



Public Board Meeting

June 10, 2020

6:30-9:00 p.m.

Online via Zoom:

<https://zoom.us/j/98034164199>

Invited Participants: All Directors, Central Office Executive Team

Invited Attendees: All interested FFCA stakeholders

To attend the public board meeting, please use this link: [FFCA Public Board Meeting Zoom Link](#).

- Attendees may need to install the Zoom app on your device prior to the meeting.
- Attendees will need to enter your name and valid email address upon joining the meeting to attend. They will be placed in a virtual waiting room until entry is granted by the host.
- Attendees will be able to view the meeting and ask questions by voice only or online chat when the opportunity is provided by the Board Chair.

AGENDA

6:30 p.m. CALL TO ORDER

- | | |
|--|------------------|
| 1. Review of Meeting Agenda | Chair Wilson |
| 2. Approval of Consent Agenda – Motion
Minutes May 13, 2020; Correspondence | Chair Wilson |
| 3. Campus Reports | |
| 3.1. High School Grad Report | Shelley Geran |
| 3.2. K-12 Summer Reading Recommendations | Pamela Hunnisett |
| 4. Superintendent’s Report | Roger Nippard |
| 5. Information Items | Chair Wilson |
| 5.1. High School Update | |
| 5.2. Standing Item: Administrative Procedures Update | Kurtis Leinweber |
| 5.2.1. AP-G-401.2 Teacher Professional Learning (attached) | “ |
| 5.2.2. AP-G-401.2 Coaching (attached) | “ |
| 5.2.3. AP-I-301.2 Student Evaluation & Grade Placement (attached) | “ |
| 5.2.4. AP-I-101.1 Registration and Admission of Students (attached) | “ |
| 5.3. Standing Item: Strategic/Education Plan Update | Kurtis Leinweber |
| 5.3.1. 3-Year Education Plan (attached) - Motion | “ |
| 5.4. Annual Surveys | |
| 5.4.1. Accountability Pillar | Roger Nippard |
| 5.5. Choice in Education Act | “ |
| 5.6. Capital Maintenance & Renewal (CMR) Funds | “ |
| 6. Discussion Items | Chair Wilson |
| 6.1. Q3 Report (attached) - Motion | Reta Morgan |
| 6.2. Re-entry Surveys/Plan | Kurtis Leinweber |

- 6.3. Alternative Calendar (attached) – Motion “
- 6.4. Suggested Meeting Dates 2020-2021 (attached) “

- 7. Committees Chair Wilson
 - 7.1. Executive Committee “
 - 7.2. Communications & Community Relations Committee Director Scantlebury
 - 7.3. Policy & Performance Review Committee Director Bharmal
 - 7.4. Audit Committee Director Makwana
 - 7.4.1. Revised Terms of Reference (attached) - Motion
 - 7.5. TAAPCS Board Rep Report Director Suleman
- 8. Director Highlights Chair Wilson
- 9. Open to Gallery Chair Wilson
- 10. Chairperson’s Remarks Chair Wilson

ADJOURNMENT: by 9:00 p.m.
 NEXT PUBLIC MEETING: Sept. 9, 2020 @ TBD
 FUTURE AGENDA ITEMS:

JUNE 10, 2020 MEETING MOTIONS

CONSENT AGENDA

20/06/10-1CA

MOVED by Director _____ and seconded by Director _____ that the Consent Agenda for June 10, 2020 be approved as presented.

.....that the minutes of the May 13, 2020 Public Board Meeting be approved as presented.

.....that the Board receive any correspondence received since the last Public Board Meeting.

REGULAR AGENDA

5.3.1. 20/06/10-1RA 2020-2023 Three-Year Education Plan

MOVED by Director _____ and seconded by Director _____ that the Board approve the Draft 2020-2023 Education Plan in principle, and direct that it be circulated to the FFCA community for input into the development of a final plan to be approved by the Board by September 30, 2020.

6.1. 20/06/10-1RA Q3 Report

MOVED by Director _____ and seconded by Director _____ that the Board approve the Third Quarter Financial Report as presented.

6.3. 20/06/10-2RA Alternative Calendar

MOVED by Director _____ and seconded by Director _____ that the Board approve the alternative calendar as presented, and implement it should it prove preferable to the existing calendar based on current COVID Re-entry advice from Alberta Education.

7.4.1. **20/06/10-3RA** Audit Committee Revised Terms of Reference

MOVED by Director _____ and seconded by Director _____ that the Board approve the revised Audit Committee Terms of Reference as presented.



Public Board Meeting

May 13, 2020

6:30-9:00 p.m.

Online via Zoom:

<https://zoom.us/j/98034164199>

Attendees:

Board and Administration: Chair Jeff Wilson, Vice-Chair Jenny Hill, Director Sumara Diaz, Director Faruq Suleman, Director Naren Makwana, Director Rizvan Bharmal, Director Jehn Scantlebury, Director Randall Spahl, Director Sam Jin, Superintendent Roger Nippard, Deputy Superintendent Kurtis Leinweber, Secretary Treasurer Reta Morgan, Coordinator of Instruction Joan Burke, Coordinator of School Services Lorne McDonald, Director of Technology Jeff Cullen, Executive Assistant Meredith Poole

Gallery: Cindy McGlashan-Beaucage, Erica Oseen, Doug Lamb, Tracey Wishlow, Zenita Lalani, Sheri Rolfe, Sanjay Wadhera, Seema Makwana, Shan, Allan

MINUTES

6:31 p.m. CALL TO ORDER

1. Review of Meeting Agenda – no changes.
2. **20/05/13-1CA** Approval of Consent Agenda
MOVED by Vice-Chair Hill and seconded by Director Scantlebury that the Consent Agenda for May 13, 2020 be approved as presented. CARRIED.
 - Minutes of April 15, 202 Public Board Meeting
 - Correspondence (1 letter: Minister LaGrange re new funding model)
3. Superintendent's Report
 - i) New Funding Framework: commitment letter received May 5, budget due May 31, 2020. Many thanks to COO Leinweber and CFO Morgan for all their work on this.
 - ii) Alberta students will not be returning to school this year and there is no official timeline for school reopening. Three scenarios have been proposed by AE but the decision will not be made until August 1.
 - iii) There have been many conversations between charter schools and the AE Deputy Minister on budgetary impacts. Some are being affected worse than others. FFCA will receive partial Special Learning Supports Funding for the first time, and is hoping for the phased-in increases we requested.
 - iv) Kudos: To Brooke Herwig for her winning Shell Classroom Energy Diet Video and for winning Energy Educator of the Year! To Rebecca Carruthers for her Empathy Pawject that was profiled on CBC News! To Arlene Orchard for her video choir presentation of "At Last". They do us all proud.
 - v) Staffing has been delayed but begins tomorrow with transfers.

4. Information Items

4.1. Standing Item: Administrative Procedures Update: No report.

4.2. Standing Item: Strategic/Education Plan Update

4.2.1. 3YEP Discussion: Administrators are engaged in the process of developing the 3YEP and are engaging with their staffs over the key priorities of Permanence, DITLF Review, Character and Leadership Education, and Assessment and Reporting.

5. Discussion Items

5.1. **20/05/13-1RA** 2020-2021 Budget

MOVED by Director Diaz and seconded by Director Makwana that the Board approve the 2020-2021 Budget as presented and request that Administration provide the necessary documentation to Alberta Education by the deadline of May 31, 2020. CARRIED.

5.2. **20/05/13-2RA** Locally Developed Courses

MOVED by Director Scantlebury and seconded by Director Suleman that the Board approve the use of Locally Developed Courses Musical Theatre 15-5, 25-5, 35-5 and Studio Art 35-3 for use at FFCA. CARRIED.

5.3. Calendar for 2020-2021: COVID-19 Potential Implications – In the absence of any certainty about the next school year, an alternate calendar has been drafted which would start after Labour Day, eliminate the November break and shorten the Spring Break depending on Provincial health recommendations. Parents will be updated as soon as any decisions are made.

6. Committees

6.1. Executive Committee: No report.

6.2. Communications & Community Relations Committee: No report.

6.3. Policy & Performance Review Committee

6.3.1. **20/05/13-3RA** PPR Terms of Reference

MOVED by Director Bharmal and seconded by Director Makwana that the Board approve the Policy and Performance Review Committee Terms of Reference as presented. CARRIED.

6.3.2. **20/05/13-4RA** Policy 1 Foundational Statements

MOVED by Director Bharmal and seconded by Vice-Chair Hill that the Board approve Policy 1 Foundational Statements as presented. The amended policy will be circulated to Administrators, School Councils and Society members for information purposes only, and replaced on the FFCA website. CARRIED.

6.3.3. **20/05/13-5RA** Policy 2 Role of the Charter Board

MOVED by Director Bharmal and seconded by Director Scantlebury that the Board approve Policy 2 Role of the Charter Board as presented. The amended policy will be circulated to Administrators, School Councils and Society members for information purposes only, and replaced on the FFCA website. CARRIED.

6.3.4. **20/05/13-6RA** Policy 3 Role of the Director

MOVED by Director Bharmal and seconded by Director Diaz that the Board approve Policy 3 Role of the Director as presented. The amended policy will be circulated to Administrators, School Councils and Society members for information purposes only, and replaced on the FFCA website. CARRIED.

6.3.5. **20/05/13-7RA** Policy 4 Director Code of Conduct

MOVED by Director Bharmal and seconded by Vice-Chair Hill that the Board approve Policy 4 Director Code of Conduct as presented. The amended policy will be circulated to Administrators, School Councils and Society members for information purposes only, and replaced on the FFCA website. CARRIED.

6.3.6. **20/05/13-8RA** Policy 5 Role of the Charter Board Chair

MOVED by Director Bharmal and seconded by Director Diaz that the Board approve Policy 5 Role of the Charter Board Chair as presented. The amended policy will be circulated to Administrators, School Councils and Society members for information purposes only, and replaced on the FFCA website. CARRIED.

6.3.7. **20/05/13-9RA** Policy 6 Role of the Vice-Chair

MOVED by Director Bharmal and seconded by Director Scantlebury that the Board approve Policy 6 Role of the Vice-Chair as presented. The amended policy will be circulated to Administrators, School Councils and Society members for information purposes only, and replaced on the FFCA website. CARRIED.

6.3 Audit Committee – No report. The committee meets on May 19 so will have a report at the June meeting.

6.4 TAAPCS Board Rep Report – SGM was held May 2 with very good attendance over Zoom.

Much of the discussion centered on funding given that the new framework impacts some school significantly. There was some realignment of committee work as well.

