



**FFCA High School
2116 Mackay Road NW
Calgary, AB T3B 1C7
Phone (403) 243-3316
2023-2024**

Welcome

If you have been a part of Foundations for the Future Charter Academy previously, we are pleased to welcome you back for another great year. If you are new to our school, we are thrilled that you have chosen to become part of this outstanding learning organization. We invite you to become actively involved in the education of your child. Feel free to ask questions, make suggestions, and provide feedback about your experiences at your campus. Your ideas are vital to our long-term success.

Please know that our campuses operate under the skilled leadership of dedicated staff members and that each one is committed to the distinctive characteristics of our school. Moreover, each is focused on responding appropriately to the learning needs of students and to the development of a partnership with parents. We strongly believe that through positive connections with our staff, you will build the relationships necessary to support the development of enhanced learning opportunities for your child.

Welcome to the finest **public** school in Alberta! Enjoy the experience and have a great year!

FFCA High School Admin

FFCA Vision

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

FFCA Mission

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

Academic Focus

The FFCA High School program emphasizes academic rigour and achievement. In addition to ensuring high levels of competency in core and complementary course offerings, students will develop skills in critical thinking, effective communication, problem-solving, inquiry and research. Students will graduate equipped to undertake post-secondary education and responsibilities associated with the world of work.

Character and Leadership

FFCA fosters **strong, positive, respectful partnerships** among students, staff, parents and the community. Character education is the foundation upon which student success is built. It is the means to foster sustainable communities that are safe, caring, supportive, respectful and inclusive. FFCA endeavors to prepare students to be strong and engaged citizens who care deeply, think critically and act courageously. Students engage in learning experiences in relation to FFCA's five character development foundations— (compassion, respect, responsibility, self-discipline, integrity).

FFCA High School seeks to develop students who demonstrate the “courage of integrity”; students who choose right over wrong, ethics over convenience and truth over popularity; even in the face of adversity. Through an increased awareness of their abilities, influences, values and unique talents, students will acquire a high level of respect and responsibility for themselves and others. Students will develop character through an integrated approach and demonstrate commitment to exemplary character through daily choices, community service and acts of citizenship.

FFCA High School focuses on the development of leadership capacity creating a sense of empowerment and building a school community that is characterized by quality relationships and organizational pride. The school will equip students with the skills and knowledge necessary to prepare them for living as productive members of the local, national and global community. In addition, FFCA students will benefit from interaction with leaders in the community, from mentorship opportunities and learning founded in practical experiences.

Our History

FFCA began in September, 1997 when the vision of a small group of committed parents was realized. At that time, we were a single campus with 224 students from kindergarten through grade eight. We extended to include grade nine the following year and offered our first leadership course to our grade nines in 2001. In September 2002, we offered a grade ten program for the first time. In June 2005, these students walked across the stage as the first ever FFCA grade twelve graduating class.

In 2010, our graduating class included students since our very first kindergarten class. We are now in our second decade of providing high quality education to over 3000 Calgary students. In the year 2021 two high schools in the North and South quadrant of the city will be providing education to 900 plus students.

More information about FFCA Charter and other distinctive features can be found on the FFCA and FFCA North High School Websites.

[FFCA Website](#)

Mascot

The mascot for each high school campus will be the Phoenix with a specific colour identifier as follows:

- i. North High School campus – Phoenix Green
- ii. South High School campus – Phoenix Black

Bell Schedule

Monday - Thursday				Friday		
BLOCK	Regular Days	Minutes		BLOCK	Regular Days	Minutes
TEACHER TIME	8:00 - 8:25	25 mins		TEACHER TIME	8:00 - 8:25	25 mins
DOORS OPEN	8:25	(Bell will ring.)		DOORS OPEN	8:25	(Bell will ring.)
1 Block	8:30 - 10:00	90 mins (88)	O Canada	1 Block	8:30 - 9:35	65 mins (63)
TRANSITION		5 min		TRANSITION		5 min
2 Block	10:05 - 11:35	90 mins (88)	Announcements	2 Block	9:40 - 10:45	65 mins (63)
LUNCH	11:35 - 12:20	45 mins (5 min bell 12:15 PM)		Nutrition Break	10:45 - 11:00	15 min (5 min bell 11:55AM)
3 Block	12:20 - 1:49	89 mins		3 Block	11:00 - 12:05	65 mins
TRANSITION		5 min		TRANSITION		5 min
4 Block	1:54 - 3:23	89 mins		4 Block	12:10 - 1:15	65 mins
PM	3:23 - 3:28	5 mins		PM	1:15 - 1:20	5 mins
BUSSES DEPART	3:28			BUSES DEPART	1:20	5 mins

Building/Office Hours

Monday – Friday (7:30 am-4:00 pm)

Bus Expectations

Stay seated, Obey the bus driver, Respect others, and Talk quietly (SORT)

MyBusStopApp: delayed bus notification program

[Transportation Handbook](#)

Student Parking

Students must register their vehicles at the office at the beginning of the year.

High School Staff Contact

All staff can be reached by email at - firstname.lastname@ffca-calgary.com

Timetables

Timetables for all students are to be accessed on Edsby.

