requirements of FFCA and meets or exceeds the provincial diploma requirements. Students are encouraged to ensure their program meets any entrance requirements for post-secondary options they are considering and are guided to complete a program that keeps as many post-secondary options available as possible for them.
 - 2.1.1. Charter Requirements
 - 2.1.1.1. Leadership with Character 9, 15, 25, & 35 (specific course modules provided in Appendix B)
 - 2.1.1.2. Physical Education 9, 10, 20, & 30
 - 2.1.2. Program that meets the provincial graduation requirements and entrance requirements of a maximum range of post-secondary opportunities (including university) for all students
 - 2.1.2.1. ELA 9, 10-1, 20-1, & 30-1 or 10-2*, 20-2*, & 30-2*
 - 2.1.2.2. Math 9, 10C, 20-1, & 30-1 or 10-3*, 20-2*, & 30-2*
 - 2.1.2.3. Science 9 & 10
 - 2.1.2.4. Social Studies 9
 - 2.1.2.5. At least one of:
 - 2.1.2.5.1. Science (General) 20 & 30
 - 2.1.2.5.2. Biology 20 & 30
 - 2.1.2.5.3. Chemistry 20 & 30
 - 2.1.2.5.4. Physics 20 & 30
 - 2.1.2.5.5. Math 31 (must be in addition to one 30-level Science)
 - 2.1.2.6. Social Studies 10-1, 20-1, & 30-1 or 10-2*, 20-2*, & 30-2*
 - 2.1.2.7. Career and Life Management (CALM) 20
 - 2.1.3. Includes a minimum of 100 completed credits

*Enrollment requires Parent/Guardian and Principal Educator approval, as these courses may limit post-secondary options for students

3. **Elective Programs (Appendix A)**

- 3.1. In addition to the core program offerings listed in 2., elective programs, including Advanced Placement courses, may be provided depending on the level of student demand and available staff resources. In cases where there is insufficient demand or resources to effectively and/or efficiently provide one or more of the FFCA-approved elective courses (see Appendix A), the Principal Educator may eliminate those courses from program offerings with Superintendent or designate approval.
- 3.2. Additional course offerings in high school campuses may be offered (see Appendix C) with Superintendent or designate approval.
- 3.3. Elective course offerings will be reviewed on an annual basis.

4. **Student Enrollment Load and Program Requirements**
 - 4.1. Enrollment Load
 - 4.1.1. All grade 9 and 10 students must be enrolled in a full course load at FFCA
 - 4.1.2. All grade 11 students must be enrolled in a minimum of seven out of eight blocks of approved programming, with at least three out of four blocks each semester consisting of in-person classes at FFCA.
 - 4.1.3. All grade 12 students must be enrolled in a minimum of six out of eight blocks of approved programming, with at least three out of four blocks each semester consisting of in-person classes at FFCA.
 - 4.1.4. Exceptions to the requirements outlined in 4.1.1. to 4.1.3. may be made only with the approval of the Principal Educator

5. **Instructional Practices**
 - 5.1. All teachers of each course will utilize common:
 - 5.1.1. Course Outlines
 - 5.1.2. Long Range Plans
 - 5.1.3. Assessment structure (e.g., unit weightings)
 - 5.1.4. Main Summative Assessments (e.g., unit exams, final exams)
 - 5.1.5. Core Resources (as per *AP-H-104.2 Instructional Resource Selection*)

6. **Campus Curriculum Coordinators**
 - 6.1. Each campus will identify coordinators in each of the following curricular areas to facilitate communication and collaboration within and across campuses:
 - 6.1.1. Leadership
 - 6.1.2. Physical Education
 - 6.1.3. English Language Arts
 - 6.1.4. Social Studies
 - 6.1.5. Mathematics
 - 6.1.6. Sciences
 - 6.1.7. Elective areas (e.g., performing arts, CTS) if staff numbers warrant

