



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

[www.ffca-calgary.com/ffca/ffca\\_high\\_school](http://www.ffca-calgary.com/ffca/ffca_high_school)

**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, to make suggestions and to 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!

Mrs. Bharati Singh, Principal Educator

**GRADE 9-12 STUDENT HANDBOOK**  
**2019-2020**

*This handbook belongs to:*

**FULL NAME** \_\_\_\_\_

**EMAIL ADDRESS** \_\_\_\_\_

**PHONE NUMBER** \_\_\_\_\_

**ADVISORY TEACHER** \_\_\_\_\_

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## **VISION & MISSION**

### **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

### **High School Preferred Future**

*“Striving for Excellence in Academics, Character and Leadership  
through Partnerships for Learning, Leading & Living”*

In keeping with the mission of FFCA, our high school builds upon the transitional nature of the middle schools to develop students who are both independent and interdependent. The high school program will be the third phase of a consistent and coherent K-12 orientation to teaching and learning.

### **Supportive Learning Community**

FFCA High School is committed to establishing meaningful school, family and community partnerships. Staff will work collegially with students, parents and peers to optimize student success. The overall environment will be characterized by dialogue and conversation, leadership and learning, and high expectations and accountability.

### **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 Development**

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.

### **Leadership Capacity**

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 from our very first kindergarten class. We are now in our second decade of providing high quality education to over 3000 Calgary students including almost 830 at our high school.

### **Vision of an FFCA Graduate**

With intentional thought given to the design of the learning experience at FFCA, graduates will leave us with core knowledge competencies, skills and abilities that are both essential and timeless. As creators of knowledge, students will have achieved the ability to think critically, care deeply and act ethically so that they can contribute to creating a world that cares and nurtures the diversity of cultures, celebrates personal contributions, and inspires others to reach their true potential. Proficient in their technological communications, FFCA leaders will be able to work independently or interdependently in a globalized society where partnerships and relationships strengthen the capacity to solve problems in collaborative ways. Possessing the attributes of life-long learners, graduates will be reflective and self-aware as they continue to evolve as successful individuals guided by moral purpose.

### **The FFCA Learning Experience**

Directed by distinctive approaches to teaching and learning within a safe and caring culture, this charter school is committed to providing a successful learning experience that values the contributions of all partners. FFCA is a supportive learning community that cares about students' learning needs and their unique talents, and has a strong desire to see each student achieve personal excellence. Over the course of 13 years with FFCA, each learner will experience:

- A coherent FFCA curriculum that develops to build deeper understanding of core knowledge and skills associated with the learning outcomes stated in the Alberta Programs of Study.
- A learning culture where teacher professional development and collaboration are valued and supported as key elements in optimizing academic achievements and personal growth of students.
- A strong partnership among students, teachers and parents to positively support the growth and development of learners.
- A caring and inclusive school culture where the development of positive relationships and effective interpersonal skills are the foundations for success.
- An appreciation for the value of learning goals and their relevance, and the criteria necessary to achieve success.
- An environment that focuses on maximizing learning opportunities through high levels of engagement.
- Ongoing assessment of learning in which the student, teacher and parent partner to use feedback to move learning forward.
- A multi-sensory approach to learning that allows students to augment their learning styles in achieving the desired learning targets.
- An opportunity for application of understandings about character development through active engagement in service learning projects and leadership opportunities.
- An opportunity to learn collaboratively and independently, to communicate effectively, to think critically and to express themselves creatively.
- Being part of a community that celebrates personal uniqueness through the wearing of school uniforms.

**Our Motto & Mascot**

At FFCA, our mascot is a Phoenix and our campus motto is SOARS:  
"Seeking Outstanding Achievement, Responsibility, Success"

**Teaching and Learning at FFCA**

While following the Alberta Programs of Study, the FFCA coherently mapped curriculum empowers students to own and lead the learning process as a means of helping them to achieve academic excellence. FFCA strives for excellence and is purposeful and strategic in the selection and utilization of teaching methods and resources. Through the mindful approach embedded in the FFCA Direct Instruction Framework, teaching and learning is characterized by a safe and caring environment, high expectations for all and frequent monitoring of student progress that maximizes learning opportunities for all students.

**Extended Leaves**

Extended leaves and unexcused absences are not in the best interest of students and will not be approved. FFCA's position on unexcused absences is outlined on our high school webpage.  
<http://www.ffca-calgary.com/download/33294>

**CAMPUS INFORMATION**  
**Our Staff**

Teaching Staff

Mr. Bryan Andrews .....Sciences  
Mr. Bryan Anene .....Physical Education  
Ms. Tanya Ahmed ..... Art  
Ms. Taira Anten.....Leadership/Psychology  
Mr. Alan Beckett .....Computers/Instrumental Music  
Mr. Allan Broughton .....Science/Math  
Ms. Sharon Cambridge.....Social Studies/English Language Arts  
Mr. Shane Dawe .....Sciences  
Ms. Katie Dawe .....Sciences  
Mr Alex Falk .....Social Studies/World Religion  
Ms. Angela Jusseaume ..... English/Drama  
Ms. Catherine Gay.....Social Studies, Second Languages  
Ms. Mariko Glenney..... Physical Education/Leadership  
Mr. Ravdeep Grewal .....Physical Education/Leadership  
Ms. Corinne Guthrie.....Social Studies/Business  
Ms. Kim Gurr .....English Language Arts/Social Studies  
Ms. Pamela Hunnisett.....English Language Arts  
Ms. Rishma Kassam.....Physical Education/Leadership  
Mr. Jay Kennedy..... Physical Education/Leadership  
Ms. Rae King.....Social Studies/English Language Arts  
Mr. Colin Marshall.....Sciences  
Ms. Sarah Massey .....English Language Arts  
Mr. Ted McClare .....English Language Arts/ICT  
Ms. Kim McKeown.....Math/Science  
Mr. Anil Nayak.....Math/Science  
Ms. Michelle Newell .....Sciences  
Ms. Carla Nicol.....Math  
Ms. Charlotte Nyrose ..... Social/PE/Leadership  
Ms. Arlene Orchard.....Drama & Choral  
Mr. Jim Poirier.....English Language Arts  
Ms. Natalie Ross.....Math/Science  
Ms. Kassandra Sanderson .....Leadership  
Mr. Andre Shoucri .....Math/Physics/Robotics  
Ms. Alex McCormack..... English/Social  
Ms. Lindy Sharpe ..... English/Social  
Mr. Jack Siu .....Math  
Mr. Ryan Smitham.....New Media/Design  
Mr. Wade Stovel .....English Language Arts  
Mr. Chad Widmer .....Outdoor Ed  
Mr. Carey Wegner ..... Math  
Ms. Elaine Tsekouras..... Social Studies/Business Education