Uniform

Gala Uniform Requirements

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

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

Daily (non-gala) uniform requirements

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

	Grade 9-11	Grade 12
Daily Uniform Top	Either of: <input type="checkbox"/> Plain solid all-white opaque button-down collar dress shirt or blouse (generic acceptable) <input type="checkbox"/> Plain solid all-white golf shirt (generic acceptable) OPTIONAL: <input type="checkbox"/> Hunter Green crested vest OR cardigan* <input type="checkbox"/> Southridge plaid tie *	Either of: <input type="checkbox"/> Plain solid all-white opaque button-down collar dress shirt or blouse (generic acceptable) <input type="checkbox"/> Plain solid all-white golf shirt (generic acceptable) OPTIONAL: <input type="checkbox"/> Black blazer* with logo pin* <input type="checkbox"/> Hunter Green crested vest OR cardigan* <input type="checkbox"/> Southridge plaid tie*
Daily Uniform Bottom	One of: <input type="checkbox"/> Charcoal (dark) Grey ‘monogrammed’ pants (available in 2 styles)* o Straight dress o Fitted dress (female cut) <input type="checkbox"/> Charcoal (dark) Grey ‘monogrammed’ shorts* <input type="checkbox"/> Southridge plaid kilt* with black modesty shorts (generic acceptable)	One of: <input type="checkbox"/> Charcoal (dark) Grey ‘monogrammed’ pants (available in 2 styles)* o Straight dress o Fitted dress (female cut) <input type="checkbox"/> Charcoal (dark) Grey ‘monogrammed’ shorts* <input type="checkbox"/> Southridge plaid kilt* with black modesty shorts (generic acceptable)
Approved Footwear (generic acceptable for all footwear)	<input type="checkbox"/> Black socks {to be worn with pants} OR <input type="checkbox"/> Black knee-high socks, tights or leggings with socks {to be worn with kilts/tunics} AND <input type="checkbox"/> Plain solid black leather or leather-like dress shoe with non-marking sole and heel size less than 5cm	

Please note that uniform pieces identified with an asterisk (*) above are required to be purchased from the official sanctioned supplier – IN SCHOOL WEAR

*InSchoolwear,
 Calgary Philips Park,
 5071 11 ST SE Calgary, AB T2H 1M7
 Tel: 403-640-1032 Email: calgary@inschoolwear.com*

Please note that some pieces identified as (generic acceptable) may be purchased at a store of your choice as long as they meet the requirements as described.

Physical Education Uniform

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.

	Grade 9-12
Physical Education Uniform	<p>Students change for physical education class into physical education uniform clothing which must be purchased from the school.</p> <p>The gym uniform includes a selection of crested shirts, shorts and pants.</p> <p>Athletic shoes (non-marking) are required unless specified otherwise</p>

General Uniform Requirements

- Students must be dressed in the appropriate uniform to attend class or field trips
- All uniform items should fit properly and be kept clean and in good repair
- All shirts are to be tucked in
- All tunics and kilts must be of a modest length (to within 3 inches of the top of knee or longer)
- All socks, tights and leggings are to be plain opaque black - no semi/transparent nylons, prints or patterns
- Any undergarments should NOT be visible. This is why white shirts which do not need to be purchased at our approved supplier must be opaque and all underclothing is recommended to be white in colour, with no coloured trim, designs, or patterns.
- It is strongly recommended that families purchase more than one shirt and, if pants are chosen to be worn, more than one pair of pants for the school year to allow for proper cleaning and maintaining condition of items.
- It is strongly recommended that all uniform items should be labeled with the student's initial and last name

Casual Days

While students are not compelled to wear their school uniform on designated casual days, they must still be dressed in clothing that is conducive to learning and work. Respecting the rights of parents to exercise educational and personal choices relating to their student(s), it is anticipated that parental decisions regarding casual day attire will endeavour to maintain the purpose and spirit of the uniform dress standards. These decisions will show respect for the dignity of individual students regardless of sex, gender, culture and religion. The following guidelines are in place to reflect a positive learning environment, while allowing for casual wear:

- Undergarments must be completely covered by outer clothing.
- All clothing must be free of inappropriate language or imagery.
- On themed days:
 - No masks
 - No swimsuits on Beach Day
 - No play weapons
- On casual days, the students in Middle and High School will still be required to wear school physical education clothing for physical education classes.

School Administration will have final determination as to appropriate casual day wear, based on the guidelines. In cases in which the attire is considered inappropriate, a student may then be asked to change into their gym strip or make arrangements for alternate clothing to be brought to school.

These uniform requirements will be strictly enforced, so please take the time to familiarize yourself with them. If you find that you have questions about the requirements, or a suggestion for the improvement of the uniform code – please contact your Campus Administration. They will ensure your questions are answered - or that your suggestions are passed on to the Board.

Student Code of Conduct

Student Code of Conduct is established to guide students to be in compliance with the FFCA [Policy 19](#).

Attendance

Regular attendance is required of all students at FFCA. The only acceptable reasons for being absent are:

- 1) sickness, medical or dental appointments,
- 2) a religious holiday recognized by the religious denomination to which the student belongs,
- 3) the principal of the school has suspended the student from school and the suspension is still in effect,
- 4) the student has been expelled from our school and has not been given permission to enroll in another school,
- or 5) the board excuses the student from attending school for a prescribed period of time.