7. **Extra-curricular Activities**
 - 7.1. All FFCA high school campuses will provide the following extra-curricular athletic activities depending on student demand and available resources:
 - 7.1.1. Cross-country
 - 7.1.2. Jr./Sr. Volleyball
 - 7.1.3. Jr./Sr. Basketball
 - 7.1.4. Wrestling
 - 7.1.5. Jr./Sr. Badminton
 - 7.1.6. Jr./Sr. Soccer
 - 7.1.7. Jr./Sr. Rugby
 - 7.1.8. Jr./Sr. Track & Field
 - 7.2. In cases of insufficient demand or resources to effectively and/or efficiently provide one or more of the extra-curricular athletic activities listed above, the Principal Educator may eliminate that program for the applicable school year with Superintendent or designate approval.
 - 7.3. All FFCA high school campuses will provide the following extra-curricular leadership activities:
 - 7.3.1. Student Union / Student Representative Council
 - 7.3.2. Link Crew if a campus has more than one feeder middle campus

8. Mascot

- 8.1. The mascot for each high school campus will be the Phoenix with a specific colour identifier as follows:
- 8.1.1. North High School Campus – Phoenix Green
 - 8.1.2. South High School Campus – Phoenix Black

9. PE (Physical Education) Uniform

- 9.1. The PE clothing for all FFCA high school campuses will be identical in terms of branding, utilizing the FFCA and/or Phoenix theme and a common supplier.

10. Communications

- 10.1. Will be consistent with any FFCA school-wide communication standards or processes as established.
- 10.2. As a minimum common standard:
- 10.2.1. Campus websites will have:
 - 10.2.1.1. identical structure
 - 10.2.1.2. information customized to the respective campus
 - 10.2.2. Each campus will post its student handbook & planning guide on its website, which will have:
 - 10.2.2.1. identical structure
 - 10.2.2.2. common content
 - 10.2.2.3. information customized to the respective campus

11. Graduation

- 11.1. Ceremony Participation
- 11.1.1. An FFCA commencement ceremony for graduating grade 12 students from each campus will take place in May or June. Campuses may elect to hold a combined ceremony if desired.
 - 11.1.2. Specific criteria for participation will be the same at all high school campuses.
- 11.2. Grad Speaker Selection
- 11.2.1. Specific selection criteria and process for Valedictorian and all other graduation leadership/speaker roles will be the same at all high school campuses and posted on their campus websites.
 - 11.2.1.1. Valedictorian selection process will include a selection committee of peers, teachers, and administration.
- 11.3. Banquet Speakers and Other Graduation Leadership Roles
- 11.3.1. All graduation leadership roles other than the valedictorians (banquet MC, toasts, class historians, etc.) are selected by class election vote from eligible applicants.
 - 11.3.2. Specific selection criteria and selection process will be the same at all high school campuses and posted on campus websites.

12. Student Awards

- 12.1. Each high school campus will host a ‘Night of the Phoenix’ awards ceremony in October of the school year following the academic year to recognize excellence in academics, arts, athletics, character, and leadership.
- 12.2. High school campuses may host supplementary celebrations (e.g. athletics, arts) at their discretion.
- 12.3. Available awards will be consistent across all high school campuses.
 - 12.3.1. Specific awards selection criteria and application process will be the same at all high school campuses and posted on campus websites.

13. Campus Budgeting / Financial Operations

- 13.1. Principal Educators of high school campuses will communicate and collaborate in identifying campus budget priorities to ensure general consistency and explore opportunities to find operational efficiencies.
- 13.2. Required program fees will be the same across all high school campuses.

14. Staffing Structure

- 14.1. Teacher assigned time and support staff scheduling will be consistent across high school campuses in accordance with the Board approved operational budget and established HR guidelines.

15. Campus Councils & Societies

- 15.1. Each FFCA high school campus will have its own campus council whose members will include the Principal Educator, a teacher rep, and a student rep.
- 15.2. Each FFCA high school campus will have its own campus Society
 - 15.2.1. Campus Society will apply for a Casino Licence with Alberta Gaming, Liquor and Cannabis to conduct/manage casino events as fundraisers in accordance with AGLC Charitable Gaming Policies Handbook.

- 16. **Divergence:** any variance from the terms outlined in this administrative procedure requires the approval of the Superintendent or designate.