Support Staff

Mr. Arnel Aberin .....Custodian  
Ms. Wanda Amundson.....Secretary  
Ms. Sherri Codd .....Secretary  
Ms. Patricia Guevara.....Custodian  
Mr. Marc Halas.....Library Technician  
Ms. Kim Little .....English as a Second Language Assistant  
Ms. Lindsay Milburn.....Family-School Liaison  
Ms. Diane Salmon-South.....English as a Second Language Assistant  
Ms. Almeera Sunderji.....English as a Second Language Assistant  
Mr. Sohel Shivji ..... Psychologist  
Mr. James Smart .....Head Custodian  
Ms. Cindy Weber.....Custodian

Administration

Mrs. Bharati Singh.....Principal Educator  
Mr. Doug Lamb .....Associate Principal/Leadership  
Ms. Susan Boyd .....Associate Principal/Leadership  
Ms. Shelley Geran .....Guidance Counselor  
Ms. Lynn Masikewich.....Business Manager

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

Year Calendar



High School Calendar  
2019-2020

AUGUST						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER						
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29	30					

OCTOBER						
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NOVEMBER						
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DECEMBER						
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JANUARY						
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FEBRUARY						
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MARCH						
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29	30	31				

APRIL						
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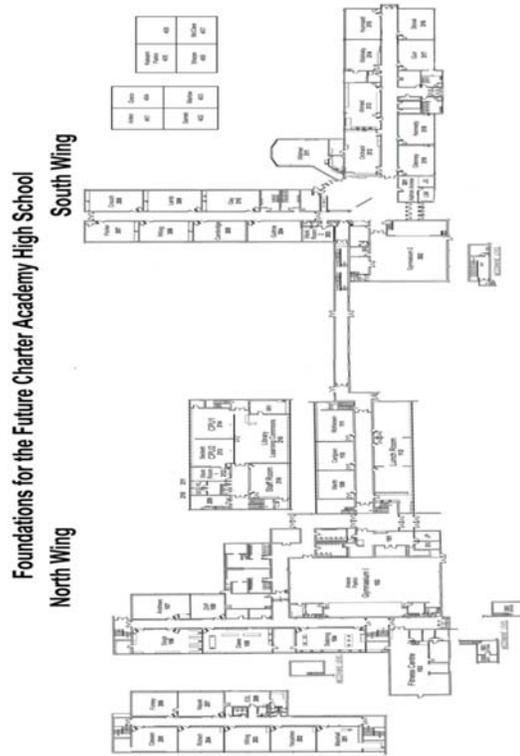
MAY						
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31						

JUNE						
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JULY						
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IMPORTANT DATES	
<span style="color: blue;">■</span>	= Holiday: No School
<span style="color: yellow;">■</span>	= PD Days
<span style="color: orange;">■</span>	= Organizational Days
<span style="color: green;">■</span>	= Learning Conferences
Aug. 22-26	Organizational Days
Aug. 27	New Student & Family Orientation
Aug. 28	First Day of Classes
Sept. 2	Labour Day
Sept. 23	PD Day – no classes
Oct. 10	Learning Conferences -early dismissal
Oct. 14	Thanksgiving
Oct. 25	PD Day – no classes Alberta Public Charter School Conference
Oct. 28	PD Day – no classes
Nov. 1	Report Cards
Nov. 11-15	Fall Break
Nov. 25	PD Day – no classes
Dec. 5	Learning Conferences -early dismissal
Dec. 23-Jan. 3	Winter Break
Jan. 21-30	Final Exams
Jan. 31	Organizational Day -no classes
Feb. 3	PD Day – no classes Gr. 8 Orientation
Feb. 4	Report Cards
Feb. 14	PD Day – no classes
Feb. 17	Family Day
Mar. 12	Learning Conferences -early dismissal
Mar. 23-Apr. 3	Spring Break
Apr. 10	Good Friday
Apr. 17	Report Cards
Apr. 30	Learning Conferences -early dismissal
May 18	Victoria Day
June 17-26	Final Exams
June 29	Organizational Day Report Cards Graduation

**Building Map**



**Building/Office Hours**

Our school and office are open from 7:30 - 4:00 Monday thru Thursday and from 7:30 - 1:30 on Friday unless announced otherwise. Students are not to be in the building outside these hours unless involved in a directly supervised school activity.

**Class Schedule**

Monday - Thursday		
BLOCK	Regular Days	Special Events NOT updated
AM Bell	8:02	8:02
Warning Bell	8:09	
1	8:10 - 9:40	8:10 - 9:35
Warning Bell	9:47	
2	9:48 - 11:19	9:43 - 11:03
Event		11:03 - 11:43
Lunch	11:19 - 11:58	11:43 - 12:14
Warning Bell	12:05	
3	12:06 - 1:34	12:22 - 1:42
Warning Bell	1:41	
4	1:42 - 3:10	1:50 - 3:10
PM	3:10 - 3:20	3:10 - 3:20

Friday	
BLOCK	Regular Days
AM Bell	8:02
Warning Bell	8:09
1	8:10 - 9:17
Warning Bell	9:24
2	9:25 - 10:33
Nutrition Break	10:33 - 10:46
Warning Bell	10:46
3	10:47 - 11:52
Warning Bell	11:59
4	12:00 - 1:05
PM	1:05 - 1:15

AM Advisory Wed.	
BLOCK	AM Advisory NOT updated
AM	8:02
Warning Bell	8:09
1	8:10 - 9:34
Advisory	9:42 - 10:10
2	10:18 - 11:37
Lunch Break	11:37 - 12:16
3	12:24 - 1:43
4	1:51 - 3:10
PM	3:10 - 3:20

**Library**

The library is open during school hours to provide students with a quiet work area and the opportunity to research material directly related to their course studies. There are several student computer workstations available to be used for official school purposes only.

**Lockers/Security**

All students are assigned a half locker for the school year. Students are responsible for purchasing their own locks through the school or elsewhere. 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**

There are small lockers in the gymnasium change-rooms in which students are expected to securely store their belongings during physical education classes. Students are responsible for supplying their own locks for these lockers and they are only to be used while they are participating in physical education class and removed immediately after. The school is not responsible for the loss or theft of any items at the school. *All students are discouraged from bringing valuable items to school.*

**Phone**

There is a phone for student use in the main hallway. 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.