For courses where assessment is based largely on in-class participation and performance, marks can be seriously impacted. FFCA does not grant leave to students for anything other than school approved activities. FFCA has a Practices and Procedures document that outlines the steps taken in the case of an extended leave. Copies are available at the office or on our website

<https://www.ffca-calgary.com/common/pages/DisplayFile.aspx?itemId=13691051>

Neither a school nor a parent is able to provide permission for a student to be absent beyond those five reasons. Please be aware of this as we will consider any absence not attributable to one of those reasons as unexcused or skipping. All student absences will be considered unexcused UNLESS we receive a parental notification that the absence meets one of the acceptable reasons. Unexcused absences may result in a conversation with the teacher or school administration.

Absence Reporting

Regular attendance is required of all students at FFCA. Parents are asked to report all absences by phoning the office by 9:00AM on the morning of the absence. All student absences will be considered unexcused UNLESS we receive a parental notification that the absence meets one of the acceptable reasons. Unexcused absences may result in a conversation with the teacher or school administration.

Final Exam Attendance Expectations

Attendance for all examinations in Jan & June is mandatory. The arrangements to write the alternative exam outside of the exam schedule must be made by contacting the Principal in writing. Students may be allowed to write their exam on an alternate date only during the month of Jan and June or during the exam period. Students will only be allowed to write exams before the schedule under extenuating circumstances.

Students are required to present photo ID at all scheduled final exams.

Diploma Exam Expectations:

Alberta Education sets all expectations and schedules connected to diploma examinations. Information can be found here: <https://www.alberta.ca/diploma-exams.aspx>

Punctuality (Being on Time)

It is the responsibility of each student to arrive for class on-time or early. Problems with punctuality will be addressed by the classroom teacher in accordance with FFCA character and academic expectations. Severe problems will be addressed to school Administration.

Fees

All registration, bus and deposit fees are due at the time of online registration. Registration will not be accepted unless accompanied by full payment of fees. Course fees will be invoiced with the timetable distribution. These fees are due on the second Friday of September for all students.

Re-registration will not be accepted until any outstanding fees have been paid. Families for whom the payment of school fees constitutes a serious family hardship may apply for a subsidy. These forms are available from the administrative assistant.

Lockers/Security

All students are assigned a half locker for the school year. Students are responsible for purchasing their own locks. Students are expected to keep their belongings securely locked in their lockers at all times. The locker remains the property of the school and administration may access it at any time if deemed necessary. *All students are discouraged from bringing valuable items to school.*

Gym Lockers/Security (Suspended)**Phone**

There is a phone for student use by the main office. There is no charge for the use of this phone. It is only to be used outside of scheduled class times or with the explicit permission of their teacher.

Food Services

There is no cafeteria on-site at the high school. Students are responsible for ensuring they have brought food to school

Walking Field Trips

A number of field trips may occur which involve walking to various locations within the local community. A consent form is completed as part of the online registration process each year providing permission for students to participate in all of these activities. Other field trips will have their own consent forms.

New Student Family Orientation

A mandatory pre-year orientation is held for students and parents who are new to the high school, including all grade 9's. At this orientation, expectations for stakeholders are reviewed.

Email/Voicemail

Most communication from the school occurs by email. Our teachers also frequently use email to contact parents. *Please ensure that we have your current email address on file.*

To minimize disruption of classes, email is the preferred method of contacting our teachers. You may also leave our staff voicemail messages via the main school phone number. We are committed to responding to your inquiries within 2 working days. For urgent matters, please contact the office by phone.

Newsletters

FFCA High School publishes a monthly newsletter on the final Wednesday of every month. It is distributed by webmail and posted on our website on these dates. For those families that do not have email access or who would prefer a paper copy, please inform our office of this so that we may send these with your child.

Edsby

FFCA High School teachers utilize a communication tool called Edsby. In each class, teachers will provide students and parents with information on how to access the class Edsby page for details about the class including course outlines, homework and other important updates.

Report Cards

Report cards are sent home electronically once during each semester. These are provided mid-way through the semester (October, February, April and June). The other two are semester end report cards. These report cards are sent home via parent's emails.

Text/Library Book Deposit

Part of the registration fee is a text/library book deposit. This amount is credited upon graduation from grade 12 or when a student leaves FFCA High School as long as all text and library books are returned in good condition BY the deadline in June. Students who fail to return all materials accordingly will forfeit their deposit. Any replacement cost in excess of the deposit value will be invoiced at that time. Materials returned after the deadline will not reverse the deposit forfeiture once replacement materials have been ordered by the school.

Learning Conferences

Learning Conferences are held for each semester. All parents are expected to attend at least one Learning Conference during the school year. All students are expected to attend conferences with their parents. For the dates of these please see the school calendar.

School Council Meetings

School council meetings are held virtually on the first Wednesday of most month. Agendas are posted on the Edsby page prior to the meetings. All parents are encouraged to attend school council meetings as they are one of the best ways to stay informed on school happenings.

Student Services

The FFCA High Schools have a Guidance counsellor, Family Liaison Counselor and a registered psychologist. Students and parents can avail their services by connecting with them either in person, via email or Edsby.