7. Director Highlights: Vice-Chair Hill: engagement and passion evident at the TAAPCS Spring General Meeting; Director Scantlebury: Instagram account of Cathy McLeer (check it out at padlgrl); Director Spahl: upgrades to personal technology that improve participation in meetings; Director Diaz: high school choir presentation organized by Arlene Orchard; Director Bharmal: good discussions on tough topics at most recent working session; Director Jin: tough decisions made at working session; Director Suleman: tireless work of the FFCA Technology Team; Director Makwana: the great work being done by the teachers to facilitate Online Learning; Chair Wilson: Rebecca Carruthers Empathy Pawject.
8. Open to Gallery: Comments/questions related to: the amount of online contact with teachers and work being sent home for students (we are following provincial guidelines); adequacy of the technology budget; timely communication of calendar changes; circulation of Zoom meeting information; appreciation for the tremendous staff support for Gr. 12 students.

9. Chairperson's Remarks: Thanks to the Directors for ensuring that meetings over the past two months have been productive.

"Don't forget that beautiful sunsets require cloudy skies."

ADJOURNMENT: 7:59 p.m.

NEXT PUBLIC MEETING: June 10, 2020 @ TBD

FUTURE AGENDA ITEMS:



2020-21 Board Meetings DRAFT

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IMPORTANT DATES

- = Holiday: No School
- = PD Days
- = Organizational Days
- = Learning Conferences
- = Board Meeting
- = Board CoW Meeting

**Foundations for the Future Charter Academy
for the nine months ending May 31, 2020**

	ORIGINAL Annual Budget	REVISED Annual Budget	September to May	% of REVISED budget	Notes
Income					
AB Grant Revenue	33,269,787	32,039,483	23,469,979	73.25%	Funding reductions for transportation (\$65,700) and base funding (\$243,000)
Transportation Fees	1,942,465	1,956,140	2,002,430	102.37%	Fees to be refunded equals about \$568,450
Resource Fees	525,685	529,890	530,848	100.18%	
Other School Jurisdiction	400,000	400,000	232,006	58.00%	Revenue is based on expenditures in POM for Girls School facilities
Admin Bldg Revenue	150,633	150,633	114,531	76.03%	Welltec rent decreased in light of economic impact of covid
Campus Funds	1,485,382	1,334,749	1,146,594	85.90%	Revenue adjusted to match expenses; cancelled field trips to be refunded (\$233,903)
Other Revenue	95,000	95,000	158,190	166.52%	17 Kindergarten pd by parents \$82,200; CIRT \$22,000; Interest \$31,000
Total Income	37,868,952	36,505,895	27,654,578	75.75%	
Expense					
Salaries & Benefits	28,495,105	28,342,649	21,090,019	74.41%	Laid off support staff salaries paid out in April additional \$120,000
Inclusion	370,919	36,500	21,632	59.27%	
Professional Development	142,583	78,090	61,592	78.87%	
Technology	529,000	399,000	288,685	72.35%	
Transportation	3,368,496	3,332,092	2,478,472	74.38%	Sept to May = 88.51% of bus year; cost reduced Apr\May offset by funding\fee reduction
Facilities	1,556,351	1,481,351	1,282,754	86.59%	No large POM summer projects will be done; Government Facility Stimulus program
Board	105,000	105,000	66,062	62.92%	No meeting costs since February
Admin Building	150,633	150,633	118,796	78.86%	
General & Admin	766,842	473,553	340,334	71.87%	
Campus Funds	1,334,749	1,334,749	742,724	55.65%	No field trip and elective costs in April & May
Campus Expenditures	867,315	754,260	613,958	81.40%	6/10's of the campus year, some annual costs paid in advance
Total Expense	37,686,993	36,487,877	27,105,028	74.29%	
Surplus(Deficit)	181,959	18,018	549,550		Refunds owed to parents

	<u>Instruction</u>	<u>PO&M</u>	<u>Sys Admin</u>	<u>Transportation</u>	<u>Capital</u>	<u>Total</u>
* Reserve as at Aug. 31, 2019	466,187	58,628	(203,713)	(139,709)	0	181,393
2019-20 Budget	18,018					18,018
Expected reserve balance	484,205	58,628	(203,713)	(139,709)	0	199,411

Prepared by: Reta Morgan
June 1, 2020



AP-G-401.2 Teacher Professional Learning

Administrative Procedures

Revised May 25, 2020

BACKGROUND & RATIONALE

An integrated program of teacher learning contributes to a collaborative, professional culture in which teachers develop an understanding of instructional and organizational goals, instructional methods, continuous growth and improvement of professional practice, problems and solutions. The professional learning program must be comprised of both quality and effective opportunities, to have a measurable impact on teacher and student learning and be continuously evaluated. Highly effective professional learning at FFCA focuses on:

- helping teachers think more deeply, and at times challenging their current beliefs about their understanding of curriculum and pedagogy;
- fostering a deeper understanding of FFCA Foundational Frameworks;
- developing a permanent, positive change in classroom practice, knowledge and behaviour;
- being sustained, rigorous and relevant;
- being directly linked to the quality of classroom practice; and
- having a direct impact on student learning.

DEFINITION & PURPOSE

Professional learning is the process through which experience causes a permanent change in knowledge and behaviour. This change makes it impossible to return to current ways of thinking and behaving. (Katz and Dack, 2013). In addition, the process of engaging in professional learning must clearly identify the problem of practice which the learning is meaning to address, and includes individual reflection and gathering of evidence.

Teacher professional learning is defined as a wide range of activities in which teachers participate individually or collectively to improve their professional practice and to enhance student learning. Professional learning can include but is not limited to the following:

- individual goal setting
- Generative Dialogue
- collaborative inquiry
- visiting other schools and classrooms (both within and outside of our organization) and reflecting on the observation
- hosting a practicum student
- literature groups and study groups that investigate strategies to impact teaching practice
- sharing and/or transferring the learning from graduate studies
- coaching
- mentorship

- implementation of courses, conferences and workshops and connecting those to FFCA's Charter, Mission and Vision and Guiding Principles and Foundational Frameworks.

Professional learning creates opportunities for collaborative inquiry and planning, enhances the quality of teacher's classroom practice, and promotes collaborative relationships with other professionals within and outside of the organization.

PROCEDURES

Individual

- Each teacher will develop and continuously review, in consultation with their Principal Educator, a professional growth plan.
- Individual professional goals will drive individual professional learning.
- Each teacher will be encouraged to work collaboratively to achieve their goals.
- Each teacher will collect evidence of learning regarding their individual goals.
- Each teacher will be encouraged to share their learning.

Campus

Each campus will be encouraged to annually engage staff in setting the learning needs of the campus. Campus administration are responsible for designing, organizing, and supporting the professional learning activities for their campus.

- Campuses will make use of the allotted time (staff meetings, professional learning days, and teacher organizational days) to focus professional learning on either individual, campus or system goals.
- All requests for professional learning and suggestions for membership in professional organizations will follow procedures outlined at each campus.

System

- A system professional learning budget will be established at the beginning of each school year and campuses will be allocated a campus professional learning budget.
- The Administrative Council, or a representation of, will work on long-term planning for system level professional learning and will design, organise, and support the professional learning activities of the system.
- All system professional learning will be based on goals outlined in the Annual Education Plan, reflect the work of our Foundational Frameworks, as well as our Charter, Vision, Mission, and Guiding Principles.
- Whenever possible, the system will attempt to include other school jurisdictions and educational organizations in professional learning opportunities for teachers. By coordinating and collaborating with others, FFCA will be able to enhance its own professional learning.



AP-G-401.3 Coaching of Newly-Hired Teachers Administrative Procedures

May 21, 2020

BACKGROUND & RATIONALE

Research indicates that teachers retain only 2-5% of information presented to them as theory, 5-10% of information they see demonstrated, 10-15% of information they are able to practice and receive feedback on, and 80-90% of information they receive through coaching (Joyce & Showers).

At FFCA, we have a common vision of exemplary teaching which is represented by the FFCA Teaching and Learning Framework. Therefore, we coach newly-hired teachers within FFCA to this vision of the teaching practice that creates a distinctive learning experience. An effective coaching program is a critical component of the success of our organization.

DEFINITION & PURPOSE

At FFCA, the goal of coaching is to engage newly-hired teachers in critical reflection in support of an exemplary implementation of the FFCA Teaching and Learning Framework to maximize student engagement and student success.

Coaching is an ongoing professional learning relationship that is used to maximize academic learning time and quality learning experiences for students.

Coaching is a professional dialogue which can be facilitated through consideration of questions found in the FFCA Teaching and Learning Framework.

The coaching dialogue is characterized by reflection that is grounded in the observation of student engagement and learning. It is highly contextualized and framed in specific terms that enable the teacher and coach partnership to focus on student learning within the FFCA Teaching and Learning Framework.

PROCEDURES

A system professional learning budget will be established at the beginning of each school year and campuses will be allocated a campus professional learning budget that will be used to support the coaching of newly-hired teachers and other professional learning needs within the campus.

1. Newly-hired teachers, including coaches themselves, will participate in a funded coaching program. The teacher and coach will participate in at least two coaching rounds per year, which will include: pre-conference, observation and reflection. If a teacher has not had experience with WRTR (a distinctive program) and is beginning a teaching assignment that includes the teaching of this program, coaching opportunities may be provided at the discretion of campus administration.



AP-G-401.3 Coaching of Newly-Hired Teachers Administrative Procedures

May 21, 2020

2. If a campus has a newly-hired staff member, campus administration will facilitate a coaching partnership. It is advised that coaches have a minimum of two years experience at FFCA. In selecting coaches, consideration will be given to a skill set which will include:
 - the ability to foster trusting relationships,
 - strong interpersonal skills,
 - effective communication skills and,
 - facilitation of learning through partnership and dialogue.
3. Campus administration will provide ongoing support for the coaching partnerships.
4. Coaches will respect the confidentiality of information received or gained in the performance of their duties and responsibilities. Coaching feedback cannot be used for evaluative purposes.
5. Coaching is grounded in reciprocal dialogue between the newly-hired teacher and coach.
6. Coaching will focus on FFCA's distinctiveness, programs and the FFCA Teaching and Learning Framework. Coaching partnerships will begin at the earliest possible opportunity.
7. Teachers are responsible for implementing what they learn through coaching, and administrators are expected to maintain an ongoing dialogue with their coaches and teachers.
8. The coaching program will be carefully and regularly evaluated, and continuously improved. The Coordinator of Instruction will facilitate a regular review of the process.