**Photocopying/Printing**

Students are encouraged to do printing and photocopying on their own time at home or a location outside the school. If the necessity arises for students to require print-outs or photocopies during the school day other than when in an ICT class, they can be done in the school office, if the secretary's time permits, for a fee of 25¢ per page.

**Food Services**

There is no cafeteria on-site at the high school. The business education classes operate a small scale store at various times during the school year and food sale fundraisers occur frequently. Students are responsible for ensuring they have brought food to school or have sufficient time and funds to visit one of the many food service locations off-campus. *There is no time to leave campus on Fridays.*

**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.

**Parking**

There is limited student parking on campus in the South Parking Lot. If demand exceeds availability, passes will be raffled. Many streets in the surrounding community are available for public parking. Students are to ensure they respect all laws, keep clear of residential driveways and respect the people and property in the community. This includes not parking on private property of local businesses.

## **CAMPUS COMMUNICATIONS**

### **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 (freshmen). This orientation is usually scheduled one or two weekdays prior to the beginning of classes. At this orientation, expectations for stakeholders are reviewed and goals for the year are discussed. All new grade 9 students and at least one of their parents are expected to attend. Parent attendance at this orientation counts towards each family's 20-hour volunteer requirement.

### **Website**

Most campus information can be found at <http://campus.ffca-calgary.com/hsc/default.aspx>.

### **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 third Wednesday of every month. It is distributed by email 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.

### **Mail**

Most information is distributed through students, but other communications may be sent by email. Several times per year, for the most essential information, we will send the information via first class mail. This includes re-registration information in February and Annual Welcome Information each August.

### **Report Cards**

Report cards are sent home with students two times during the school year. These are provided mid-way through each semester (October & March). The other two are semester end report cards. *Year-end report cards are available for pick-up on the final organizational day of the year until noon, after which time they will be mailed.*

### **Learning Conferences**

Learning Conferences are held twice each semester. The first occurs 20 days into each semester and the second occurs 60 days into each semester. All parents are expected to attend at least one Learning Conference during the school year. Parent attendance at these conferences counts towards each family's 20-hour partnership commitment. *All students are expected to attend conferences with their parents.*

### **School Council Meetings**

School council meetings are held on the first Monday of most months. Agendas are posted at the school and on our website 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. Parent attendance at school council meetings counts toward each family's 20-hour volunteer recommendation.

## PROGRAM INFORMATION

### Program & 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 Ms. Geran.

### Program Sequences & 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. As part of FFCA's distinctive features, all students are required to take a minimum of 1000 hours of instruction (40 credits) per school year. Work Experience credits do not count towards this instructional hours requirement.

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 the opportunity to meet university course entrance requirements. This is designed to provide 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. These include courses such as Math 30-2 and Social Studies 30-2. 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. Students considering American universities may need to write the SAT and should make these arrangements with the guidance counselor by the beginning of grade 12.

### 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.

#### **Advanced Placement (AP) Courses**

FFCA High School offers students selected courses designed to prepare them for the Advanced Placement (AP) examinations. Advanced Placement is an examination program that allows students to earn advanced credit for some first year college and university courses. The transferability of this advanced credit depends on the university or college institution and program being considered. At FFCA High School, the courses that prepare students for the AP examinations are highly academic and rigorous, covering both the Alberta curriculum content and the additional college-level content. Students considering applying for this program are expected to have grade 9 core marks of 80% with recommended marks of 85% or above and be prepared for an intensive workload. For example, most college courses recommend two hours of homework and studying for every hour of class instruction. In May, students preparing for AP exams may be exempted from classes with permission of teachers.

FFCA High School offers the following AP courses: English Language & Composition, English Literature and Composition, Math 20-1AP, Calculus AB, Science 10AP, Chemistry and Physics B (Mechanics) based on demand and if numbers warrant. Those who wish can register to write the AP examinations to qualify for advanced placement credit. All of these courses are accepted for credit at the University of Calgary.

*Please note that there are fees associated with the AP exams.*

#### **Alberta Distance Learning Courses (ADLC) (fees applies)**

In rare circumstances, students are able to receive instruction in a course not offered by FFCA by completing courses through the Alberta Distance Learning Centre. Students are only permitted to register in courses not offered within the FFCA instructional program. In addition, students may be required to complete these courses to fulfill the 40-credit annual requirement if a suitable program cannot be completed in traditional courses. *These programs require independence and self-discipline to be successful and program fees may apply.*

#### **Special Projects**

Special Projects provide students with the flexibility in having a learning experience that is not currently offered in an existing course. Students must complete a project proposal outlining the project activities, timelines, and evaluation. A 5-credit project is expected to take 125 hours. **Prerequisite: Proposal must be approved by the school's administration before project is started.**

#### **Work Experience**

The Work Experience program is designed to provide students with the opportunity to gain knowledge, skills, and experience in an employment role. The focus is on becoming a more skilled employee. A student's work experience role can be a practical way to gain more knowledge about the world of work. Students can earn one credit for each 25 hours of completed work; a maximum of 15 credits in Work Experience can be completed during high school. These hours do not count towards the requirement for 1000 instructional hours. Prior to beginning work experience, students must complete the 1-credit HCS 3000 course which can be done online. Please see the school counselor for more information.

#### **Work Experience – Teaching Assistants**

Each semester, FFCA offers a limited number of teaching assistant positions which qualify for work experience credits. A student must have demonstrated a high level of passion and skill in the selected area and should also have shown strong character and leadership which such a position demands. These positions are offered on a competition basis and application is made through the Associate Principal.

#### **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. Courses taken at other schools cannot be counted towards the major FFCA awards and scholarships. As well, CALM 20 must be taken at FFCA as it is integrated with our Leadership 15 program and includes elements of our post-secondary and career planning program.

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 fax or email to the guidance counselor by Aug. 15.

#### **Co-curricular Programs**

FFCA High School offers co-curricular activities in a number of areas. Phoenix athletes compete 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 which provides student leadership relating to school programs, academic development, character and leadership development and social events. Other activities in the past have included a chess club, guitar club, dance team, yearbook, school newspaper and model UN (United Nations). We encourage students to explore areas that interest them. Students wishing to start a club at FFCA need a staff advisor who will seek school approval.