Homework

FFCA's demanding academic programs require homework to be done by students on a regular basis. Regular reading is also expected of students in addition to assigned homework. Students are expected to complete all homework on time and to the best of their ability. Students in grade 9 and 10 should expect 20-30 minutes of homework and students in grades 11 and 12 should expect 30-40 minutes of homework on average per day of instruction. These amounts are for an average student. Proactive management of larger assignments and projects will help to minimize significant loads above these levels. Extra homework will not be assigned over holidays or long weekends.

Program Information

Program and Course Descriptions

The high school program at FFCA meets the graduation requirements as outlined by the Province of Alberta. A senior high school diploma does not guarantee admission to ANY post-secondary institution. The requirements for a high school diploma are not always the same as the admission requirements to post-secondary institutions. For

more information on our academic program, graduation requirements and descriptions of courses offered, please refer to the ***FFCA High School Planning Guide*** available on our website at <http://campus.ffca-calgary.com/hsc/default.aspx> or from the guidance counsellor.

Program Sequences and Prerequisites

In Alberta, gr. 10-12 courses are assigned credits based on the number of instructional hours. One credit is awarded per 25 hours of instruction. Courses are usually 3 or 5 credits in value, with most being 5. CTS modules are all 1 credit each.

Courses numbered in the teens are grade ten level courses, courses numbered in the 20s are grade eleven level courses and courses numbered in the 30s are grade twelve level courses. Typically, all courses must be taken in sequence, but students can take courses in an accelerated fashion if scheduling permits (e.g. 20-level courses in grade ten or 30-level course in grade eleven). FFCA's core high school program is structured in such a way that this rarely occurs. Previous student performance has shown that students writing diploma exams do significantly better in grade 12 than in grade 11.

Alberta Education requires a student mark of 50% or higher in a course to earn credits in a course. *In some cases, FFCA requires a significantly higher mark to be eligible to take the next course in the sequence. These prerequisites are given in the descriptions of each course.* This is extremely important. We strongly believe that student success in any course can be predicted based upon their level of achievement on the prerequisite course. Please consider this when registering and selecting courses.

FFCA offers a combination of full-year and semester (half-year) courses. We attempt to provide a full academic program that provides the greatest opportunity to be successful in a given course and avoids long gaps between sequential courses whenever possible.

Post-secondary Preparation

FFCA offers an academic program designed to provide all students with the maximum number of post-secondary options. We recognize that university is only one of many legitimate options for students following high school. We also offer some program alternatives that allow students to be more successful in high school while meeting the entrance requirements of most Canadian colleges. Students considering post-secondary opportunities in technical (trades), second language or arts programs should check the entrance requirements of these programs before choosing their high school program.

Leadership with Character Program

The school, as an extension of society, has a responsibility to arm our students with the skills and knowledge to prepare them for successful lives and careers as productive members of the local, national and global community. To this end, the FFCA High School program attempts to provide students with a wide variety of opportunities to develop lifelong habits for learning and living. In addition to the rigorous academic program designed to prepare students for university, FFCA also desires to prepare students for life through its leadership program. Our "Leadership with Character" program focuses on developing effective independent and interdependent people with a strong sense of character and purpose.

This program seeks to extend students' sense of community and the positive influence they can have on it. It helps students learn about themselves, their capabilities and growth. They are encouraged to grow in areas of personal effectiveness such as value clarification, habit forming, goal setting, accelerated learning, creative thinking, decision making, time management and life balance. They are also exposed to growth opportunities in areas of team effectiveness such as communication, presentation, assertiveness, negotiation and mediation. They work to develop leadership skills including visioning, planning, delegation and project management.

The provision of leadership and character development to all students creates a learning community in which students assume a higher level of respect and responsibility for both self and others. It will enable FFCA students to become more aware of their own abilities, influences and unique talents, as well as enhance their self-confidence and broaden their social perspective. Students will be provided opportunities to develop their leadership capacity and demonstrate commitment to modeling exemplary character, creating a sense of empowerment and promoting a school community that is characterized by quality relationships and organizational pride.

Work Experience

FFCA offers a Work Experience program that is designed to provide opportunities for students to apply their knowledge, skills, and attitudes in the workplace. These courses also provide opportunities for the school and community to combine resources to further students' career development and build their employability skills. Students must complete HCS3000: Workplace Safety Systems prior to enrolling in Work Experience 15, 25, or 35.

An FFCA student can earn up to 15 credits in Work Experience, following the Alberta Education formula of 25 hours = 1 credit. Work Experience 15, 25, 35 means on- and off-campus experiential learning undertaken by a senior high school student 15 years of age or older

- that is an integral part of a planned school program
- that is under the cooperative supervision of a certificated teacher and the employer's onsite representative (usually the onsite supervisor).
- that may involve volunteer activities, paid employment, or both.

Work Experience: Teaching Assistants

FFCA offers a limited number of teaching assistant positions each semester that qualify for Work Experience credits. These positions demand that students have demonstrated a high level of passion and skill in the selected area as well as strong character and leadership skills. These positions are advertised at the beginning of each semester, are offered on a competitive basis, and all applications are made through Guidance Counselor.