Original Approval Date:	June 22, 2023
Revision Dates:	
References:	FFCA Charter Document 2012-2027
	FFCA Board Policy 1 – Foundational Statements
	AGLC Charitable Gaming Policies Handbook

Appendix A: Approved Elective Courses - Currently Offered

See section 3 above for additional details regarding electives. The following elective courses are approved for use:

- 1) Fine and Performing Arts
 - a) Advanced Acting 15, 25, & 35 (adopted locally developed course)
 - b) Art 9, 10, 20, & 30
 - c) Choral Music 9, 10, 20, & 30
 - d) Drama 9, 10, 20, & 30
 - e) Musical Theatre 15, 25, & 35 (adopted locally developed course)
 - f) Technical Theatre 15, 25, & 35 (adopted locally developed course)

- 2) Humanities & Social Sciences
 - a) Economics for Consumers 20
 - b) Psychology (General) 20 & Psychology (Personal) 20
 - c) Sociology (Institutional) 20 & Applied Sociology 30
 - d) Religious Meanings 20 & World Religions 30

- 3) Career & Technology Studies (CTS)
 - a) Business Education: Enterprise and Innovation 15 (specific modules provided in Appendix B)
 - b) Business Education: Management at Marketing 15 (specific modules provided in Appendix B)
 - c) Business Education: Personal Finance 15 (specific modules provided in Appendix B)
 - d) Design Studies 9, 15, 25, & 35 (specific modules provided in Appendix B)
 - e) Kinesiology 15
 - f) Media Arts / ICT (Information and Communication Technology) 9, 15, 25, & 35 (specific modules provided in Appendix B)
 - g) Outdoor Education 9, 15, 25, & 35 (specific modules provided in Appendix B)
 - h) Robotics & Computer Science 9, 15, 25, & 35 (specific modules provided in Appendix B)
 - i) Sports Performance 15 (specific modules provided in Appendix B)

Appendix B: Approved Course Modules

COURSE	MODULES (1-CREDIT COURSES)				
Leadership with Character (LWC 15)	HSS1030	HSS1040	HSS1080		
Leadership with Character (LWC 25)	HSS1090	HSS2030	HSS2080		
Leadership with Character (LWC 35)	HSS3080	HSS3090	HSS3910		
Marketing & Management 15	MAM1010	MAM1020	MAM1040	MAM2030	MAM2090
Innovation & Entrepreneurship 15	ENT1010	ENT1020	ENT1910	ENT2040	ENT2910
Personal Finance & Investing 15	FIN1010	FIN2060	Offered with Economics for Consumers		
Design 15	DES1010	DES1020	DES1030	DES1040	DES1910
Design 25	DES2035	DES2045	DES2910	DES3145	DES3165
Design 35	DES3035	DES3045	DES3170	DES3910	DES3920
Kinesiology 15	REC1040	REC2010	REC2060	REC2120	REC3920
Media Arts 15	COM1005	COM1035	COM1105	COM1145	COM1205
Media Arts 25	COM2015	COM2035	COM2045	COM2105	COM2145
Media Arts 35	COM3035	COM3045	COM3115	COM3145	COM3245
Outdoor Ed 15	WLD1010	WLD1100	WLD1130	TOU1010	
Outdoor Ed 25	WLD1060	WLD2040	WLD2100	TOU1120	
Outdoor Ed 35	WLD2020	WLD2910	WLD3020	TOU 2120	
Robotics & Comp Science 15	CSE1110	CSE1120	ELT1010	ELT1140	ELT1130
Robotics & Comp Science 25	CSE2110	ELT2140	ELT2160	ELT2170	ELT2910
Robotics & Comp Science 35	CSE3120	CSE3910	ELT3150	ELT3180	ELT3910
Sports Performance 15	TBD				
Sports Performance 25	TBD				
Sports Performance 35	TBD				

Appendix C – Approved Elective Courses NOT CURRENTLY OFFERED

See section 3 above for additional details regarding electives. The following elective courses have been approved for use at FFCA but, as of June 2023, are **NOT** currently offered due to insufficient demand or availability of staff resources:

- 1) Languages
 - a) French 9, 10, 20 & 30
 - b) Spanish 9, 10, 20 & 30
- 2) Advanced Placement (AP)
 - a) ELA 20-1AP & 30-1AP (AP English Literature and Composition)
 - b) Math 20-1AP, 30-1AP, & 31AP (AP Calculus)
 - c) Chemistry 20AP, 30AP, & 35AP (AP Chemistry)
 - d) Physics 20AP & 30AP (AP Physics BC)
- 3) Humanities & Social Sciences
 - a) Creative Writing 15, 25, & 35 (adopted locally developed course)
 - b) Sociology (Institutional) 20 & Applied Sociology 30
 - c) Religious Meanings 20 & World Religions 30
- 4) Arts
 - a) Studio Art 35
- 5) Learning Strategies
 - a) Learning Strategies 15, 25 & 35 (adopted locally developed course)
- 6) Career and Technology Studies (CTS)
 - a) Robotics 15, 25 & 35
 - b) Sports Performance 25 & 35



AP-H-103.1 Human Sexuality Administrative Procedures

BACKGROUND & RATIONALE

Human sexuality is a mandatory component of this *Program of Studies*. As such, FFCA campuses will teach human sexuality to students in grades 4 through 9, and CALM 20 once during grades 10 through 12.

FFCA campuses will communicate with parents/guardians how they can exempt their child from this instruction in accordance with *Section 58.1 of the Alberta Education Act*.

ADMINISTRATIVE PROCEDURES

1. Each year, campuses will send home a letter to families (see sample communication) that provides the following information:
 - 1.1. Links to the current Physical Education and Wellness (K-6), Health and Lifeskills (7-9) and Career and Life Management program of studies
 - 1.2. List of grade-specific learner outcomes that pertain to human sexuality as specifically indicated in each program of studies
 - 1.3. Instructions on how they can exempt their child from the human sexuality portion of these programs of studies
2. Campuses will teach these outcomes in a class setting that is not separated by gender.
3. Teachers will provide an alternative learning activity and location for those students exempted from human sexuality.
4. Teachers will provide the office with all written communications exempting students to be stored according to the "Student Activity – Administration and Participation" section of the AP-D-701.1.2 Records Retention Schedule for Campuses.

Original Approval Date: October 19, 2009

Revision Dates: January 15, 2021
May 3, 2023

References: Education Act
AP-D-701.1.2 Records Retention Schedule for Campuses

Curriculum:

Grade 4 to 6: <https://curriculum.learnalberta.ca/curriculum/en/s/pde>

Grade 7 to 12 Health: <https://education.alberta.ca/media/160196/health.pdf>

CALM 20: <https://education.alberta.ca/media/160199/calm.pdf>

SAMPLE Communication Grade 4-6:

DATE

Dear Parents/Guardians of Grade {INSERT GRADE} students:

FFCA teaches the required Alberta Education Physical Education and Wellness curriculum in grades four through six. The Physical Education and Wellness curriculum can be viewed at <https://curriculum.learnalberta.ca/curriculum/en/s/pde>. This program aims to enable students to make well-informed, healthy choices and develop behaviours that contribute to the well-being of themselves and others. Several specific outcomes of the Health and CALM curricula address human sexuality. The grade {INSERT GRADE} specific objectives are:

- **INSERT**

FFCA recognizes parents' role as the primary teachers of their children and that our families have differing beliefs on the role of schools in providing education in this area. According to *Section 58.1 of the Alberta Education Act*, parents/guardians have the right to exempt their children from school instruction in human sexuality by making a written and signed request. If you decide NOT to have your child participate in the human sexuality material this year, please provide the child's homeroom teacher with that signed request by **DATE** via a physical or a scanned copy with a handwritten signature. Students not taking part in the human sexuality instruction will be provided with an alternative learning activity and assigned to another supervised location in the campus. **(Additional information about the alternative assignment could be added here)**

Sincerely,

Campus Administration

SAMPLE Communication Grade 7-12:

DATE

Dear Parents/Guardians of Grade {INSERT GRADE or CALM 20} students:

FFCA teaches the required Alberta Education Health and Life Skills curriculum in grades seven through nine and Career and Life Management (CALM) 20. The Health and Life Skills curriculum can be viewed at <https://education.alberta.ca/media/160196/health.pdf> and the CALM 20 at <https://education.alberta.ca/media/160199/calm.pdf> . The goal of these programs is to enable students to make well-informed, healthy choices and to develop behaviours that contribute to the well-being of themselves and others. There are several specific outcomes of the Health and CALM curricula that address human sexuality. The grade {INSERT GRADE or CALM 20} specific objectives are:

- **INSERT**

FFCA recognizes parents' role as the primary teachers of their children and that our families have differing beliefs on the role of schools in providing education in this area. According to *Section 58.1 of the Alberta Education Act*, parents/guardians have the right to exempt their children from school instruction in human sexuality by making a written and signed request. If you decide NOT to have your child participate in the human sexuality material this year, please provide the child's homeroom {or CALM} teacher with that signed request by **DATE** via a physical or a scanned copy with a handwritten signature. Students not taking part in the human sexuality instruction will be provided with an alternative learning activity and assigned to another supervised location in the campus. (Additional information about the alternative assignment could be added here)

Sincerely,

Campus Administration



AP-H-105.1 English as an Additional Language Administrative Procedures

BACKGROUND & RATIONALE

Foundations for the Future Charter Academy (FFCA) will provide English as an **Additional Language*** (**EAL**) support to English Language Learner (ELL) students who have insufficient proficiency in English to achieve grade-level expectations. ***Alberta Education replaced the term ESL with EAL as of 2022/23 to include a wider range of students.**

ELL Students are those who are learning English and are fluent in one or more other languages and may be eligible for EAL support.

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

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

PROCEDURES

Intake and Assessment

1. Each FFCA campus will identify all new students who require **EAL** support by September 30 of each school year.
2. The first opportunity to note any possible **EAL** needs occurs during the admission interview. Any **EAL** concerns that are evident during the interview process should be noted and communicated to administration. The following information and documents need to be collected during the interview:
 - First language the student learned
 - Language spoken in the home
 - First language of the parent(s)/guardian(s)
 - Years of schooling in another language
 - Report card from previous school
 - Previous years of **EAL** support, if any
3. Observations by the classroom teacher during the first few weeks of school will provide further information about whether the student requires English as a Second Language Proficiency Testing. Areas of concern may include:
 - Basic vocabulary
 - Classroom/academic vocabulary
 - Grammar skills
 - Writing skills
 - Reading comprehension
 - Understanding directions, both oral and written
 - Understanding of Canadian cultural references
 - Speaking skills

4. The person conducting the assessment will check the documentation of those students referred to ascertain the student's language background.
5. The assessor will then test all referred students using one of the following tests:
 - IPT (Ballard & Tighe)
 - Alberta **EAL** Proficiency Benchmark
 - Please note that all literacy strands should be assessed during intake
 - Level B language assessment (e.g., Woodcock-Munoz Language Survey, Kaufman Test of Educational Achievement, etc.)
 - Important note: all FFCA employees conducting the Level B tests must have completed specific training with the assessment being used. A written consent form from the parent(s) or guardian(s) must be obtained. The results of any Level B testing must be interpreted by campus personnel who have completed professional development in the interpretation of Level B testing.
6. After testing has been completed, the assessor will debrief the results either verbally or written with teachers and administration.
7. If it is deemed that a student may require **EAL** support, the responsible teacher or campus administrator will communicate with the parent(s) or guardian(s) of the student who would benefit from **EAL** support, informing them of the results of the testing, introducing the support team who would be working with their child and requesting permission to seek funding and support for their child. All approval of support from the parent(s)/guardian(s) must be received in writing ([See Appendix A: EAL Consent Form](#)).
8. Prior to the last school day in September and February, the administration will report to Alberta Education the names of students requiring **EAL** support via SIS communication through PASI.
 - Foreign-born **EAL** students will be coded 301.
 - Canadian-born **EAL** students will be coded 303.