## ACADEMIC INFORMATION

### Marks/Grading

The minimum grade required for promotion overall and in individual courses is a C- (60%). At the senior high level, credits can be granted for marks over 50% (D) but in many cases, higher marks are recommended to take the subsequent course in sequence. FFCA uses the following guidelines for the assignment of letter grades:

A	90%+	B	75% - 79%	C-	60% - 64%
A-	85% - 89%	B-	70% - 74%	D	50% - 59%
B+	80% - 84%	C	65% - 69%	F	<50%

### Student Reporting & Term Averages

The school year is divided into two academic semesters. Most courses run for a single semester, but some, including ELA 9 and Math 9 run all year long. For semester and year-end averages, all course weightings are based on their credit value or equivalent time value. Marks are tracked cumulatively which means that each term mark reflects the student performance on the entire course to date.

### Provincial Achievement Tests (Gr. 9)

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

### Marking Guidelines & Marks Appeal Procedures

Procedures for scoring student work are disclosed to all students. For some work, this may include the fact that a student's exam will be marked by another teacher who is currently teaching the course at their grade level, not necessarily their teacher. A student may file an appeal on any piece of student written work according to the following:

- A request for the appeal including rationale must be provided within two school days of the student's notification of their mark.
- This request for appeal is to be provided in writing to the student's own teacher in the given subject area.
- The teacher is then to provide the original piece of work and criteria for evaluation, along with the request, to the Principal Educator or Associate Principal.
- The Principal Educator or Associate Principal will then direct another teacher from the relevant department to re-score the work using the criteria provided.
- The student will receive the re-score mark. IMPORTANT: This new mark may be higher, unchanged from, or lower than the original.

### Phoenix Honor Society

The FFCA High School has three levels of Academic Honors. Students who average Honors standing with a full course load over the entire year are granted membership into the permanent FFCA Honors Society.

- Academic Honors with Distinction - achieves an average of 89.9% -1 or above
- Academic Honors - achieves an average of 85-89%

### Graduation Ceremony & Banquet

The ceremonies for graduating grade 12 students take place in May or June. Participation in the ceremonies is limited to those students who are projected to meet all graduation requirements by the end of the school year.

All graduation leadership roles (toasts, class historian, MC, etc.) are selected by class vote from those applicants who are eligible. Eligible students must have a 60% average, less than 30 reported class absences and a positive behavioral record. The Valedictorian is selected by a committee of peers, teachers and administration from all applicants. Applicants must have an 80% average, less than 30 reported class absences and a positive behavioral record. **ALL qualifying courses must be completed at FFCA.**

### Visual & 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, Photography 25, Instrumental Music 9 10 (Guitar Instruction) 20-30 (only available through independent study) or approved Special Project with at least one course at the 30-level; 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.

#### Awards

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. This night also includes presentation of the Governor General's Medal for the student with the highest academic average based on English Language Arts 30-1, Social Studies 30-1, Pure Math 30, Physical Education 30, Leadership with Character 35 and three of Biology 30, Chemistry 30, Physics 30, Math 31, Art 30, Choral Music 30, Drama 30 and Spanish 30. **ALL qualifying courses must be completed at FFCA.** The Premier's Citizenship Award is also presented as well as some of our local scholarships. Student Recognition is also an important component of many of our Honors & Character Assemblies which occur many times throughout the school year.

#### Scholarships

##### Pritchard-Poole Scholarship

This scholarship is provided by the FFCA Board in honor of Mr. Jay Pritchard and Ms. Meredith Poole for their contributions to The Alberta Association of Public Charter Schools. It is awarded to a graduate who has shown outstanding character and performance in English and Physical Education.

##### South Middle Campus Society Outstanding Service Scholarship

This award is provided by the FFCA South Middle School Council to be given to a graduating FFCA High School student who has provided outstanding service within the FFCA community as well as beyond. The winner of this award will have shown the ability to consistently model the core character virtues of respect, responsibility, integrity, self-discipline and in particular, compassion.

##### Association of School Councils Outstanding Leadership Scholarship

This award is provided by the FFCA Association of School Councils to be given to a graduating FFCA High School student who has demonstrated outstanding leadership within the FFCA community as well as beyond. The winner of this award will have shown the ability to consistently model outstanding character and influencing others to do the same.

##### Association of School Councils Outstanding Character Scholarship

This award is provided by the FFCA Association of School Councils to be given to a graduating FFCA High School student who has demonstrated outstanding character within the FFCA community as well as beyond. The winner of this award will have shown the ability to consistently model the core character virtues of respect, responsibility, integrity, self-discipline and compassion.

##### Southeast Elementary Campus Society Excellence in Science Scholarship

This award is provided by the FFCA Southeast Elementary Campus School Council to be given to a graduating FFCA High School student who has demonstrated Excellence in Science interest and achievement.

##### Southeast Elementary Campus Society Excellence in Social Studies Scholarship

This award is provided by the FFCA Southeast Elementary Campus School Council to be given to a graduating FFCA High School student who has demonstrated Excellence in Science interest and achievement.

##### Southwest Elementary Campus Society Most Improved Student Scholarship

This award is provided by the FFCA Southwest Elementary Campus Society to be given to a graduating FFCA High School student who has demonstrated exceptional perseverance leading to significant improvement in work habits, behavior and/or academics.

##### North Middle School Campus Society Academic and Performing Arts Scholarship

This award is provided by the FFCA North Middle School Camps Society to be given to a graduating FFCA High School student who has demonstrated excellence in academics and strong performance in a performing arts program.

##### North Middle School Campus Society Academic and Visual Arts Scholarship

This award is provided by the FFCA North Middle School Camps Society to be given to a graduating FFCA High School student who has demonstrated excellence in academics and strong performance in a visual arts program.

##### High School Campus Society Spirit of the Phoenix Scholarship – Female

This award is provided by the FFCA High School Campus Society to a graduating FFCA High School female student who has demonstrated outstanding character within the FFCA Phoenix Athletic Program. This athlete's skills and knowledge of her sport are considered exemplary.

##### High School Campus Society Spirit of the Phoenix Scholarship – Male

This award is provided by the FFCA High School Campus Society to a graduating FFCA High School male student who has demonstrated outstanding character within the FFCA Phoenix Athletic Program. This athlete's skills and knowledge of his sport are considered exemplary.

#### FFCA High School Campus Society Excellence in Mathematics Scholarship

This award is provided by the FFCA High School Campus Society to be given to a graduating FFCA High School student who has demonstrated an outstanding understanding of the Mathematics curricular criteria throughout their years in FFCA High School. This person has consistently shown a positive attitude towards learning, and has proved himself or herself capable of applying science based knowledge in and outside of the classroom.

#### FFCA High School Campus Society Excellence in Language Arts Scholarship

This award is provided by the FFCA High School Campus Society to be given to a graduating FFCA High School student who has demonstrated an outstanding understanding in the language arts department, and who has consistently applied their knowledge inside and outside of the classroom.