Work Experience: Off-campus

FFCA supports off-campus Work Experience on a case-by-case basis, once the following criteria has been established:

- Specific learning outcomes are authentically connected to this experience.
- Direct connections to students' post-secondary or employment plans for the future.
- Students are provided with a welcoming, caring, respectful, and safe learning environment.
- Parents/Guardians are aware of student's involvement and progress; mandatory consent is required if the student is <16 years old.

Students interested in Off-campus Work Experience should contact our guidance counsellor. These placements must also follow all government parameters are detailed in the Off-Campus Education Handbook.

Summer School

FFCA does not offer a for-credit summer school program. Some students elect to complete some of their program in summer school programs elsewhere. FFCA recommends that summer school courses be used ONLY for upgrading courses previously taken. These courses are typically offered over 80 hours compared to the standard 125 which limits their ability to adequately prepare students for subsequent coursework.

Students intending on taking summer school to upgrade prerequisites should let the guidance counselor know to increase the probability that there will be space in their desired course(s) after the prerequisite performance is met. Proof of summer school completion with FINAL grades need to be provided to the school by uploading during course change requests at semester start to the guidance counselor **within the first few days of Semester 1**.

Co-curricular Programs

FFCA High School offers co-curricular activities in a number of areas. Phoenix athletes have competed interscholastically in the sports of golf, cross-country running, volleyball, basketball, wrestling, badminton, soccer, rugby, and track & field.

Phoenix performing artists have the opportunity to participate in our choir, competitive one-act drama troupe, and student musical theatre performance. The student union is the part-elected, part-appointed student government that provides student leadership relating to school programs, academic development, character and leadership development, and social events.

Student Reporting and Term Averages

The school year is divided into two academic semesters. Most courses run for a single semester, but some, including ELA, Social Studies, Math, Science, Physical Education, and Leadership 9 run all year long. For semester and year-end averages, all course weightings are based on their credit value or equivalent time value.

Provincial Achievement Tests (Gr. 9)

Grade 9 students participate in the provincial achievement testing (PAT) program at the end of specific semester courses in each May and June. The testing dates are posted on the Alberta Education website at www.education.gov.ab.ca.

Provincial Diploma Examinations

Grade 11&12 students write Alberta diploma examinations at the end of specific 30-level courses in January and June. The testing dates are posted on the Alberta Learning website at: <http://mypass.alberta.ca>

School Final Examinations

School scheduled final exams for grade 9-12 students will be written during the last two weeks of January and June.

Assessment and Reporting:

At FFCA, communicating student learning is ongoing and embodies comprehensive reporting. Some examples of how learning is communicated may include, but are not restricted to:

- Report Cards
- Anecdotal comments
- Qualitative feedback
- Learning conferences
- Character Reporting
- ESL Benchmarks

Underlying all these reporting mechanisms is a foundation of quality assessment practices that are designed to inform instruction and improve student learning. Assessment, as the basis for communicating individual student achievement, is intended to reduce confusion and support the professional responsibilities of teachers to provide clear communication in describing student progress.

Student Evaluation and Reporting

At the beginning of each course, students will be provided with a course outline that includes assessment policies and procedures. Students will be evaluated according to these policies and FFCA Assessment and Reporting Framework. Students should discuss their progress with their teachers early and regularly throughout the year to maintain an understanding of their marks and achievement. Progress reports are distributed during each semester

in October and in May. Learning Conferences are held in November, February and April. Final report cards for each semester's work are issued in February and June.

Appeals

Class Mark Appeal Process

- A student should speak directly to the teacher as soon as possible after receiving the mark.
- Appeals for the class marks must be made within three school days to the teacher.
- If the appeal has not been resolved by conversation between the student and teacher, parents or guardians are invited to speak with the teacher.
- If the student, parents and teacher cannot agree, a review of the decision may be requested of the Principal.
- The Principal Educator will decide the process.

Final Marks Appeal Process

Final marks appeals must be done within 24 hours of report cards released at the end of each semester. For Diploma Examinations, the appeal is of the school mark (worth 80%) and occurs before the end of classes each semester.

Graduation Ceremony and Banquet

1. Ceremony Participation

- a. An FFCA commencement ceremony for graduating grade 12 students from both north and south campuses will take place in May or June. Campuses may elect to hold a combined ceremony if desired.
 - i. All grade 12 students may participate in the ceremony as long as they are in a position to meet all provincial & FFCA programs requirements at the time of the ceremonies.
 - ii. Exceptions to these requirements where circumstances warrant may be granted with the approval of the Principal Educator or designate.

2. Valedictorian Selection

- a. A Valedictorian will be selected at each high school campus by a committee of peers, teachers and administration from all applicants. Applicants must have a minimum of an 80% average at the time of selection, satisfactory attendance and behavioural record as determined by the campus administration. Specific criteria and application process will be available on the campus website. To determine the academic average of all valedictorian candidates:
 - i. Qualifying average will be credit-weighted using final marks from all completed grade 12 courses and interim marks (term 3) for all courses in-progress at the time of application.
 - ii. Qualifying average will only include course marks achieved through courses taken at FFCA and must include:
 1. All Leadership with Character 35 courses (CTS modules)
 2. Physical Education 30
 3. At least one of English Language Arts 30-1 or Social Studies 30-1
 4. At least two of Mathematics 30-1, Science 30, Biology 30, Chemistry 30, or Physics 30 courses at the relevant grade level
 5. A minimum of 30-credits at the 30-level
 6. Qualifying course marks in diploma courses will be the FFCA school-assigned marks only (not the combined mark for diploma courses)
 7. Exceptions to these requirements where circumstances warrant may be granted with the approval of the Principal Educator or designate.