AP-I-101.1 Registration and Admission of Students

Administrative Procedures

May 21, 2020

BACKGROUND & RATIONALE

Administration of the Wait List

The first step to registration at FFCA is the submission of a Wait List Application online. This includes uploading a copy of the birth certificate, a document verifying your home address, and current report card (if already attending school). Your placement at a campus is determined by home address and grade level.

Campus Designation

FFCA has defined attendance boundaries for each campus. Students are assigned to a campus according to home address. During registration of your child, you will be required to produce the original of one of the following documents to verify your home address (either a driver's license, offer to purchase/lease, or utility bill). If you plan to move between January and September, please notify the wait list coordinator by January 15th to ensure you are placed on the correct wait list. School bus transportation is available at a fee for those living within the defined campus boundaries.

Families living outside Calgary city limits may choose the campus they wish their child(ren) to attend. If they wish to access an existing bus route within city limits, parents can pay the applicable bus fees, provided there is space available on that route for additional passengers.

PROCEDURES

Wait List

Students are accepted from the wait list in the following order:

1. Internal Transfer Request with sibling. A parent who has children attending different FFCA campuses (one inside the defined attendance boundary and one outside the defined attendance boundary) may request an internal transfer to the designated campus within the defined attendance boundary. The fulfillment of this request is dependent on available space at the requested campus. These requests are effective for the following school year. No transfers will occur during the academic year.
2. Deferred Admission Priority Status. FFCA campus administration, in consultation with parents, and other professionals who work with the child, feel that delayed admission to FFCA combined with intensive (PUF) support in another pre-kindergarten and/or kindergarten program provides the greatest chances of short and long term success in FFCA.
Terms:
 - 2.1. Student is eligible for a place in an FFCA kindergarten class based on their position on the waitlist or name being selected in the lottery AND student is receiving / eligible to continue to receive PUF funding through another educational agency.
 - 2.2. Student will be placed on a Deferred Admission Priority List for Grade 1 (based on date of admission deferral) in a future school year as determined by campus administration, in consultation with parents.



AP-I-101.1 Registration and Admission of Students

Administrative Procedures

May 21, 2020

- 2.3. Student will be offered a place in grade one following re-registration of existing students PRIOR to internal transfers and admission of siblings or waitlist students in accordance with *AP-I-101.2 Kindergarten Admission and Orientation* AND under the following conditions:
 - 2.3.1. space(s) exists in grade one.
 - 2.3.2. the campus administration, in consultation with parents, feel that the student has a reasonable likelihood of being successful in grade one.
 - 2.3.3. should parents choose to have their child repeat Kindergarten and the Alberta Education funding has been exhausted (funding eligibility is evaluated on an individual basis as outlined in the *Base Instruction Funding Manual*), they can do so upon payment of the cost of the program. Refer to *AP-I-101.2 Kindergarten Admission and Orientation* for further details.
 - 2.3.4. if space is not available in grade one and the child is not repeating kindergarten, the student may remain on the deferred list for an additional year after which they are placed back on the waitlist with their original date of entry.
 - 2.3.5. If parents deny placement into grade one when offered a position, the student's name will be removed from any wait list.
3. Internal Transfer Requests without sibling. A parent with a child who already attends FFCA may request to transfer to a different campus. Requests are to be submitted before March 1 and will be processed in the following prioritized order:
 - 3.1. the family has moved to a home within the campus attendance boundary AND already has one child or more attending the campus,
 - 3.2. the family has moved to a home within the campus boundary,
 - 3.3. a staff member with a child already attending FFCA, and
 - 3.4. convenience requests from all other parents.
 - 3.4.1. Internal transfer requests will only be accepted after a student has completed one full year with FFCA – exceptions may be made for children of staff. The fulfillment of internal transfer requests is dependent on available space at the requested campus. Approved internal transfers are effective for the following school year. No transfers will occur during the academic year.
4. Sibling Status.
 - 4.1. A child who has a brother or sister attending FFCA for at least one full academic year, will be granted sibling status. Their application date is then changed to reflect the date they became a sibling on the wait list. They will be sorted by the new application date on the sibling list.
 - 4.2. A child of a current, permanent staff member will be granted sibling status. Their application date is the date they submitted their wait list application. Employees who resign their position at FFCA will no longer continue to have sibling status for their children on the wait list. This does not apply during an approved leave of absence or maternity leave but would apply in the event of a resignation at the conclusion of the leave.
 - 4.3. Once a student leaves FFCA, their siblings will be eligible for sibling status for the following academic year only. The sibling/s will then be sorted by the application date



AP-I-101.1 Registration and Admission of Students

Administrative Procedures

May 21, 2020

on the general wait list. Should the application date be after October 1, 2016, the sibling will be added to the future lottery pool. If parents request Priority Status for the exiting FFCA student, this status does not apply to siblings who do not attend FFCA.

5. **Priority Status.** In the event that a student must withdraw from FFCA and may be returning after a period of time, it is possible to obtain Priority Status from the Principal Educator prior to their departure. Parents must fill in a wait list application to have their child's name added to the wait list, and the application must be renewed on time in order to maintain Priority Status. Priority status is effective for a maximum period of two years. The entry date onto the wait list for priority status students is determined by the last date of attendance. Priority status does not apply to siblings who do not attend FFCA.
6. **General Wait List.** All other ranked children on the wait list are sorted according to entry date. Beginning on October 1, 2016, all children/students added to the wait list will no longer have a rank but will be chosen by lottery.

If a parent declines admission or an intake interview, the child is automatically removed from the Wait List. Should the parent request to have the child remain on the Wait List, they will have the application date removed and be added to the future lottery pool.

Grade Placement

Grade placement will be determined by the Principal Educator for the campus of enrollment.

Fees

Required fees will be paid at the time of registration.

Registration Process – wait list children

For Kindergarten Admission information, please see *AP-I-101.2 Kindergarten Admission and Orientation*.

After re-registration for current students has taken place, campuses will contact families from the wait list between April and September. Parents may be contacted, via email, to have the child come in for an intake interview using a standardized kindergarten readiness tool. If the intake interview is declined or no response to the email is received, the child's name will be removed from the wait list.

A lottery system was implemented on October 1, 2016. All children added to the wait list after that date no longer have a rank associated with their name. Any wait list that exhausts all ranked children will move to a lottery to determine admission. While the 2022/23 kindergarten will be a lottery, other grades may move to a lottery sooner or later than that due to the differing lengths of wait lists and the rate at which current students transfer out.



AP-I-101.1 Registration and Admission of Students

Administrative Procedures

May 21, 2020

Registration Process – current FFCA students

In the spring, each individual campus will send home information regarding the process for completing registration or re-registration through the online system by the dates indicated. Any opening that comes available due to a current student not re-registering will be filled from the Wait List according to the defined order.

Requests for internal transfers are to be submitted by March 1. Transfers depend on a seat becoming available in the grade your child requires. We cannot guarantee that space will be available for all of your children in the same year. Please see #2 ((Internal Transfer Requests) above for additional information.

If a current FFCA family should move, placing them outside their campus attendance boundaries, they can remain at their present campus, but will be responsible for providing their own transportation for their child. The family can apply for an Internal Transfer the following year.

Original Approval Date: September 13, 2012
Revision Date(s): May 21, 2020



AP-I-301.2 Student Evaluation and Course Level / Grade Placement

Administrative Procedures

April 23, 2020

BACKGROUND & RATIONALE

FFCA's mission is to ensure that all students achieve academic excellence through explicit teaching, effective assessment and evaluation, supported by clear communication of student learning. Teachers at FFCA regularly assess and evaluate students and the results of assessments and evaluations are communicated to the students and their parents.

K-9 Grade Placement

In kindergarten through grade 9, students are placed by grade level and all programming is provided according to the curricular outcomes of Alberta Program of Studies. While a student is normally promoted from one grade to the next when they have successfully demonstrated understanding of grade level outcomes, FFCA recognizes that the time needed to meet grade level requirements may vary among students. Decisions involving accelerating a student's learning or retaining a student in a grade are not easy decisions to make and need to involve early, ongoing consultation with the parents.

In cases where students have been identified as gifted through a psycho-educational assessment, acceleration of a grade may be an option to consider as research has shown this can have a positive impact on their academic success. Enriching instruction within a grade level to meet student needs, will always be considered, although in rare cases this may not be enough to challenge certain students. Few studies have investigated the impact on social and emotional development when a student is accelerated beyond their current grade level, but FFCA maintains many factors need to be considered when making the decision to accelerate a student ahead a full grade. If enriched instruction at the appropriate grade level does not sufficiently meet an identified gifted student's needs, acceleration that involves moving ahead one full grade may need to be investigated as an option. The decision about acceleration of a grade is determined by the campus administrator, in consultation with parents, and is impacted by the individual needs of the student.

Research has shown that retention can have positive effects on students' academic success when students are developmentally behind their peers. An extra year in a particular grade can provide the needed time to understand the curriculum. Retention can also have a serious negative impact on student self-esteem and may lead to increased negative behaviours that affect learning; therefore, careful consideration and planning for retention is necessary. Retention should be considered earlier rather than later in a student's learning progression.

Given that FFCA does not create individual program plans (IPP), both retention and grade acceleration decisions need to be accommodated without this type of formal documentation.

Grade 10-12 Course Placement

In grades 10 through 12, students are placed by course level. Passing grades in prerequisite courses are generally required prior to a student being placed in the next level in that subject sequence. All programming is provided according to the curricular outcomes of that course level in the Alberta Program of Studies. Depending on a student's goals, sometimes the courses they would like to take do not correspond to their grade level. For example, a Grade 10 student might want to register in a 20-level course in the second semester of their Grade 10 year if they had successfully completed the 10-level course in the first semester. Alternatively, a Grade 11 or Grade 12 student may want to enroll in a 10-level course to explore another area of interest. There are also situations where students want to repeat a course to increase their mark. At FFCA, we attempt to support these student goals, but are often restricted by which courses are offered in which semester, due to size and scheduling limitations.

Any decisions regarding grade placement/course placement will be shown to be in the best interest of the student and will be backed with evidence of learning and appropriate documentation (speech reports, level B testing, psycho-educational reports, etc.) to support the decision. Decisions involving student placement are a collective decision (principal/teacher /parent/school counsellor/registered psychologist) and are made with the long-term welfare of the student in mind.