#### Dosanjh Young Entrepreneur Scholarship (\$600)

The award is presented annually to a grade twelve graduating student who best exemplifies an entrepreneurial spirit through positivity, adaptability, leadership and ambition. Acceptance into a post-secondary program with entrepreneurial focus is strongly recommended.

#### High School Campus Farley Mowat Scholarship (\$500)

This award is provided by FFCA community members to a graduating student who has demonstrated outstanding character and an aptitude and love for the outdoors and literature. This student's skills and knowledge of literature and outdoor education are considered exemplary.

#### Board of Directors Unsung Hero Scholarship

The nominations for this award are made by teachers only. The scholarship is awarded to a student who makes a significant contribution at school without being recognized, or to someone who has overcome a significant challenge or difficulty. The winner of this award may be announced at the graduation ceremonies or the winner may remain anonymous.

#### Northwest Elementary Campus Society Valedictorian Scholarship

This award is provided by the FFCA Northwest Elementary Campus School Council to be given to a graduating FFCA High School student who is selected as the valedictorian for the graduating class. The winner of this award will have shown the ability to consistently model outstanding character and influencing others to do the same.

#### Alexander Rutherford Scholarships

The Alberta Heritage Scholarship Fund's 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 outlined below. For those subjects where diploma examinations are available, marks will be calculated using an equal weighting of the school-awarded and the diploma exam marks.

<p>GRADE 10 - \$400 with average above 80% OR \$300 with average above 75% in:</p> <ul style="list-style-type: none"><li>◆ English 10-1 or 10-2</li><li>◆ At least two of the following:<ul style="list-style-type: none"><li>○ Social 10-1 or 10-2</li><li>○ Mathematics 10C</li><li>○ Science 10</li><li>○ A second language at the 10 level</li></ul></li><li>◆ Two other subjects at the 10 level, including the above subjects, with the exception of Co-op Education and Special Projects.</li></ul>	<p>GRADE 11 - \$800 with average above 80% OR \$500 with average above 75% in:</p> <ul style="list-style-type: none"><li>◆ English 20-1 or 20-2</li><li>◆ At least two of the following:<ul style="list-style-type: none"><li>○ Social Studies 20-1 or 20-2</li><li>○ Math 20-1 or 20-2</li><li>○ Biology 20</li><li>○ Chemistry 20</li><li>○ Physics 20</li><li>○ Science 20</li><li>○ A second language at the 20 level</li></ul></li><li>◆ Two other subjects at the 20 level, including the above subjects, with the exception of Co-op Education and Special Projects.</li></ul>	<p>GRADE 12 - \$1300 with average above 80% OR \$700 with average above 75% in:</p> <ul style="list-style-type: none"><li>◆ English 30-1 or 30-2</li><li>◆ At least two of the following:<ul style="list-style-type: none"><li>○ Social Studies 30</li><li>○ Pure Mathematics 30</li><li>○ Mathematics 31</li><li>○ Biology 30</li><li>○ Chemistry 30</li><li>○ Physics 30</li><li>○ Science 30</li></ul></li><li>◆ 30-level second language</li><li>◆ Any two other subjects at the 30 level, including the above subjects, with the exception of Co-op Education and Special Projects.</li></ul>
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#### Other Scholarships

There are numerous other 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](http://www.studentawards.com) or [www.scholarshipscanada.com](http://www.scholarshipscanada.com).

## STUDENT SERVICES

### Registration & 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 (520-3206) to fill vacancies if and when they exist. All prospective students are drawn from the wait list in their order of priority and are screened for academic prerequisites and program fit. For more information contact the guidance counselor.

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

- Handbook revisions published to website.....January
- Online re-registration begins on-line for gr. 8-11 students..... February
- Grade 8 parent orientation & registration information session..... February
- Grade 8 student orientation & electives selection.....January
- Grade 9-11 online course selection .....March/April
- Registration consultations with gr. 9-11 students.....February/March
- Re-registration deadline .....March  
(Online registration must be complete including fee payment)6
- New student registration (from wait list) begins.....April

### Timetables

Timetables for all students are distributed in June. Appointments for revisions can be made with the Guidance Counsellor during Exam Break.

### 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.

### 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.

### Course Withdrawal

FFCA strives to help our students develop perseverance. As such, withdrawal from courses is done under exceptional circumstances as a last resort. The following are guidelines for senior high school students wishing to withdraw from a class. Students are reminded that they are to maintain a full 1000-hour program at all times at FFCA High School.

1. Students are encouraged to select courses with care and the knowledge that they will be expected to complete all courses they start. Any requests for changes should be made prior to the beginning of the school year/semester and be for sound academic reasons.
2. Students are encouraged to fulfill all course commitments once registration load is approved at the beginning of the school year/semester.
3. The student speaks with the teacher regarding the class. Hopefully, the difficulty with the class can be resolved and the student will remain in the class. If after this conversation the student still wishes to withdraw, the student should have a parent contact the teacher to discuss the issue.
4. If the student, parent, and teacher agree that there are no options for success other than class withdrawal, the student will speak with the school counselor and request a course withdrawal form. The student must have a plan to make up for the lost hours. Possible means of meeting the requirements include:
  - a. Students who have attained a mark of 25% or greater as evaluated over the entire course and who have attended at least 50% of classes may be considered for withdrawal without making alternative arrangements for the completion of additional instructional hours. In some cases, students will be required to remain in a class until these conditions are met as it is a better alternative than the other solutions indicated below.
  - b. Moving to another class offered in the same block, an approved special project or distance learning course (if withdrawal is early enough in semester).
  - c. Completing an approved Special Project. If a special project is to be used to maintain credit standing, students must submit a Special Projects proposal form before the withdrawal from the course will be granted. The student must continue to attend class until these arrangements are confirmed. The school counselor will also speak with the parent to ensure that these arrangements are satisfactory.
5. Once approved, the school counselor will make all necessary changes to the student's program, provide an updated timetable and advise the main office of any changes to the student's fees if applicable.

**Course Changes**

All requests for course changes must be based on academic need and are to be made in writing to the guidance counselor using the Course Change Request Form available at the office or on our website. All changes are subject to administrative approval. Course changes requested due to summer school upgrading need to be faxed or emailed to the guidance counselor with proof of final summer school grade(s) by Aug. 24.

**Guidance/Counseling Services**

High school students have access to the guidance counselor 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 & 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, 297-6344.