- b. Banquet Speakers and Other Graduation Leadership Roles
 - i. All graduation leadership roles other than the valedictorians (banquet MC, toasts, class historians, etc.) are selected by class election vote from those applicants who are eligible.
 - ii. Eligible students must have satisfactory academic standing, attendance record and behavioural record as determined by the campus administration.

Visual and Performing Arts Certificate

This certificate recognizes graduating students who have demonstrated outstanding commitment and performance in the visual and performing arts while at FFCA High School. Students are required to 1) complete a minimum of 30 credits with an average of 75% or above from Art 10-20-30, Choral Music 10-20-30, Drama 10-20-30, Musical Theatre 10-20-30, Technical Theatre 10-20-30, Advanced Acting 10-20-30, Design Studies 15-25-35, 1; 2) complete a minimum of 20 hours of supervised volunteering in any visual and performing arts-related area; & 3) present a portfolio or performance which displays satisfactory skill in at least one of the core visual and performing arts areas. More information is available through the school office.

Night of the Phoenix / Student Reward and Recognition

FFCA hosts an annual 'Night of the Phoenix' awards night which celebrates success and achievement in Academics, Arts, Athletics, and Character & Leadership in October of the following school year.

Awards

The awards and their qualifying criteria (Appendix A) will be consistent across all high school campuses . These may include, but are not limited to:

- i. Subject proficiency awards
- ii. Improvement Award
- iii. Character awards
- iv. School Service awards
- v. Leadership awards
- vi. Visual & Performing Arts Awards
- vii. Athletic Awards

Honours

Students at all FFCA high school campuses can qualify for two levels of Honours.

- Honours - average of 80-89%
- Honours with Distinction - average of 90% or above

For purposes of determining honours standing:

1. Qualifying averages will be calculated using credit-weighted marks in grades 10-12 and credit-equivalent weighted marks in grade 9.
2. Qualifying average will only include only marks achieved through courses taken at FFCA and must include:
 - All Leadership with Character courses at the relevant grade level
 - Physical Education, Health, Wellness, and/or Career and Life Management course(s) at the relevant grade level
 - At least one of -1 English Language Arts or -1 Social Studies courses at the relevant grade level
 - At least two of -1 Mathematics, Science, Biology, Chemistry, or Physics courses at the relevant grade level
 - A minimum of 30-credits or equivalent of courses taken at the relevant grade level
3. Qualifying course marks in diploma courses will be the FFCA school-assigned marks only (not the combined mark for diploma courses).

4. Exceptions to these requirements where circumstances warrant may be granted with the approval of the Principal Educator or designate.

Scholarships

FFCA High School scholarships are offered to graduating students to:

- Recognize and reward excellence in the areas established by the criteria designated by each scholarship.
- Develop appreciation of, and commitment to, all the various areas of programming and character development that are promoted by the school.
- Value the pursuit of post-secondary education.

These scholarships are sponsored by the School Councils and School Societies of by various FFCA campuses. The list of all scholarships are published on the High School website at the beginning of II semester.

Alexander Rutherford Scholarships

Alexander Rutherford Scholarships are available to all graduating students in Alberta entering a post-secondary institution. Students are eligible to receive scholarships for each of Grade 10, Grade 11 and Grade 12 provided they meet the eligibility criteria. The details of the scholarship can be found on Alberta Student Aid website (<https://studentaid.alberta.ca/>). Students may contact the guidance counsellor if they have any questions.

Other Scholarships

There are numerous other external scholarships and bursaries available for high school students. Students are encouraged to investigate the scholarships and awards available at the specific post-secondary institutions they are considering, as well as scholarships available on sites such as www.studentawards.com or www.scholarshipscanada.com.

Registration and Course

Selection

FFCA High School is primarily designed to provide a high school program for students who have completed their K-8 education at FFCA. We have a wait list managed by the FFCA central office (403-520-3206).

The registration process begins in the spring of each year. The following dates are approximate:

- Student Handbook revisions published to website..... January
- Grade 8 parent orientation & registration information session.....February
- Grade 8 student orientation & electives selection.....February
- Online re-registration begins for gr. 8-11 students..... February
- Grade 9-11 online course selection..... ..March/April
- Registration consultations with gr. 9-11 students March
- Re-registration deadline.....March
(Online registration must be complete including fee payment)
- New student registration (from wait list) beginsApril

Course Withdrawal

FFCA strives to help our students develop perseverance. As such, withdrawal from courses is done under exceptional circumstances as a last resort. Please refer to our Student Program Planning & Changes document for details.

Course Changes

All requests for course changes must be made using the Course Change Request Form available on our website at the start of each semester. All changes are subject to administrative approval. Course changes requested due to summer school upgrading need to be emailed to the guidance counselor with proof of final summer school grade(s).