1. GENERAL PROCEDURES

- 1.1. Assessment (feedback designed to promote learning), evaluation (judgment against a standard) and communication of student learning are integral parts of the instructional process. A variety of assessment and evaluation approaches, using clearly established criteria, are utilized within FFCA. Assessment and evaluation are based upon curriculum outcomes, are continuous, fair, just, and involve processes such as: teacher observations, teacher assessments/evaluations and standardized test results. This information is used to inform decisions made to promote, retain or accelerate students.
- 1.2. At FFCA, teachers communicate regularly with parents regarding the assessment and evaluation of students. Formal communication occurs three times per year at the elementary and middle school campuses and four times a year at the high school campus via written report cards and/or progress reports. Parents are also provided the opportunity to meet with teachers to discuss their student's progress during Learning Conferences.

2. GRADE PLACEMENT PROCEDURES (K-9)

- 2.1. When making grade placement decisions, a multitude of factors will be considered, including but not limited to—age, academic achievement, general ability, social and emotional maturity, health, and program content/availability.
- 2.2. In the event that a student's progress on grade level curricular outcomes is significantly different from what is expected, parents will be contacted as early in the school year as possible.
- 2.3. Where possible, accommodations (supports that do not alter the curriculum expectations for the grade, but move the student from receiving universal supports to another place on

the FFCA inclusion continuum) will be made to allow the student to experience success in demonstrating their understanding of grade level curricular outcomes. These accommodations will be clearly communicated to parents prior to implementation.

- 2.4. Teachers will clearly outline for students and parents the standard of achievement and success criteria required to meet specific grade level outcomes. Primary consideration will be given to essential outcomes related to language arts and mathematics.
- 2.5. The decision to place (not synonymous with promote) a student in elementary and middle school rests with the Principal Educator, in consultation with teachers, support staff, parents, and, where appropriate, a registered psychologist. The decision will be guided by where the most appropriate instruction can be provided within the school for the student to demonstrate understanding of the necessary grade level outcomes needed for future success.
- 2.6. In elementary and middle school, decisions to promote a student (move ahead to the next grade as anticipated), accelerate a student (move into a grade beyond regular grade or subject progression because of advanced understanding of curricular outcomes) or retain a student (keep in current grade to have more time to grasp essential curricular outcomes) will involve consideration of a variety of factors such as:
 - 2.6.1. academic progress on essential learning outcomes
 - 2.6.2. social/emotional/physical development
 - 2.6.3. chronological age
 - 2.6.4. parental support
 - 2.6.5. registered psychologist recommendations (a necessary requirement for acceleration, but does not discount factors like those listed above).
- 2.7. Parents will be informed that retention or acceleration are being considered as early in the school year as possible and formal communication will be provided no later than May 1 of the current school year. Final decisions are made the first week of June. Final decisions may include a conditional promotion pending remedial work and a re-assessment prior to the start of the school year.

3. COURSE PLACEMENT PROCEDURES (Grade 10-12)

- 3.1. The decision to place students in High School courses rests with the Principal Educator, in consultation with the FFCA counselor, parents/guardians and students. These decisions will be guided by course availability and student's academic readiness.
- 3.2. In High School, decisions to place students in courses will be guided by:
 - 3.2.1. Student's Academic Abilities in General (measured report card)
 - 3.2.2. Student's Academic Abilities in the specific course (teacher recommendation)
 - 3.2.3. Student's social and emotional abilities
 - 3.2.4. Quality of Education (FFCA vs transfer vs summer school)
 - 3.2.5. Availability of course/ Class size
- 3.3. Placements involving acceleration or retention require formal assessment and/or recommendation from a registered psychologist.

- 3.4. A process is in place for students and parents to make an appeal to the Campus Administration regarding course placement.
 - 3.4.1. The deadline for course change appeals is two weeks after the start of the semester.
 - 3.4.2. Course changes are in consultation with the student and parent/guardian, recommending teacher and career counselor.

Final determination is made by the Principal Educator or admin designate and communicated to the student and parents/guardian.

4. APPEAL PROCEDURES

Grade Placement Appeal

- 4.1. Upon receipt of the written grade placement decision for K-9, the parents will have 20 school days in which to provide to the Superintendent their written notice of appeal of the Principal Educator's decision.
- 4.2. Within 20 school days of the receipt of the notice of appeal of the K-9 placement, the Superintendent shall meet with the student's parents to hear the submission from the parents as to why the decision is inappropriate. The Superintendent may meet with the Principal Educator as well as any such other person(s) as, in the opinion of the Superintendent, may be useful for the purpose of considering the appropriateness of the decision.
- 4.3. Within the 20 school day limit specified in 4.1 above, the Superintendent shall provide the parents with a brief written decision, with reasons, either confirming the placement decision made by the Principal Educator or proposing an alternative solution. The decision of the Superintendent shall be deemed to be the final decision of the Board. Parents shall be advised that the Superintendent's decision may be a matter reviewable by the Minister under section 44 of the Education Act.

Course Placement Appeal

- 4.4. Grade 10-12 course change and placement appeals are addressed by the campus administration and school counselor. The final decision for course change and placement rests with the High School administration and parents and students will be informed of the final decision and rationale.

(Not to be included with AP but stored as a template under Forms)
DRAFT LETTER TO PARENTS for K-9 Placement Decisions

Dear _____,

Further to our conversation on (date), I am writing to inform you of the possibility of retention/acceleration for (child's name) in grade (grade).

The reasons for the possible retention/acceleration are:

- (reason #1)
- (reason #2)
- (reason #3) etc.

As was mentioned in our conversation on this subject, (teacher's name) and I will work closely with you and your child to ensure that any support needed between now and the end of the year is provided

I would invite you to further discuss this topic with me at your earliest convenience. Please phone (your school number) to set up an appointment.

Sincerely,

(Principal's Name)



Office of the Minister

AR111096

MAY 22 2020

Mr. Jeff Wilson
Board Chair
Foundations for the Future Charter Academy
110, 7000 Railway Street SE
Calgary AB T2H 3A8

Dear Mr. Wilson:

I have had the opportunity to review Foundation for the Future Charter Academy's proposal, originally presented in December 2019, for the possible purchase and development of [REDACTED] property. I understand that your staff have been working diligently with Education and Infrastructure staff over the last few months to assess the opportunities and risks related to this site. I commend the efforts that have been put forward by your board and your staff in support of this alternative.

I have completed a thorough review of the technical information and additional proposal information that your charter has progressed over the last few months, including the supplemental design, costing, phasing and partnership details you have provided. The department has also engaged with our colleagues at Infrastructure and Environment and Parks regarding the existing building and site conditions.

Based on the analysis of the opportunities, costs and risks, Education is not able to support the purchase of this property. There is a significant level of uncertainty related to the modernization requirements including costs for this project, as consensus on the technical requirements could not be reached between Infrastructure and your charter school. The current budget available for this project is approximately \$43 million, which I cannot be certain will be sufficient to provide a suitable educational facility for high school students.

While I appreciate all the efforts your board has made in working with the City of Calgary regarding zoning changes, sufficient certainty in the timelines and approvals cannot be provided at this time. [REDACTED] pose risks the Government of Alberta is not prepared to take at this time.

.../2

Mr. Jeff Wilson
Page Two

Funding for the approved replacement school on the Montgomery School site remains in place to allow your charter to move forward with a project on the site that would resolve the ongoing health and safety concerns at the facility, as well as address all drainage and civil requirements on the site. I would encourage your administration to continue to work with my staff regarding the terms of this transfer.

I look forward to continuing to work together to ensure the long-term sustainability and growth of Foundations for the future Charter academy. Thank you for your board's efforts to continue to provide the best learning environments for your students. Please stay safe!

Sincerely,

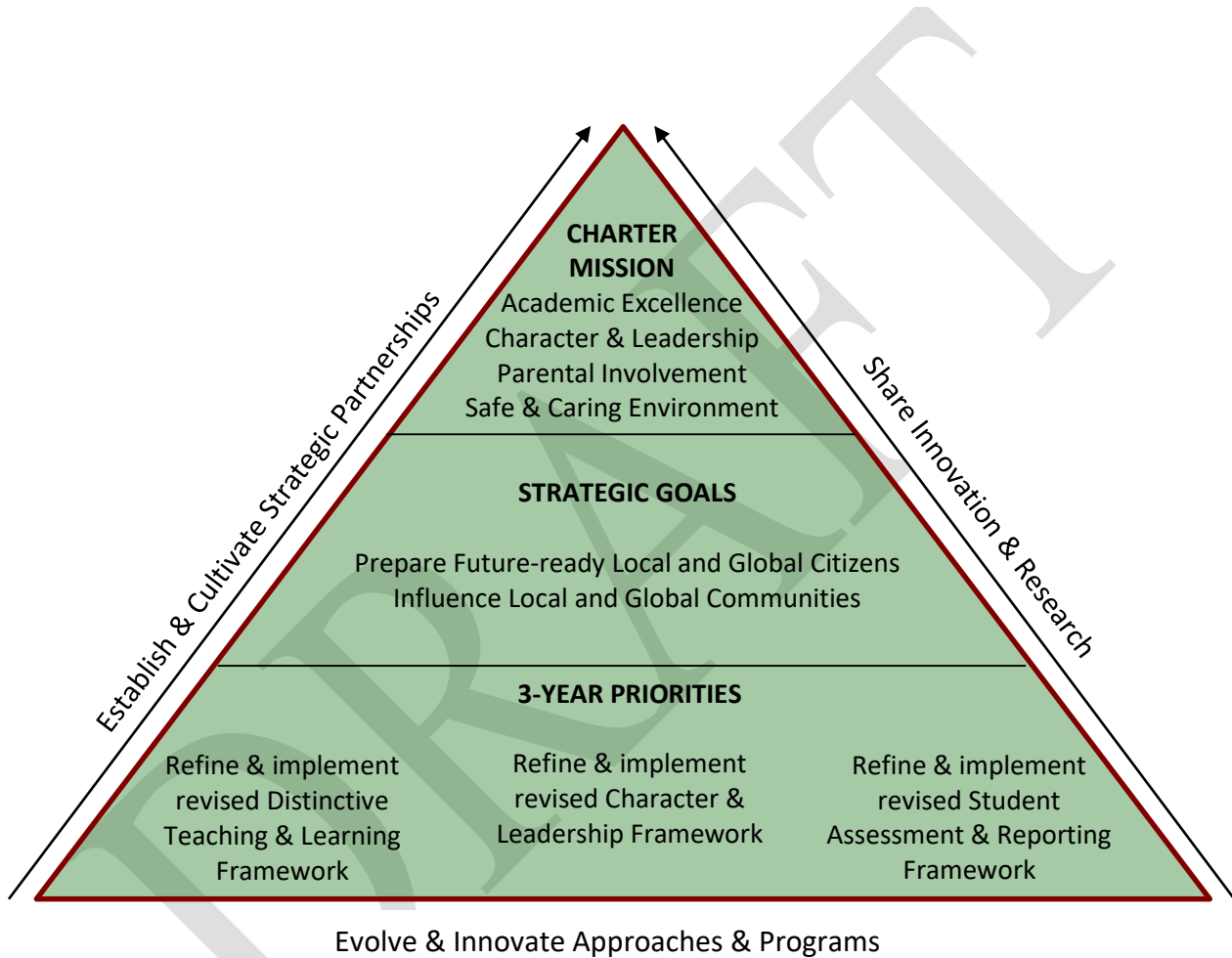
A handwritten signature in blue ink that reads "Adriana LaGrange". The signature is written in a cursive style with a large, stylized initial 'A'.