Even if students are not intending to continue their formal education immediately after graduation, their learning will continue throughout adulthood. New technology is affecting workplaces dramatically resulting in the need for continuous training and retraining. Upgrading skills and a willingness to accept career changes will become essential. It is important to see the challenge and opportunity in learning new information, not only to keep up with new technology, but also in order for students to become the best that they can be.

**EXPECTATIONS OF STUDENTS**

**GALA UNIFORM REQUIREMENTS**

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

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

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

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.

DAILY (NON-GALA) UNIFORM REQUIREMENTS

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

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

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

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 REQUIREMENTS

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>

#### CASUAL/THEME DAYS (AND OTHER CASUAL DRESS EVENTS)

On these occasions, students will have the flexibility to dress in a more casual and independent manner while maintaining the conservative standards and behavioural focus expected at FFCA on a daily basis.

1. No visible piercings other than earrings/nose studs permitted.
2. Skirts/shorts must be conservative in length covering beyond mid-thigh (same as uniform shorts).
3. Tops worn may be sleeveless but must cover torso and shoulders (no exposed midriffs, cut-outs or spaghetti straps).
4. Undergarments must be completely covered by outer clothing.
5. Non-religious headwear will only be permitted if it is related to the theme of the casual day. This will be announced in advance.
6. All clothing must be free of inappropriate language or imagery (e.g. no "FCUK" or "A55" clothing)

#### 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

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.

#### 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. Students with excessive absences may be withdrawn from a course resulting in the need to repeat. 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 <http://campus.ffca-calgary.com/hsc/default.aspx>.

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.

1. All student absences will be considered unexcused UNLESS we receive a parental notification that the absence meets one of the acceptable reasons.
2. Unexcused absences may also result in further disciplinary action by the teacher or school.

#### Exam Attendance Expectations

Attendance for all examinations, including final exams, is mandatory. Students who miss a scheduled exam may receive a score of '0' and NOT be permitted to write the exam unless alternative arrangements are made with the instructor IN ADVANCE or a medical certificate/note signed by a physician is provided. Students are **required to present photo ID** at all scheduled final exams. Students who fail to write a diploma examination at its scheduled time will have to wait for the next provincially scheduled testing date which may be 2-5 months later.

#### Punctuality (Being on Time)

It is the responsibility of each student to arrive for class on-time or early. Tardiness will be dealt with by the classroom teacher in accordance with the severity of the problem.

### Preparedness (Class Supplies)

All students are required to supply the following materials for their high school program. These supplies may need to be replenished as necessary throughout the year:

	Binders with loose-leaf paper and dividers (one 2" per course recommended)	2-3	white vinyl erasers
		1	30 cm ruler
25	sheets 1.5 cm or 1/2" grid paper	1	pencil case
1	pair of scissors	1	geometry set (compass, protractor, triangles)
5-6	HB pencils (or mechanical pencils with sufficient leads)	1	calculator (gr. 9: Any scientific with trigonometry functions required; Gr. 10- 12: TI-npsire recommended)
2-3	blue pens, non-erasable		
1-2	green pens		
2-3	highlighters (different colors)	1	USB 1GB (or larger) memory stick
1	hand held pencil sharpener		

Some courses have additional requirements which will be specified by each teacher. For example, art students need a basic art supply kit sold through the art department which should last throughout high school.

All students are to bring the following to every class unless instructed otherwise:

◆	agenda with school handbook	◆	green pen
◆	binder/notebook (with paper)	◆	pencil, eraser & sharpener
◆	textbook(s)/workbook(s)	◆	straight edge (ruler)
◆	blue or black pen	◆	calculator for math class

### Homework

FFCA's demanding academic programs require homework to be done by students on a regular basis. Homework is assigned on weekends. 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. Parents are asked to ensure students accomplish this work. Consequences for incomplete homework may include loss of free-time privileges during the day, after-school detention or in-school suspension. 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. Struggling students may require more time. Proactive management of larger assignments and projects will help to minimize significant loads above these levels. Homework will only be assigned on regular school days. Extra homework will not be assigned over holidays or long weekends.

### Deadlines

Assignment deadlines are expected to be met by all students. Consequences for incomplete homework may include loss of free-time privileges during the day, after-school detention or in-school suspension. Students who are absent on a day when *major* assignments are due may be requested to provide a medical certificate before the assignment is accepted.

**The Student Code of Conduct is established to guide students to be in compliance with the FFCA Policy 19.**

**BEHAVIOURAL EXPECTATIONS**

**STUDENT CODE OF CONDUCT**

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

Students are expected to learn, practice, develop and model such personal and interpersonal character traits and to contribute to the development of welcoming, caring, respectful, safe and inclusive learning environments. FFCA is obligated to protect all students and staff from bullying, harassment, discrimination, and violence during school-related activities. Bullying is defined as "repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual's reputation" School Act (Section 1.1 (b.1)). Students are further expected to respect diversity and refrain from demonstrating any form of discrimination as set out in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Students are to foster a sense of belonging amongst all students.

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

Specifically

1. In displaying acceptable behaviour, students are expected to:

- 1.1 Use their abilities and talents to gain maximum learning benefits from their school experiences;
- 1.2 Contribute to a climate of mutual trust and respect conducive to effective learning, personal development, and social living;
- 1.3 Co-operate fully with everyone authorized by the Charter Board to provide education programs and other services;
- 1.4 Comply with all applicable federal, provincial and municipal laws, and the rules of FFCA and its campuses;
- 1.5 Account to their teachers for their conduct;
- 1.6 Attend at their campus regularly and punctually;
- 1.7 Use non-violent means to resolve conflict;
- 1.8 Treat all other students and staff with dignity, respect and fairness at all times;
- 1.9 Contribute to a learning environment that is free from physical, emotional, and social abuse;
- 1.10 Demonstrate compassion and take appropriate measures to help those in need; and
- 1.11 Demonstrate honesty and integrity.

2. Students are accountable for demonstrating respect for:

- 2.1 Authority;
- 2.2 Others and their property;
- 2.3 School property, equipment and textbooks; and
- 2.4 Differences in ethnicity, race, religion, gender and sexual orientation.