Supporting **EAL Learners**

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

6. Evidence must:
 - tie directly to the benchmark placement and the focus of support
 - be annotated
 - Annotations should be made directly on the evidence (such as a writing sample) or be point-form teacher notes corresponding to the benchmark.
7. With included teacher notes or annotations, acceptable forms of evidence include:
 - Writing samples
 - Samples of student work
 - Reading activities
 - Notes with specific examples
 - Ongoing assessment records
 - Transcribed listening/speaking assessments

Communication and Reporting

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

Continued Coding of Students

1. Once coded EAL, students will retain the code until they no longer require program planning and instructional supports to achieve grade-level expectations and reach their full potential, **up to a maximum of 5 years**
 - **Maximum 5 years of EAL funding includes both pre-school and kindergarten EAL coding – 0.5 FTE each**
2. On an annual basis, the reporting teacher will recommend whether the **EAL** student should maintain their **EAL** coding.
 - Students who attain proficiency levels consistently at Level 4 or 5 on the English as a Second Language Proficiency Benchmarks and who require a low level of support outside of the regular classroom supports provided to all students may be considered for the removal of their **EAL** coding.
 - When removing **EAL** coding for students in grades 3, 6 and 9, considerations of the standards of the following grades should be made as the standards progress in grades 4, 7 and 10.
 - Communication must be made to the parent(s)/guardian(s) regarding any potential coding change by using the **EAL** Status Communication form (See [Appendix B: EAL Status Communication](#)).
3. On an annual basis, the teacher will identify any students who require significant interventions or support, either from the classroom teacher or from learning support.
 - Students who attain proficiency levels consistently at Level 1 or 2 on the English as a Second Language Proficiency Benchmarks and require a high level of support outside of the regular classroom supports provided to all students may be considered for this list.
4. The principal educator, or their designate, will take these recommendations into account as they determine whether a student requires continued **EAL** coding.
5. If a decision has been made to remove **EAL** support for a student and communicated with the parent(s)/guardian(s), the ELL form in Clevr will be removed for that student.
6. Prior to September 30, the principal educator, or their designate, will review the list of coded **EAL** students in the Student Information System and ensure that there is an ELL form in Clevr for those who are coded and remove any existing ELL forms for those who will not be coded that year.
7. The principal educator, or their designate, will track the information gathered above.

EAL Resources

- Alberta Guide to Education
<https://www.alberta.ca/guide-to-education.aspx>
- ~~English as a Second Language: Guide to Implementation~~
~~https://education.alberta.ca/media/563809/ESL_guide_to_implementation_k-9.pdf~~
- Supporting English Language Learners: Tools, Strategies and Resources
<https://www.learnalberta.ca/content/EALapb/index.html>
- [Clevr](#) (Login required)
- [Appendix C: Benchmarking to Support EAL Coding](#)

Original Approval Date: June 17, 2013
Revision Dates: September 2, 2021;
September 7, 2022;

May 19, 2023

References:

Education Act

AB Guide to Education: <https://www.alberta.ca/guide-to-education.aspx>

~~English as a Second Language: Guide to Implementation~~

~~<https://education.alberta.ca/media/563809/ESL-guide-to-implementation-k-9.pdf>~~

Supporting English Language Learners: Tools, Strategies and Resources

<https://www.learnalberta.ca/content/ESLapb/index.html>

APPENDICES

[Appendix A: EAL Consent Form](#)

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

[Appendix B: EAL Status Communication](#)

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

[Appendix C: Benchmarking to Support EAL Coding](#)

This appendix supports implementation of the changes made to this Administrative Procedure effective September 2022. This resource is available via SECURE ACCESS ONLY. Staff login required.