Guidance Counseling Services

High school students have access to guidance counselors for academic, post-secondary and career, and personal counseling. The aim of the guidance program is to support students in their pursuit of success as people and students while at FFCA. Students are encouraged to use these services whenever needed. This should be a student's first contact point for issues regarding course selection, course changes, academic requirements, graduation requirements and post-secondary/career planning. When necessary, families will be referred to outside agencies.

Career and Post-Secondary Planning

In addition to offering a high-quality instructional program that focuses on preparing students for college and university education, we offer a high level of guidance and support in helping students and their parents develop a solid career and post-secondary plan to follow their high school graduation. All of our students participate in formalized career assessments focusing on helping them identify and clarify their interests, values and abilities. Every grade twelve student completes a post-secondary plan through individual and/or group consultations with our guidance counselor during their senior year.

To continue their education after senior high school students must be aware of the courses required for their post-secondary choices. In Alberta alone, there are over 30 post-secondary institutions including universities, technical institutes, vocational colleges, public colleges and private colleges. Students should check the websites and calendars of these institutions early so they will know what the entrance requirements are and when the registration deadlines occur. They could be expected to apply to some institutions as early as a year ahead of time. In addition, they may choose to work toward attaining a journeyman credential by becoming an apprentice in one of the 50 designated trades available in Alberta.

Although most post-secondary institutions set minimum marks average for admission, this does not mean students are guaranteed admission if they have that average. Admission to most programs is highly competitive, which often means that students with the highest averages are the ones admitted. If students are planning to attend college, university or a technical institute after graduation, it will be helpful to be aware of the current entrance requirements for those institutions. Information about post-secondary institutions can be found on the Internet at the Alberta Learning Information Service (ALIS) site at: <http://www.alis.gov.ab.ca>.

If students want to go to a post-secondary institution but think they can't afford to, they may be eligible for a student loan. Students can find out more from their school counselor or by contacting the Student Finance Board in Calgary, (403) 297-6344.

Cell Phones and Electronic Devices

FFCA recognizes that portable technologies can play an important role in learning for students. However, many devices that provide this advantage also provide significant means of distraction from a focused learning experience. As such, we believe that responsible digital citizenship can be promoted through the appropriate use of student-supplied technology within the school as defined by the following guidelines:

1. All wireless communication/electronic entertainment devices are to be turned off and are not to be seen or heard during class time (including assemblies & field trips/bussing) unless explicit permission of the teacher is given. They are permitted before/after school, during class changes, and at lunch if used appropriately.

2. No use of electronic recording devices (audio, video or pictures) is permitted within school at any time unless explicit permission of the teacher is given. It is a FOIP violation to record other students and staff while at school or school activities.
3. Use of Airpods or other similar devices should not occur during class time including assemblies and field trips unless a teacher has given explicit permission.

FFCA accepts no responsibility for loss or damage to such items brought to school.

Community Expectations

Students will interact safely and respectfully when in the local community and visiting surrounding businesses.

Expectations for Technology Use at School

Digital Citizenship (DC) is defined as the norms of appropriate responsible ethical behavior with regard to technology use. In 2012, Alberta Education released a Digital Citizenship Policy Guide, which outlines key areas as well as expectations and conduct for all students in Alberta.

At FFCA, Digital Citizenship is an essential skill that we seek to model and develop so **that students are able to create a digital identity and digital footprint that will be a demonstration of their character in an online environment.** We foster the character of our students as global digital citizens through focusing on the FFCA Technology Student Acceptable Use Protocol and the intentional teaching of the nine elements of Digital Citizenship embedded in the FFCA Character Education Program.

The nine elements of DC can be organized into three key themes:

- Respect and protect yourself: Digital Wellbeing;
- Respect and protect others: Digital Interactions;
- Respect and protect intellectual property and others property: Digital Preparedness

Inherent in these themes, is the student's responsibility to use technology while at school and for any work connected to school in ways that are consistent with the FFCA Student Acceptable Use Protocol and the nine elements of digital citizenship. In the event a student acts in a way that is contrary to the elements of digital citizenship FFCA will work with the student involved and their parents/guardians with the intention of remedying any damage done and preventing future occurrences.

FFCA reserves all rights to limit student access to all digital environments and devices. FFCA expects students to take full responsibility for their personal digital devices while they are present at school.

The Nine Elements of Digital Citizenship

As members of a digital society, it is our responsibility to create digital citizens who can use technology responsibly.

RESPECT AND PROTECT YOURSELF: DIGITAL WELLNESS



Digital Wellness

I understand that technology can impact my health and relationships.



Digital Rights and Responsibilities

I understand that everyone has the responsibility to use technology with integrity.



Digital Security

I understand how to keep myself and others safe when using technology.

RESPECT AND PROTECT OTHERS: DIGITAL INTERACTIONS



Digital Communication

I understand how to choose appropriate digital tools to communicate responsibly.



Digital Etiquette

I demonstrate strong character when accessing technology and know that my actions impact others.



Digital Access

I know where and how I can access technology.

RESPECT AND PROTECT INTELLECTUAL PROPERTY AND OTHERS PROPERTY: DIGITAL PREPAREDNESS



Digital Law

I am responsible for my digital actions and deeds



Digital Literacy

I understand the digital basics such as browsers, search engines, uploads, downloads, email and text.