3. Students are prohibited from engaging in unacceptable behaviour that impacts the school, whether it occurs within the campus building, during school or school-related trips or activities within the broader community, or by electronic means. Examples of such behaviours include, but are not limited to:

- 3.1 Use, possession of, sale, distribution of or active contact with, a weapon on a student's person, in a student's locker or desk, on FFCA property, or in a vehicle on FFCA property used by a student or occupied by a student as a passenger;
- 3.2 Threats;
- 3.3 Conduct which endangers others;
- 3.4 Encouraging conduct which endangers or may endanger others;
- 3.5 Encouraging unacceptable conduct;
- 3.6 Use or display of improper, obscene or abusive language;
- 3.7 Distribution or display of offensive messages or pictures;
- 3.8 Theft, including identity theft;
- 3.9 Intimidation and/or assault;
- 3.10 Willful damage FFCA or others' property;
- 3.11 Use, possession of, distribution of, or active contact with, or collection of money for illicit drugs, alcohol, or inhalants in a campus, on FFCA property or in the context of any campus-related activity;
- 3.12 Attending at a campus or any campus-related activity under the influence of illicit drugs, alcohol or inhalants;
- 3.13 Personal or sexual harassment;
- 3.14 Hazing, initiation activities; the formation or the operation of sororities, fraternities, gangs and secret organizations;
- 3.15 Extortion;
- 3.16 Disruptive behaviour, willful disobedience or defiance of authority;
- 3.17 Interfering with the orderly conduct of classes or the campus;
- 3.18 Tampering with fire alarms and safety equipment;
- 3.19 Criminal activity;

- 3.20 Workplace violence;
- 3.21 Bullying, including cyber-bullying; and retribution against any person who has intervened to prevent or report bullying or any other incident or safety concern; and
- 3.22 Inappropriate information technology/social media use.

4. Unacceptable student behaviour:

- 4.1 May be grounds for disciplinary action; and
- 4.2 Provides an opportunity for critical learning in the areas of:
  - 4.2.1. Personal accountability and responsibility;
  - 4.2.2. The development of empathy;
  - 4.2.3. Conflict resolution;
  - 4.2.4. Communication; and
  - 4.2.5. Social skills development.

5. The Board encourages the balanced use of supports for both those who are impacted by, and who engage, in inappropriate behaviour. Research-based, developmentally appropriate practices and a compassionate approach that emphasizes the provision of positive behaviour supports will be employed within the constraints of the Inclusive Education funding. The Board also encourages accessing community partnerships to augment the supports provided. The following criteria are to be considered:

- 5.1 The circumstances underlying the unacceptable behaviour;
- 5.2 The effect of the student's behaviour upon other students, the staff, the campus, FFCA, and the community;
- 5.3 The nature of the action or incident that calls for disciplinary or alternative measures;
- 5.4 The student's previous conduct and previous interventions;
- 5.5 The student's age, maturity and abilities;
- 5.6 The impact of proposed action on the student's future behaviour;
- 5.7 The student's learning needs; and
- 5.8 Any other information considered appropriate or relevant.

6. The consequences of unacceptable behaviour may be:

- 6.1 Assignment of a student whose behaviour is unacceptable, disruptive or destructive to an alternate supervised location;
- 6.2 Short term removal of privileges;
- 6.3 Detention;
- 6.4 Use of reasonable force as required by way of correction to restrain a student from carrying out a violent or destructive act that could harm the student or others;
- 6.5 Alternative interventions such as community conferencing or other forms of restorative justice;
- 6.6 Enlistment of, or referral to, a community partner that is equipped to identify and/or address the circumstances underlying the unacceptable behaviour;
- 6.7 Corrective student transfer;
- 6.8 Suspension; and
- 6.9 Recommendation for expulsion.

7. Students will contribute, to the greatest extent possible, to a learning environment that is well-ordered, peaceful, safe, non-threatening, and conducive to learning and optimal growth.

Character and Leadership

FFCA fosters **strong, positive, respectful partnerships** among students, staff, parents and 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 five character development foundations—virtues education (compassion, respect, responsibility, self-discipline, integrity) values awareness, ethical decision making, building relationships, personal and team based leadership.

General School Expectations

FFCA will be a safe place where students positively interact with a focus on learning.

**Decorum**

1. Students are not to enter any classroom (including gymnasium) outside of class time unless supervised or explicit permission has been granted by teacher or administration.
2. Public displays of intimacy are not acceptable in the school building, on the school grounds or at school activities. This does not include appropriate hugging.

**Language & Outerwear**

1. Language is to be used as a respectful tool for communication. The use of profanity is not acceptable in the school building, on the school grounds or at school activities. Using language for the purpose of excluding others is also prohibited.
2. All outerwear worn on the campus grounds or in the building must be free of inappropriate language or imagery (e.g. no "FCUK" or "A55" clothing)

**Prohibited Items/Substances**

1. Knives, guns or any other type of weapons or explosives, including matches and lighters and laser pointers, are prohibited from the campus and all school-related activities.
2. Being in possession or under the influence of alcohol, tobacco, cannabis and illegal substances including drug paraphernalia are prohibited from the campus and all school-related activities. Active contact with illegal substances (which includes knowingly being in the presence of someone else in possession of these materials) is grounds for expulsion. Medicinal cannabis use (with physician direction) requires the advance approval of administration outlining the terms and conditions of possession and use.
3. Animals are not to be brought on campus without prior administrative authorization.

**Food/Drink on Campus**

1. Students may eat in class only with the prior approval of the teacher. In these cases, food and drink is to be limited to those of a healthy nature.
2. Students may chew gum in school as long as is it not seen or heard and does not impair full participation in the class activities. Chewed gum is to be disposed of properly.
3. Students may eat food, drink or chew gum on the campus grounds but all litter is to be placed in garbage containers and all recyclable materials are to be placed in recycling containers.

**Facility Cleanliness/Recycling**

We encourage all students to use the appropriate disposal containers for paper and drink containers. All other garbage is to be disposed of in a garbage can.

**Cell Phones and Electronic Entertainment Devices**

FFCA recognizes that portable technologies can play an important role in learning for students. However, many devices which 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.*

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

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#### **Community Expectations**

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

1. Students are expected to only enter surrounding businesses (e.g. 7-11) for the purposes of purchasing their products or services and to vacate surrounding businesses immediately after purchasing products or services. (No loitering)
2. Students are expected to leave the community areas surrounding the school as clean or cleaner than when they visited. (No littering)

#### **Fields/Grounds Expectations**

Students will interact safely and respectfully when on the fields/grounds.

1. Contact sports and activities are not allowed on the campus except for officially approved and supervised curricular or co-curricular sports.
2. All garbage and recyclable materials are to be placed in the appropriate containers.

#### **Hallway Expectations**

The hallways of FFCA will be a safe and quiet environment where people interact with courtesy and respect.