Adriana LaGrange
Minister

cc: Honourable Prasad Panda
Minister of Infrastructure

**COVID-19 Delayed Re-entry
Alternative 2020-21 Calendars**

	CURRENTLY APPROVED 2020-21 Calendar	ALTERNATIVE A September Start 2020-21 Calendar	ALTERNATIVE B Post-Labour Day Start 2020-21 Calendar
Staff Start Date	Aug. 20	Aug. 26	Sept. 2
Student Start Date	Aug. 25	Sept. 1	Sept. 8
Fall Break	Nov. 7-15	Nov. 7-15	n/a
Winter Break	Dec. 19 – Jan. 3	Dec. 19 – Jan. 3	Dec. 19 – Jan. 3
Spring Break	Mar. 27 – Apr. 11	Mar. 27 – Apr. 5	Mar. 27 – Apr. 4
Last Day of Classes	June 28	June 28	June 28
Last Day for Staff	June 29	June 29	June 29



3-YEAR EDUCATION PLAN
for the school years
2020-21 thru 2022-23

DRAFT

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TABLE OF CONTENTS

MESSAGE FROM THE BOARD CHAIR	2
ACCOUNTABILITY STATEMENT	2
SCHOOL PROFILE	3
CHARTER VISION	3
CHARTER MISSION	3
CHARTER GOALS	3
CHARTER GUIDING PRINCIPLES	4
STRATEGIC PLAN	5
FFCA EDUCATIONAL PRIORITIES (2020-2023)	6
FFCA CHARTER MISSION MONITORING (ONGOING)	16
PROVINCIAL PRIORITIES	17
BUDGET SUMMARY 2020-2021	22
OPERATING BUDGET 2020-2021	23
FACILITIES AND CAPITAL PLAN 2021-2024	24
COMMUNICATION PLAN	25
PARENTAL INVOLVEMENT	25
PUBLICATION	25

MESSAGE FROM THE BOARD CHAIR

Since 1997, Foundations for the Future (FFCA) has established a tradition of excellent academic results built on a strong foundation of character and leadership development. Underpinning those results is a powerful impetus for continuous improvement in a culture of high collaboration.

As we approach our 25th year of operations, we have identified three key educational priorities:

1. Review and refine our distinctive Teaching and Learning Framework
2. Review and refine our distinctive approach to Character and Leadership development
3. Review and refine our Student Assessment and Reporting Framework

This education plan elaborates on these priorities which are intended to:

1. enhance students' development of the foundational competencies needed for the future,
2. solidify our distinctiveness as a charter school,
3. and help meet FFCA's strategic goals (as outlined in our *Roots and Wings 2017-2027 Strategic Plan*.)

The COVID-19 pandemic occurring at the time of this plan's development presents many challenges and uncertainties that will, undoubtedly, impact its implementation. Contextual priorities may certainly delay and/or alter our work, however, we believe the priorities identified in this 3-year plan will be applicable in whatever operational conditions that may present themselves. As always, progress on these identified priorities will be achieved by leveraging the strong leadership of our staff in partnership with our students and parents. Our shared commitment to the well-being and success of our students will continue to sit at the heart of our identity.

Jeff Wilson
FFCA Board Chair

ACCOUNTABILITY STATEMENT

This Education Plan for Foundations for the Future Charter Academy commencing August 15, 2020 was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved this draft Education Plan in principle for three years from August 1, 2020 through July 30, 2023 on June 10, 2020. Final approval will occur in September 2020 following a stakeholder engagement process.

Roger Nippard
Superintendent of Schools

SCHOOL PROFILE

Foundations for the Future Charter Academy (FFCA) is a K-12 public Charter school with seven campus locations, offering a wide variety of learning experiences for an academically and culturally diverse population across the City of Calgary and surrounding areas.

The culture of FFCA is a relational one, involving collaboration, engagement and acceptance of diversity across the school community. In delivering the Alberta Programs of Study through the lens of our distinctive Teaching and Learning Framework, our approach fosters the personal development of every child. FFCA's innovative approaches to teaching and learning allow our students to evolve from supported learners to independent thinkers who have internalized a deep understanding of character and leadership. FFCA's programs provide a positive, effective learning experience for students while responding to the broad range of learning needs through the provision of appropriate learning interventions.

Parents and students who choose FFCA as their school do so primarily because they support the distinctive approaches to instruction, the commitment to character and leadership development, and the focus on excellence and parental involvement that permeate our school culture.

There are currently more than 3600 students attending the school, and approximately 14,000 students on the waiting list for admission. This level of public demand demonstrates that FFCA appeals to a broad range of parents who feel that its educational program best meets their child's needs.

CHARTER VISION

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

CHARTER MISSION

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

CHARTER GOALS

In order to provide a highly positive and engaging experience for all students, the FFCA Charter identifies the following four goals. FFCA will:

1. Provide a consistent and coherent learning experience for students from K-grade 12.
2. Develop essential understandings of character that will help students to think critically, care deeply and act ethically.
3. Engage parents as partners in the educational experience of students.
4. Foster staff leadership.

CHARTER GUIDING PRINCIPLES

FFCA fosters **strong, positive, respectful partnerships** among students, staff, parents and community. These relationships are characterized by trust, integrity, openness and collaboration, and exist to support learning for all stakeholders.

FFCA encourages **leadership** among all stakeholders through shared decision-making.

FFCA strives for **excellence** in:

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

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

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

FFCA is “**one school**” on multiple campuses. We are coherent in our vision and unified in our practices, including:

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

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

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

The complete FFCA Charter 2012-2027 document can be found at:

https://www.ffca-calgary.com/UserFiles/Servers/Server_12410327/File/About%20FFCA/FFCA_Charter_2012.pdf

STRATEGIC PLAN

We see a need and an opportunity to take a significant step forward in serving the youth of Calgary and beyond. We have identified, through a prolonged discernment process, two strategic goals to support our desire for permanence and enhance our relevance to better meet the needs of our students and communities:

FFCA will be a public charter school that increasingly:

- 1) PREPARES students with the intellectual, social-emotional, ethical, and global competencies to become FUTURE-READY LOCAL AND GLOBAL CITIZENS and leaders in an age of accelerations; and
- 2) INTEGRATES with and INFLUENCES LOCAL AND GLOBAL COMMUNITIES

These goals can be seen to flow from a desire to build community within campuses and the Foundations for the Future family, within the community of Calgary, the province of Alberta and beyond. The desire to build global connections also finds its home within this initiative.

PRIORITY STRATEGIES

To accomplish our strategic goals, Foundations for the Future has identified three priority strategies:

- EVOLVE & INNOVATE educational approaches and programs
- Establish and cultivate strategic PARTNERSHIPS
- Accentuate and SHARE innovation and research

The complete FFCA 2017-2027 Strategic Plan can be found at:
<https://www.ffca-calgary.com/common/pages/DisplayFile.aspx?itemId=13199588>

FFCA EDUCATIONAL PRIORITIES (2020-2023)

FFCA Priority Outcome One: FFCA students are consistently and effectively taught utilizing a distinctive approach to teaching and learning that has evolved to help students to develop the foundational competencies needed now and in the future and that is clearly understood by FFCA's internal stakeholders and external partners.

Strategies

The FFCA distinctive teaching and learning Framework is reviewed and refined in a way that clarifies the vision for distinctive teaching and learning at FFCA for all stakeholders:

- Staff
- Students
- Parents
- Educational Partners
- Broader Community

The revised distinctive approach to teaching and learning is implemented in a cohesive manner consistent with a clear understanding of the FFCA vision for distinctive teaching and learning.

The revised distinctive approach to teaching and learning is communicated to internal stakeholders and external partners in a manner that builds understanding of FFCA's distinctive approach.

Success Criteria

PROCESS

- Review and re-development process is clear and collaborative, effectively involving the appropriate stakeholders at the appropriate times in authentic ways. (i.e. teachers)
- Review and re-development process examines our previous and current professional practice and uses evidence to improve and/or update the framework to meet the needs of our current and future students as well as evolving curriculum requirements.
- Review and re-development process results in the creation of an accessible framework document that allows all teachers, administrators, and support staff to develop extreme clarity about the core teaching pedagogies leveraged in FFCA including, but not limited to the importance of:
 - planning intentionally to maximize engagement, promote deep learning, and support student motivation and personal efficacy
 - formative feedback in facilitating learning (and provide direction that limits the need to over justify grades)
 - classroom structures that support a focus on learning both content and skills that allow the student to grow into an independent reflective motivated learner
 - relationships and ongoing dialogue between teachers and students

PRODUCT

- The FFCA Distinctive Teaching and Learning Framework distinguishes FFCA's unique approach
- The distinctive teaching and learning framework is renamed and re-constructed such that it facilitates accurate understanding of its core elements (especially direct instruction) by its practitioners and brand awareness by other stakeholders and partners
- The distinctive teaching and learning framework provides an FFCA-interpretation & application of the TQS, LQS, and SLQS
- The distinctive teaching and learning framework integrates with the other existing frameworks at FFCA
- The distinctive teaching and learning framework is applicable to all current and future teaching and learning environments and activities
 - Including at-home or blended home-school learning (i.e. COVID-19)?
- The distinctive teaching and learning framework identifies key roles and responsibilities of teachers, and students
 - Both teachers and students are viewed as active participants and partners with shared responsibility for contributing to engaging and effective learning experiences and a positive learning culture.