Digital Commerce

I know how to buy and sell safely in a digital world.

Adapted From:

Alberta Alberta Education. (2012). Digital citizenship policy development guide. Edmonton, AB: Government of Alberta.

Ribble.M. (2011) Digital citizenship in schools. Eugene, OR. International Society for Technology in Education.

Visitors Expectations

1. All guests must enter through the main doors and sign in at the office immediately upon arriving at the school.
2. Guests must wear a visitor lanyard and are expected to follow all FFCA school expectations at all times while on campus.

Expectation of Parents

Ongoing communication between home and school helps to set students up for success in learning. We will keep parents informed of student progress through conferences, report cards, phone calls, notes, Edsby, e-mail. Parents are encouraged to become familiar with the “Being Heard” policy available on the website.

Mandatory Parent Meetings

Several of our courses and co-curricular activities (e.g. sr. basketball, drama one-act festival) have mandatory or optional overnight trips. Participation on all overnight trips requires parental attendance at an information meeting. Failure to attend will result in your child not being allowed to participate.

FFCA Parent/Guardian Partnership Commitment

Foundations for the Future Charter Academy (FFCA) is a school where parents and staff build strong relationships that support the academic achievement of students. When parents engage as partners, students learn more, classrooms are enriched, the school improves and the entire community benefits.

Parent partnerships are the cornerstone of the culture at FFCA. FFCA expects that 100% of families will engage in various forms of parental involvement. To this end, each FFCA campus will offer opportunities through which parents can share their time, talents and abilities at home, at the campus and in our FFCA community. FFCA challenges parents on a yearly basis to demonstrate this commitment in support of their child’s learning experience.

Ultimately, parent partnership at FFCA is characterized by the support and participation of parents at home, at the campus and in our ‘one school’ community. FFCA requires parents to take seriously their responsibility for being effective partners in their child’s formal education. As partners, everyone shares in supporting FFCA learners in their pursuit of personal excellence within our community. This is the commitment that is expected when parents choose FFCA as their school.

As a parent of a student attending Foundations for the Future Charter Academy, you gave your commitment to actively seeking every opportunity to engage as partners when you registered your child/children at FFCA this year.

Athletic Performance Awards

Outstanding Male/Female Athlete
Outstanding Improvement by a Male/Female Athlete
Male/Female Academic Athlete
Male/Female Character in Sport
Male/Female Leadership in Sport

Fine Arts Performance Awards

Outstanding Artist (grades 9-11 Grade 12 is a scholarship)
Outstanding Improvement in Art (grades 9-12)
Outstanding Dramatist (grades 9-11 Grade 12 is a scholarship)
Outstanding Improvement in Drama (grades 9-12)
Outstanding Drama Technician-Sound and Lighting
Outstanding Drama Technician-Stage Management

Academic Achievement Awards-Core Courses

Highest Academic Achievement in English Language Arts (9, 10-1, 10-2, 20-1, 20-1, 30-1, 30-2)
Improvement in the Study of English (grades 9-12-not by course, one per grade)
Highest Academic Achievement in Mathematics (9, 10C, 10-3, 20-1, 20-2, 30-1, 30-2, 31)
Improvement in the Study of Mathematics (grades 9-12-not by course, one per grade)
Highest Academic Achievement in Sciences (9, 10, Biology 20, Chemistry 20, Science 20, Physics 20, Biology 30, Chemistry 30, Science 30, Physics 30)
Improvement in the Study of Sciences (grades 9-12-not by course, one per grade)
Highest Academic Achievement in Social Studies (9, 10-1, 10-2, 20-1, 20-2, 30-1, 30-2)
Improvement in the Study of Social Studies (grades 9-12-not by course, one per grade)

Achievement Awards-Non-Core Courses

Highest Achievement in Physical Education (9, 10, 20, 30)
Highest Achievement in Leadership (9, 10, 20, 30)
Highest Achievement in CALM 20
Highest Achievement in Advanced Acting (10, 20, 30)
Highest Achievement in Art (9, 10, 20, 30)
Highest Achievement in Business Education (10, 20, 30)
Highest Achievement in Design Studies (9, 10, 20, 30)
Highest Achievement in Drama (9, 10, 20, 30)
Highest Achievement in Legal Forensics 9
Highest Achievement in New Media (9, 10, 20, 30)
Highest Achievement in Outdoor Education (9, 10, 20, 30)
Highest Achievement in Psychology 20
Highest Achievement in Robotics (9, 10, 20, 30)
Highest Achievement in Sociology 20/30
Highest Achievement in Technical Theatre (10, 20, 30)
Highest Achievement in World Religions 20/30

Character Awards

Outstanding Parental Leadership
Outstanding Parental Service

Outstanding Alumni Leadership
Outstanding Alumni Service
Outstanding School Service (grades 9-11 Grade 12 is a scholarship)
Dedication and Growth Mindset Award (grades 9-11 Grade 12 is a scholarship)
Outstanding Character (grades 9-11 Grade 12 is a scholarship)
Outstanding Leadership (grades 9-11 Grade 12 is a scholarship)

Overall Academic Averages Awards

Principal's Award (grades 9-12)
Honour Society
Governor General's Medal