1. Students will walk safely through the hallways, and are encouraged to travel on the right to facilitate efficient movement within the school.
2. Normal speaking voices will be used in the hallways.
3. During class time, students must have permission to be in the hallways as indicated by a hall pass obtained from the teacher.

#### **Washroom Expectations**

The washrooms at FFCA will be clean and safe.

1. Students are expected to use the washroom during extended class breaks rather than missing class time.
2. If washrooms must be used during class, students must have a hall pass.
3. Washrooms will be used appropriately and left clean.

#### **Classroom Expectations**

In the classroom, students will follow the teacher's classroom rules. Some rules are consistent from class to class and teacher to teacher such as:

1. Arrive on time with all materials.
2. Keep your hands, feet and objects to yourself.
3. Follow all directions immediately.

### Library Expectations

In the library, students will follow the library rules as well as any other expectations of the supervising staff member. Because all activities are structured differently, staff will clearly communicate their expectations for each activity. Some rules that are consistent for all library users are:

1. Whisper voices only in the library.
2. School computers are to be used for academic purposes only.
3. All items are to be signed out and returned following use according to procedures.

### 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.

### Computer Lab Expectations

The computer labs at FFCA will be a safe and orderly environment where technology is used to support the educational objectives of the school:

1. Students are only permitted in the computer labs when supervised.
2. Food and drinks are not permitted in the computer labs.
3. Students will walk in the labs when movement is necessary.
4. Students will use quiet (restaurant level) voices when talking.
5. Students will show respect for school property in the labs.
6. Students will clean up after themselves before they exit the lab. This includes making sure:
  - All computers are shut down using Windows (unless instructed otherwise).
  - All chairs are pushed in at each station.
  - Each Station is left with nothing around it (e.g. Pens, pencils, etc.)
7. School computers are only to be used for school related work. Private email is not to be used without permission of the teacher/supervisor.

### Tablet Expectations

Portable computing devices will be used in a manner which supports the educational objectives of the school. In addition to the usual computer lab expectations, the following additional expectations apply:

1. Students will show respect for school property, ensuring no damage is caused to the laptops/tablets they use.
2. Students will clean up after themselves before they leave mobile devices. This includes making sure:
  - All laptops/tablets are shut down using Windows (unless instructed otherwise).
  - All laptops/tablets are plugged into the mobile cart in the designated shelf.
  - Any damage or malfunctioning of computers is reported to a staff member prior to returning the laptop to its cart.
3. Mobile devices are only to be used for school-related work. Private email is not to be used without permission of the teacher-supervisor.

## 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.

### **Assembly Expectations**

FFCA students will demonstrate respectful behavior during assemblies by listening, participating, and following directions.

1. When the leader goes to the microphone and says, "May I have your attention please," all students will stop talking and look at the person at the microphone.
2. All students will listen carefully and not talk unless called upon by the leader.

### **Guest Expectations**

Guests will be permitted at FFCA only in circumstances where their presence enhances the educational objectives of the school.

1. Guests (at all times, including lunch) are permitted ONLY with the advance approval of administration. This will generally not occur during class time.
2. All guests must enter through the main doors and sign in at the office immediately upon arriving at the school.
3. Guests must wear a visitor lanyard and are expected to follow all FFCA school expectations at all times while on campus.

### **Academic Conduct**

Students will demonstrate personal integrity and responsibility in completing their own assignments and tests to the best of their abilities.

1. Students will complete all individual assignments and exams independently.
2. The student will ensure that all work submitted is their own, and if sources have been used, they have been appropriately referenced.
3. The student will make every effort to ensure that all material they have completed has been secured so no other student can make use of it in an inappropriate manner.
4. The student will ensure that all materials, notes, or written references to test items are out of view of themselves and others during examinations.

### **Bus Expectations**

Busses are to be a clean, safe and friendly environment for everyone riding. Please arrive at your bus stop five minutes ahead of the scheduled departure time. Drivers will only pick up or drop off students at designated stops. Please do not attempt to board the bus at non-designated stops. FFCA encourages all parents to read through the "Parent Transportation Handbook" which is available on our website ([www.ffca-calgary.com](http://www.ffca-calgary.com)) and at each campus. All bussing inquiries must be directed to the Transportation Coordinator either in writing or by email [susan.goldsmith@ffca-calgary.com](mailto:susan.goldsmith@ffca-calgary.com). Bus passes for students wanting to ride an alternate bus for social occasions will not be issued. An alternate bus can only be taken in case of emergency and must be confirmed by a parent.

## **EXPECTATIONS OF PARENTS**

### **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, Edmodo, e-mail and school agendas.

Parents are encouraged to become familiar with the "Being Heard" document. Copies are available on the website office.

### **Agendas**

Agendas are provided to any Grade 9 student who requests one. All students in grades 10-12 are responsible for providing their own agenda if they wish. Each student is issued a copy of the Student Handbook which includes valuable school information for both students and parents. At the beginning of the school year parents and students are expected to review the student handbook.

### **Absence Reporting**

Regular attendance is required of all students at FFCA. Parents are asked to report all absences by phoning the office by 8:30AM 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 also result in further disciplinary action by the teacher or school.

#### **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 an array of 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.

**FFCA High School  
Code of Character**

I will ....

...show RESPECT

- respect myself and all others; their values, customs and beliefs
- respect my school; its property, rules and traditions
- respect privileges and concessions given to me
- take pride in my achievements as well as those of others

...show RESPONSIBILITY

- accept that all rights come with responsibilities
- always represent myself and my school with pride
- fulfill my obligations
- focus primarily on my own choices and less on those of others
- accept the consequences of my choices

...show SELF DISCIPLINE

- demonstrate a positive attitude everyday
- be punctual and prepared
- set goals and do what it takes to achieve them in a positive manner
- learn from my mistakes and not repeat them
- live with desire, dedication and discipline

...show INTEGRITY

- have the courage to do what is right, even in the face of adversity
- be true to myself in the choices that I make
- overcome my weaknesses & embrace my strengths
- focus on developing a 'whole' me

...show COMPASSION

- treat others better than I would have them treat me
- 'get real' with others instead of judging them
- accept my imperfections and those of others
- do my best and help others do theirs

...show PERSEVERANCE

- recognize obstacles as opportunities for growth
- be creative in seeking solutions to overcome obstacles
- be courageous in pursuing new solutions to overcome obstacles
- be persistent in doing what is necessary until I overcome obstacles

*\*THIS CODE OF CHARACTER WAS DEVELOPED BY HIGH SCHOOL STUDENTS  
IN 2004 AND MODIFIED IN 2011 TO INCLUDE PERSEVERANCE.*