IMPLEMENTATION

- An intentional process of organizational professional learning is developed to build understanding and capacity to implement the Distinctive Teaching and Learning Framework.
- All teachers can identify, explain, and model the elements of the FFCA Distinctive Teaching and Learning Framework in their teaching practice
- All FFCA teachers and leaders constantly reflect on (align) their professional teaching practice in terms of (to) the FFCA Distinctive Teaching and Learning Framework.
 - when designing year, unit, and/or lesson plans
 - when engaging in PGP and/or professional learning conversations.
 - when engaged in growth, supervision and evaluation observations and conversations.
 - when delivering educational experiences

COMMUNICATION

- All staff feeling confident in their ability to explain the FFCA Distinctive Teaching and Learning Framework to others.
- All parents understand FFCA's distinctive approach to teaching and learning.
- Distinctive Teaching and Learning Framework information is designed to support the communication, understanding and implementation of the Distinctive Teaching and Learning Framework.

Performance Measures

- Benchmarks for review, revision, and implementation are established and met
- Percentage of staff, students, parents, and external educational partners who agree the revised distinctive teaching and learning framework provides them with clear understanding teaching and learning at FFCA
- Percentage of teachers who are confident in their ability to articulate and implement the key elements of the FFCA Distinctive Teaching and Learning Framework
- Percentage of teachers consistently aligning their practice to the Distinctive Teaching and Learning Framework, as assessed by school leaders
- Percentage of teachers that identify the Distinctive Teaching and Learning Framework as being very useful for or applicable to their practice
- Percentage of school and campus leaders who self-assess as consistently aligning their practice to the Distinctive Teaching and Learning Framework
- Percentage of parents who can describe the key elements of FFCA's Distinctive Teaching and Learning Framework
- Percentage of high school students who can describe the key elements of FFCA's Distinctive Teaching and Learning Framework
- Number of presentations to external partners and/or other organizations
- Development of communication tools to build internal stakeholder, external partner, and public understanding.

FFCA Priority Outcome Two: FFCA students develop their character and leadership capacity through an intentional, integrated, and distinctive approach to character and leadership education that has evolved to help students to develop the foundational competencies needed now and in the future and that is clearly understood by FFCA's internal stakeholders and external partners.

Strategies

The FFCA character and leadership program of studies is reviewed and refined in a way that clarifies the vision for character and leadership development with an emphasis on global competencies at FFCA for all stakeholders:

- Staff
- Students
- Parents
- Educational Partners
- Broader Community

The revised distinctive approach to Character and Leadership development is implemented in a coherent manner consistent with a clear understanding of the FFCA vision for character and leadership.

The revised distinctive approach to character and leadership development is communicated to internal stakeholders and external partners in a manner that builds understanding of FFCA's distinctive approach.

Success Criteria

PROCESS

- Review and re-development process is clear and collaborative effectively involving the appropriate stakeholders at the appropriate times in authentic ways. (i.e. teachers)
- Review and re-development process examines our previous and current professional practice and uses evidence to improve and/or update the program of studies to meet the needs of our current and future students.
- Review and re-development process includes an examination of current research to improve and/or update the program of studies including, but not limited to:
 - Character education
 - Leadership Education
 - Moral education
 - Domain theory
 - Citizenship education
 - Service Learning
 - Intercultural / Global competencies
 - Pluralistic Ethics

- Create a coherent and accessible, Character and Leadership program of studies that allows all teachers, administrators, and support staff to develop extreme clarity about the Character and Leadership approach used in FFCA.

PRODUCT

- The FFCA Character and Leadership Program of Studies clearly articulates FFCA's purpose and distinguishes a critical way in which FFCA is unique (e.g. to develop moral citizens with the practiced ability to become a person of ethical influence locally, nationally and internationally)
- The character and leadership program of studies connects with the other existing frameworks at FFCA
 - Distinctive Teaching and Learning Framework
 - Assessment and Reporting Framework
 - Inclusion Framework
- The character and leadership program of studies is flexible enough to be applicable to all teaching and learning environments
- The Character and Leadership program of studies considers a variety of explicit and implicit methods and program elements such as:
 - K-12 core themes, virtues, enduring understandings and essential skills
 - Developmentally appropriate knowledge and skills
 - Health and PE integration
 - Middle school leadership electives
 - 9-12 leadership with character credit courses
- When revising, consider opportunities for explicit and embedded approaches to program elements
- Program elements should be delivered by all staff
- The character and leadership program of studies (framework?) identifies key roles and responsibilities of teachers, and students
 - Both teachers and students are viewed as active participants and partners with shared responsibility for the development of character and leadership capacity

IMPLEMENTATION

- An intentional process of organizational professional learning is developed to build understanding and capacity to implement the Character and Leadership Program of Studies (Framework?).
- All teachers can identify, explain, and model the elements of the FFCA Character and Leadership Program of Studies (Framework?) in their teaching practice
- All FFCA teachers and leaders utilize the Character and Leadership Program of Studies (Framework?) to guide the design and implementation of character and leadership

learning experiences.

- All staff demonstrate a genuine passion for implementing the Character and Leadership Program of Studies (Framework?)

COMMUNICATION

- Staff feeling confident in their ability to explain the FFCA Character and Leadership Program of Studies (Framework?) to others.
- All parents understand FFCA's distinctive approach to Character and Leadership
- Character and Leadership Program of Studies (Framework?) information user-friendly enough to be easily understood by internal and external audiences. FFCA establishes a global presence digitally / virtually as a leader in Character and Leadership.
- FFCA leverages parental partnerships including school councils to provide and support authentic character and leadership development opportunities
- FFCA builds partnerships with a diverse range of local and international organizations (school, business, NGO, non-profit)

Performance Measures

- Benchmarks for review, revision, and implementation are established and met
- Percentage of staff, students, parents, and external educational partners who agree the revised character and leadership program of studies provides them with clear understanding of what teaching and learning at FFCA looks, sounds, and feels like.
- Percentage of teachers who are confident in their ability to articulate and implement the FFCA Character and Leadership Program of Studies (Framework?).
- Percentage of teachers effectively implementing the Character and Leadership Program of Studies (Framework?), as assessed by school leaders.
- Percentage of teachers that identify the Character and Leadership Program of Studies (Framework?) as being very valuable to the Character and Leadership development of their students.
- Percentage of students to identify FFCA's Character and Leadership Program of Studies (Framework?) as impacting their character and leadership choices outside of the school community.
- Potential Methodologies:
 - Survey results from current stakeholders (including alumni and community members)
 - Tracking of graduates as they continue on after matriculation.
 - Long term monitoring and tracking of data, if determined to be possible
 - Comparative data to help connect our processes to the results.
- Percentage of parents who can describe the key elements of FFCA's Character and Leadership Program of Studies (Framework?)

- Percentage of high school students who can describe the key elements of FFCA's Character and Leadership Program of Studies (Framework?)
- Number of presentations to external partners and/or other organizations.
- Development of communication tools to build internal stakeholder, external partner, and public understanding.

DRAFT

FFCA Priority Outcome Three: FFCA formally communicates the progress and performance of students to parents (and students) in a highly effective, efficient, and authentic manner that provides parents with a thorough and timely understanding of their child's learning relative to local and provincial standards.

Strategies

Execute a formal review of student evaluation and reporting.

- Establish an Administrative Steering Committee to:
 - develop and approve guidelines for effective reporting.
 - develop and guide a stakeholder engagement process on student progress and performance reporting involving:
 - students
 - parents
 - campus councils / ASC
 - staff
 - identify the information to be gathered which will be considered through the following lenses:
 - The reporting guidelines
 - The FFCA Foundational Frameworks
 - Relevant research related to communicating and reporting student learning and progress
 - Additional information gleaned from other school authorities who have successfully reviewed their reporting practices.
- Establish an Evaluation Working Group to:
 - undertake the stakeholder engagement process on student progress and performance reporting including, but not limited to:
 - Report Cards
 - Anecdotal comments
 - Qualitative feedback
 - Learning conferences
 - Character Reporting
 - ESL Benchmarks
 - analyze the results of the stakeholder engagement process on student progress and performance reporting.
 - If necessary, recommend to the Administrative Steering Committee any necessary adjustments to the current K-9 report card (e.g. contents, format, scale, process).

- If necessary, develop one or more prototypes for a potential revised report card format.
- Establish and implement a process for gathering ongoing feedback from stakeholders during the prototyping process.
- Develop and/or revise Board policies and/or Administrative Procedures as needed to guide and support the implementation of recommendations and prototyping.

Continue to examine assessment practices through the lens of the Assessment and Reporting Framework

Success Criteria

PROCESS

- Stakeholders are engaged in the review process in an authentic manner

PRODUCT

- Revised reporting methods/formats help address a number of questions/issues under consideration including, but not limited to:
 - Common standards within grade level
 - Common summative assessments
 - Continuous reporting of progress (digital)
 - Digital summative reporting
 - Reporting in situations of program accommodations, specialized learning supports, missed learning, etc.
 - Balancing volume of teaching, formative, and summative assessment
 - Incorporating a greater role for the student in the assessment process at all levels
 - Develop students' meta-cognitive self-assessment skills
 - Expanding assessment methods
 - Explicit connections to outcomes in teacher planning and the development of clear success criteria that is documented and communicated (transparent) to students and parents
 - Summative assessment in a remote/blending learning environment – COVID
 - Establishing quality assessments over quantity of assessments
 - Collaborative marking within grade levels/departments
 - Giving adequate time for learning and formative evaluation prior to summative evaluation
 - Streamlining of curricular, ESL, SLS, and/or character and leadership reporting

IMPLEMENTATION

- An intentional process of organizational professional learning is developed to build understanding and capacity to implement effective assessment, evaluation and reporting processes as articulated in revised FFCA policy.
- All teachers consistently implement effective assessment, evaluation and reporting processes as articulated in revised FFCA policy.

COMMUNICATION

- Staff feeling confident in their ability to connect informal and formal reporting of student progress to the student's meeting of provincial and local learning outcomes.
- All parents understand the connection between reported progress and their child's meeting of provincial and local learning outcomes.