**Foundations for the Future Charter Academy
for the twelve month ending Aug 31, 2023 - Prelim**

	Annual Budget	September to August YTD	June to August Q4	YTD % of budget	Notes
Income					
AB Grant Revenue	35,189,533	35,779,816	8,991,042	101.68%	Rec'd a few grants not expected like the fuel grant and teacher salary increase
AB Grant Revenue - MRU	-	2,386,000	238,600	#DIV/0!	
Transportation Fees	1,940,086	2,128,520	221,749	109.71%	More riders then budgeted for
Resource Fees	488,340	547,384	54,468	112.09%	
Other School Jurisdiction	680,000	884,334	302,263	130.05%	POM shared services for classical academy after budget was approved.
Campus Funds	1,359,635	1,446,164	103,021	106.36%	
Gifts and Donations	-	75,710	(5,835)	#DIV/0!	includes campus fundraisers - council donations etc.
Other Revenue	140,825	1,502,245	179,246	1066.75%	700k of this better than budget is due to recognizing fire insurance proceeds, 300K is due to shared services classical academy tech department not budgeted and 300K due to GIC interest rates increasing in 22-23
Total Income	39,798,419	44,750,173	10,084,554	112.44%	
Expense					
Salaries & Benefits	29,439,992	29,580,063	7,494,399	100.48%	The overage is mainly due to the PowerSchool project and the start strong program
Inclusion	595,000	423,913	87,565	71.25%	Start strong program used up more people hrs. vs resources
Professional Development	77,760	37,070	9,318	47.67%	
Technology	718,750	969,940	380,141	134.95%	Given the surplus in 21-22 we invested in a significant tech refresh (hardware & software)
Transportation	3,590,483	3,830,076	607,428	106.67%	includes transportation credits for bus issues and surplus
Facilities	2,320,261	2,541,101	1,160,773	109.52%	Given the surplus in 21-22 we invested in significant repairs and esthetics of all our facilities
Facilities - CMR Amortization	154,930	154,930	-	100.00%	
Facilities - MRU Lease	-	2,577,762	270,589	#DIV/0!	
Board	137,000	174,927	47,643	127.68%	
Admin Building	115,825	149,556	69,169	129.12%	
General & Admin	322,545	359,097	71,979	111.33%	
Campus Funds	1,359,635	1,446,164	536,757	106.36%	
Campus Expenditures	961,583	1,696,798	526,191	176.46%	A significant amount of the difference has to do with campuses expenses of running a HS program out of MRU vs a school i.e. Gym rentals etc. Also given the surplus in 21-22 we invested in a significant textbook / curriculum workbook refresh
Total Expense	39,793,764	43,941,397	11,261,952	110.42%	
Surplus(Deficit)	4,655	808,776	(1,177,398)		

**Foundations for the Future Charter Academy
for the twelve month ending Aug 31, 2023 - Prelim**

	Restricted Reserves			Unrestricted		
	<u>Instruction</u>	<u>PO&M</u>	<u>Sys Admin</u>	<u>Total</u>		<u>Total</u>
* Reserve as at Aug. 31, 2022	(436,727)	987,849	(175,809)	375,313	1,636,458	
2022-23 Proposal	436,727	87,465	175,809	700,001	108,775	Projected Reserves
Expected reserve balance	0	1,075,314	0	1,075,314	1,745,233	\$ 2,820,547

Prepared by: Jhamily Estrada



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 ~~taken or affirmation made sworn or affirmed~~ by each Director when ~~s/he~~they assumes 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.

~~A Director who is given authority by Board motion to act on behalf of the Board may carry out duties individually, but only as an agent of the Board. In such cases, the Director's actions are those of the Board, which is then responsible for them.~~

~~Unless granted specific authority by 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.

~~A Director who is given authority by 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 may carry out duties individually, but only as an 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, which is then responsible for them.~~

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. ~~Recognize his/her~~Abide by the fiduciary responsibility to FFCA ~~and to~~ act in the best interests of FFCA, meaning that the Director must place understanding that FFCA interests ahead of all other interests when serving and acting in the Director role needs are paramount;
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. Be committed to continually developing themselves and growing in their role. This includes participating in a minimum of one developmental workshop/course/session per year relating to Board/Director's responsibilities Board/Director development sessions so to enhance 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. FFCA will provide reasonable support within the Board governance budget for Directors attending TAAPCS meetings and events.
6. 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 pecuniary (financial) 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 pecuniary 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 pecuniary interest in that matter immediately and then comply with 1.4
- 4.3. The disclosure of the Director's pecuniary interest and the Director's abstention from any vote on that matter shall be recorded in the minutes of the meeting

Revised: May 13, 2020

Legal Reference: 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

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 E-mail 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.



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



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

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:

Submit (Ctrl: S) | Save (Ctrl: S)

Print Form

Save Form

Clear Form

APPENDIX B: RANKED SECRET BALLOT PROCESS

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



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

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:

Submit to Board Chairperson

Print Form

Save Form

Clear Form



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



Standing or Ad Hoc COMMITTEE REPORT

Committee: _____

Meeting Date: _____

Members in attendance (include Chairperson and Secretary Titles):

Meeting Summary:

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

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