Performance Measures

- Benchmarks for review, revision, and implementation are established and met
- Percentage of staff who feel the student evaluation and reporting methods/formats are efficient and effective or very effective at communicating the progress and performance of their students
- Percentage of parents who feel the student evaluation and reporting methods/formats are effective or very effective at communicating the progress and performance of their children
- Percentage of students (gr. 3+) who feel the student evaluation and reporting methods/formats are efficient and effective or very effective at communicating the progress and performance of their students

FFCA CHARTER MISSION MONITORING (ONGOING)

FFCA Mission Outcome*: Continue meeting the FFCA charter mandate as articulated in the key elements of our mission statement: Academic Excellence, Character Development, Parental Partnership, & Staff Leadership.

*This is not a priority goal within FFCA's current 3-year education plan, but we wish to continue monitoring a number of historical performance measures to ensure the efficacy of our programs.

Performance Measures

Academic Excellence

NOTE: Performance Measures for Academic Excellence can be found in Provincial Outcomes 1 and 2.

Character and Leadership Development

- Percentage of teachers, parents, and students who agree or strongly agree that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school. (APR)
- Overall teacher, parent and student agreement that students model the characteristics of active citizenship. (APR)
- Percentage of students who agree (or strongly agree) that their campus provides opportunities to develop character and leadership.
- Percentage of staff and parents who are satisfied (or very satisfied) with activities provided by the campus that promote ethically engaged citizenship through service learning (i.e. volunteerism, community contributions, etc.)
- Percentage of students who agree (or strongly agree) that their campus supports student-developed service learning projects and focus.
- Percentage of staff, students and parents who are satisfied (or very satisfied) with their knowledge about the elements of digital citizenship.
- Percentage of staff and students who agree (or strongly agree) that they apply the elements of digital citizenship.

Parental Partnership

- Percentage of parents who are satisfied (or very satisfied) with the opportunities they have to be involved within their school community in ways that promote ethical citizenship.

Staff Leadership

- Percentage of staff who are satisfied (or very satisfied) with the opportunities they have to take on leadership roles that promote ethical citizenship.

PROVINCIAL PRIORITIES

Provincial Outcome One: Alberta’s students are successful.

Performance Measures – All Students
Percentage of students achieving the acceptable standard on in Grades 6 and 9 Provincial Achievement Tests Overall
Drop Out Rate - annual dropout rate of students aged 14 to 18
High school to post-secondary transition rate of students within six years of entering Grade 10.
Percentage of Grade 12 students eligible for a Rutherford Scholarship.
Percentage of students achieving the excellence standard on in Grades 6 and 9 Provincial Achievement Tests Overall
Percentage of students achieving the acceptable standard on in Grades 6 and 9 Language Arts Provincial Achievement Tests
Percentage of students achieving the excellence standard on in Grades 6 and 9 Language Arts Provincial Achievement Tests
Percentage of students achieving the acceptable standard on in Grades 6 and 9 Mathematics Provincial Achievement Tests
Percentage of students achieving the excellence standard on in Grades 6 and 9 Mathematics Provincial Achievement Tests
Percentage of students achieving the acceptable standard on in Grades 6 and 9 Science Provincial Achievement Tests
Percentage of students achieving the excellence standard on in Grades 6 and 9 Science Provincial Achievement Tests
Percentage of students achieving the acceptable standard on in Grades 6 and 9 Social Studies Provincial Achievement Tests
Percentage of students achieving the excellence standard on in Grades 6 and 9 Social Studies Provincial Achievement Tests
Percentage of students who achieved the acceptable standard on Diploma Examinations Overall
Percentage of students who achieved the excellence standard on Diploma Examinations Overall
Percentage of students who achieved the acceptable standard on English Language Arts Diploma Examinations
Percentage of students who achieved the excellence standard on English Language Arts Diploma Examinations
Percentage of students who achieved the acceptable standard on Mathematics Diploma Examinations
Percentage of students who achieved the excellence standard on Mathematics Diploma Examinations
Percentage of students who achieved the acceptable standard on Biology Diploma Examinations
Percentage of students who achieved the excellence standard on Biology Diploma Examinations
Percentage of students who achieved the acceptable standard on Chemistry Diploma Examinations
Percentage of students who achieved the excellence standard on Chemistry Diploma Examinations
Percentage of students who achieved the acceptable standard on Physics Diploma Examinations
Percentage of students who achieved the excellence standard on Physics Diploma Examinations
Percentage of students who achieved the acceptable standard on Science Diploma Examinations
Percentage of students who achieved the excellence standard on Science Diploma Examinations
Percentage of students who achieved the acceptable standard on Social Studies Diploma Examinations
Percentage of students who achieved the excellence standard on Social Studies Diploma Examinations
Percentage of students writing four or more diploma exams within three years of entering Grade 10.
Percentage of students who completed high school within <u>three</u> years of entering Grade 10.
Percentage of students who completed high school within <u>five</u> years of entering Grade 10.
Percentage of teachers, parents and students overall who are satisfied that students model the characteristics of active citizenship.
Percentage of teachers who are satisfied that students model the characteristics of active citizenship.
Percentage of parents who are satisfied that students model the characteristics of active citizenship.
Percentage of students who are satisfied that students model the characteristics of active citizenship.

Performance Measure – ESL Students
Percentage of ESL students achieving the acceptable standard on in Grades 6 and 9 Provincial Achievement Tests Overall
Percentage of ESL students achieving the excellence standard on in Grades 6 and 9 Provincial Achievement Tests Overall
Percentage of ESL students achieving the acceptable standard on in Grades 6 and 9 Language Arts Provincial Achievement Tests
Percentage of ESL students achieving the excellence standard on in Grades 6 and 9 Language Arts Provincial Achievement Tests
Percentage of ESL students achieving the acceptable standard on in Grades 6 and 9 Mathematics Provincial Achievement Tests
Percentage of ESL students achieving the excellence standard on in Grades 6 and 9 Mathematics Provincial Achievement Tests
Percentage of ESL students achieving the acceptable standard on in Grades 6 and 9 Science Provincial Achievement Tests
Percentage of ESL students achieving the excellence standard on in Grades 6 and 9 Science Provincial Achievement Tests
Percentage of ESL students achieving the acceptable standard on in Grades 6 and 9 Social Studies Provincial Achievement Tests
Percentage of ESL students achieving the excellence standard on in Grades 6 and 9 Social Studies Provincial Achievement Tests
Percentage of ESL students who achieved the acceptable standard on Diploma Examinations Overall
Percentage of ESL students who achieved the excellence standard on Diploma Examinations Overall
Percentage of ESL students who achieved the acceptable standard on English Language Arts Diploma Examinations
Percentage of ESL students who achieved the excellence standard on English Language Arts Diploma Examinations
Percentage of ESL students who achieved the acceptable standard on Mathematics Diploma Examinations
Percentage of ESL students who achieved the excellence standard on Mathematics Diploma Examinations
Percentage of ESL students who achieved the acceptable standard on Biology Diploma Examinations
Percentage of ESL students who achieved the excellence standard on Biology Diploma Examinations
Percentage of ESL students who achieved the acceptable standard on Chemistry Diploma Examinations
Percentage of ESL students who achieved the excellence standard on Chemistry Diploma Examinations
Percentage of ESL students who achieved the acceptable standard on Physics Diploma Examinations
Percentage of ESL students who achieved the excellence standard on Physics Diploma Examinations
Percentage of ESL students who achieved the acceptable standard on Science Diploma Examinations
Percentage of ESL students who achieved the excellence standard on Science Diploma Examinations
Percentage of ESL students who achieved the acceptable standard on Social Studies Diploma Examinations
Percentage of ESL students who achieved the excellence standard on Social Studies Diploma Examinations
Percentage of ESL students writing four or more diploma exams within three years of entering Grade 10.
Percentage of ESL students who completed high school within three years of entering Grade 10.
Percentage of ESL students who completed high school within five years of entering Grade 10.

Provincial Outcome One Strategies

In addition to the strategies to support **Charter Goal 1**, the following strategies will serve to meet this outcome:

- Maintain opportunities for career exploration and career path identification in conjunction with the teaching of the Health and Life Skills Curriculum K-9 and CALM.
- Maintain opportunities for middle and high school students to engage in career exploration and career path identification with school counselors.
- Maintain a personal/professional portfolio in the FFCA High School leadership program, including a post-secondary career plan.
- Maintain a comprehensive guidance program.
- Maintain conferencing with grade 12 students to review post-secondary information and future plans.
- Maintain opportunities for students to self-reflect on character and leadership growth as well as the impact of their involvement in service learning projects.
- Leverage collaborative inquiry to drive professional growth conversations among various campus and inter-campus teams focused on student learning.
- Explore ways to enhance students' intellectual and academic engagement with the core competencies.
- Maintain course review time at the end of diploma courses.
- Expand vertical team dialogue to identify key diploma course themes and prerequisite skills to be taught.
- Continue to provide targeted support for ESL students.
- Maintain full year ELA programming as an opportunity to close the ESL gap.
- Maintain full year mathematics programming as an opportunity to close the performance gap.
- Plan for student success with ongoing reviews of students' programs and progress by administration and high school counselor.

Provincial Outcome Two: First Nations, Métis and Inuit students in Alberta are successful.

FFCA has not historically had a FNMI student population sufficient for reporting on the provincial performance measures listed below, but they are provided in case we reach the required threshold. Our focus on this goal is to develop staff and student understanding of Indigenous perspectives and experiences, treaties, the history and legacy of residential schools, and education for reconciliation.

Performance Measure – self-identified First Nations, Métis, and Inuit Students
Percentage of self-identified First Nations, Métis, and Inuit students achieving the acceptable standard on in Grades 6 and 9 Provincial Achievement Tests Overall
Percentage of self-identified First Nations, Métis, and Inuit students achieving the excellence standard on in Grades 6 and 9 Provincial Achievement Tests Overall
Percentage of self-identified First Nations, Métis, and Inuit students achieving the acceptable standard on in Grades 6 and 9 Language Arts Provincial Achievement Tests
Percentage of self-identified First Nations, Métis, and Inuit students achieving the excellence standard on in Grades 6 and 9 Language Arts Provincial Achievement Tests
Percentage of self-identified First Nations, Métis, and Inuit students achieving the acceptable standard on in Grades 6 and 9 Mathematics Provincial Achievement Tests
Percentage of self-identified First Nations, Métis, and Inuit students achieving the excellence standard on in Grades 6 and 9 Mathematics Provincial Achievement Tests
Percentage of self-identified First Nations, Métis, and Inuit students achieving the acceptable standard on in Grades 6 and 9 Science Provincial Achievement Tests
Percentage of self-identified First Nations, Métis, and Inuit students achieving the excellence standard on in Grades 6 and 9 Science Provincial Achievement Tests
Percentage of self-identified First Nations, Métis, and Inuit students achieving the acceptable standard on in Grades 6 and 9 Social Studies Provincial Achievement Tests
Percentage of self-identified First Nations, Métis, and Inuit students achieving the excellence standard on in Grades 6 and 9 Social Studies Provincial Achievement Tests
Percentage of self-identified First Nations, Métis, and Inuit students who achieved the acceptable standard on Diploma Examinations Overall
Percentage of self-identified First Nations, Métis, and Inuit students who achieved the excellence standard on Diploma Examinations Overall
Percentage of self-identified First Nations, Métis, and Inuit students who achieved the acceptable standard on English Language Arts Diploma Examinations
Percentage of self-identified First Nations, Métis, and Inuit students who achieved the excellence standard on English Language Arts Diploma Examinations
Percentage of self-identified First Nations, Métis, and Inuit students who achieved the acceptable standard on Mathematics Diploma Examinations
Percentage of self-identified First Nations, Métis, and Inuit students who achieved the excellence standard on Mathematics Diploma Examinations
Percentage of self-identified First Nations, Métis, and Inuit students who achieved the acceptable standard on Biology Diploma Examinations
Percentage of self-identified First Nations, Métis, and Inuit students who achieved the excellence standard on Biology Diploma Examinations
Percentage of self-identified First Nations, Métis, and Inuit students who achieved the acceptable standard on Chemistry Diploma Examinations
Percentage of self-identified First Nations, Métis, and Inuit students who achieved the excellence standard on Chemistry Diploma Examinations
Percentage of self-identified First Nations, Métis, and Inuit students who achieved the acceptable standard on Physics Diploma Examinations
Percentage of self-identified First Nations, Métis, and Inuit students who achieved the excellence standard on Physics Diploma Examinations
Percentage of self-identified First Nations, Métis, and Inuit students who achieved the acceptable standard on Science Diploma Examinations
Percentage of self-identified First Nations, Métis, and Inuit students who achieved the excellence standard on Science Diploma Examinations
Percentage of self-identified First Nations, Métis, and Inuit students who achieved the acceptable standard on Social Studies Diploma Examinations
Percentage of self-identified First Nations, Métis, and Inuit students who achieved the excellence standard on Social Studies Diploma Examinations
Percentage of self-identified First Nations, Métis, and Inuit students writing four or more diploma exams within three years of entering Grade 10.
Percentage of self-identified First Nations, Métis, and Inuit students who completed high school within <u>three</u> years of entering Grade 10.
Percentage of self-identified First Nations, Métis, and Inuit students who completed high school within <u>five</u> years of entering Grade 10.

Provincial Outcome Two Strategies

- Continue to partner with one or more local First Nations Elders to counsel / advise our learning about Indigenous perspectives and education for reconciliation.
- Continue to seek professional development for system leadership team, campus leadership teams and campus staff focusing on Indigenous perspectives and education for reconciliation.
- Partner with local Elders to provide perspective-taking learning opportunities for K-12 students in our campuses.

Provincial Outcome Three: Alberta has excellent teachers, school and school authority leaders.

Performance Measure
Percentage of students, parents, teachers, and school board members who were satisfied with the opportunity for students to receive a broad program of studies.
Percentage of teachers and school board members who agreed that teachers are prepared for teaching.
Percentage of students and parents who agreed that students are engaged in their learning at school.
Percentage of students, parents, and teachers who agreed that students feel like they belong and are supported to be successful in their learning.
Percentage of students, parents, teachers, school board members, and the public who were satisfied with the opportunity of students to receive a solid grounding in core subjects.

Provincial Outcome Three Strategies

- Maintain a teacher orientation program which sets new teachers up for success.
- Involve all new teachers in a program of peer coaching focusing on professional classroom practice.
- Align teacher and leader growth, supervision and evaluation procedures to the TQS, LQS and SLQS as well as FFCA's core frameworks.
- Maintain opportunities for collaborative teacher leadership at campus and school levels.
- Facilitate collaboration within our school calendar and professional development schedule:
 - within grade levels
 - between grade levels
 - between campuses
 - within subject specializations
 - across disciplines
- Maintain common professional development experiences and specialized professional development experiences when appropriate.
- Create opportunities for teacher leadership with the campus and school administrators.
- Continue to evolve our use of Generative Dialogue and Collaborative Inquiry to drive the professional learning of system and campus leadership teams.
- Expand use of Generative Dialogue and Collaborative Inquiry to build staff teams focused on their professional growth.
- Continue to provide opportunities for university students to complete practicum sessions.

Provincial Outcome Four: Alberta’s K-12 education system is well governed and managed.

Performance Measure
Percentage of students, parents, teachers, and school board members who were satisfied that school provides a safe, caring, and healthy learning environment.
Percentage of students, parents, teachers, and school board members overall who were satisfied with the quality of K-12 education.
Percentage of students who were satisfied with the quality of K-12 education.
Percentage of parents, who were satisfied with the quality of K-12 education.
Percentage of teachers who were satisfied with the quality of K-12 education.
Percentage of school board members who were satisfied with the quality of K-12 education.
Percentage of students, parents, teachers, and school board members who were satisfied that the learning space in schools meets the needs of students.
Percentage of businesses and industries who were satisfied with the educational attainment of recent high school graduates.
Percentage of parents, teachers, and the public who were satisfied that students demonstrate attitudes, skills, knowledge, and behaviours to be successful when they finish school.
Percentage of teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly in school
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.
Percentage of teachers and parents overall satisfied with parental involvement in decisions about their child's education.
Percentage of teachers satisfied with parental involvement in decisions about their child's education.
Percentage of parents satisfied with parental involvement in decisions about their child's education.
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

Provincial Outcome Four Strategies

- Revise the FFCA Society bylaws and Board structure / election process to improve efficacy and sustainability of governance.
- As part of Charter Goal Outcome 1.2, consider assessment and reporting practices which may improve ongoing dialogue with parents regarding student progress.
- As part of Charter Goal Outcomes 1.1 and 1.2, seek to use ICT to inform parents about their children's progress and provide parents with an opportunity to support learning at home.
- Maintain ongoing communication and collaboration with all stakeholders regarding initiatives and improvements in our system including, but not limited to: the Board Strategic Plan, School Education Plan Priorities, Campus Transition Strategies.
- Encourage parental participation in school leadership through involvement with their respective School Councils, Board Committees, Board of Directors, and other opportunities.
- Refine FFCA stakeholder engagement and feedback processes to inform the assurance processes including planning and reporting.

BUDGET SUMMARY 2020-2021

Guiding Principles for Financial Planning

- Sustainability
- Establish and maintain staffing levels that support the use of specialists, student support and current class size
- Provide fair and equitable salaries
- Support for focusing on the three priority strategies:
 - EVOLVE & INNOVATE educational programs and pedagogies
 - PARTNER in strategic ways
 - Accentuate and SHARE innovation and research
- Support for staff development

Operating Budget Overview

- Seven campuses, K to 12
- **\$550,000** reduction in instruction and system administration grants under new funding framework
- Staff allocations based on:
 - Kindergarten to Grade 3 average class size of ~21 (ACOL guideline 17:1)
 - Grade 4 average class size of ~28 (ACOL guideline 23:1)
 - Grade 5 to 6 average class size of ~28 (ACOL guideline 23:1)
 - Grade 7 to 8 average class size of ~28 (ACOL guideline 25:1)
 - Grade 9 average class size of ~29 (ACOL guideline 25:1)
 - Grade 10 to 12 average class size of ~29 (ACOL guideline 27:1)
 - The use of specialty teachers in K-8 for art, music, physical education & Spanish.
- Salary grids increased by 0%
- Grid increase for additional staff experience to a 2019-2020 average grid placement of approximately 5.0 years of education and 9.1 years of experience
- Support staff levels reduced from 2019-20
 - Learning and ESL Assistants -5.7 FTE
 - Office Support Staff -1.0 FTE
 - Library Technicians -0.6 FTE
- Substitute teacher Costs = 9 days / teacher (includes sick days, appointments, coaching, PD, etc.) @ \$215 + 9% benefits per day (Rate unchanged from 2014-15)
- Central office support staff maintained at 2019-20 levels which were reduced ~6% from 2018-19
- Employee benefits capped at 2019-20 levels
- Planned maintenance increased by ~\$180,000 matching increased POM grants under new funding framework
- Technology hardware refresh reinstated to 2018-19 levels
- Professional development increased ~25% from 2019-20 levels

OPERATING BUDGET 2020-2021

REVENUE SOURCES		SYSTEM ADMIN and INSTRUCTION	P O & M	TRANSPORTATION	2019-20 BUDGET	% of Total
Provincial Government						
Alberta Education		\$ 27,833,820	\$	\$ 1,523,988	\$ 29,357,808	80.42%
Alberta Education - PO&M		200,000	2,421,775		2,621,775	7.18%
Provincial Revenues Sub-Total		\$ 28,033,820	\$ 2,421,775	\$ 1,523,988	\$ 31,979,583	87.60%
Parent Fees		529,890		1,956,140	2,486,030	6.81%
School Generated Funds		1,334,749			1,334,749	3.66%
Admin Building Revenue		150,633			150,633	0.41%
Other Authority			400,000		400,000	1.10%
Miscellaneous Income+SHIP Funding		154,900			154,900	0.42%
TOTAL REVENUE SOURCES		\$ 30,203,992	\$ 2,821,775	\$ 3,480,128	\$ 36,505,895	100.00%

EXPENDITURE CATEGORIES	% of Instruction	SYSTEM ADMIN and INSTRUCTION	P O & M	TRANSPORTATION	2019-20 BUDGET	% of Total				
		FTE	FTE	FTE	FTE					
Salaries & Benefits	86.22%	\$ 26,090,269	233.41	\$	\$ 26,090,269	71.51%				
Administration & POM - Salaries & Benefits	2.77%	838,920	6.55	148,036	2,252,380	6.17%				
Administration - Other	1.56%	473,553		23,596	497,149	1.36%				
Admin Building Expense	0.50%	150,633			150,633	0.41%				
Inclusion	0.12%	36,500			36,500	0.10%				
Classroom/Campus/Curriculum Resources	2.72%	823,260			823,260	2.26%				
Professional Development	0.26%	78,090			78,090	0.21%				
Planning & Assurance	0.12%	36,000			36,000	0.10%				
School Generated Funds	4.41%	1,334,749			1,334,749	3.66%				
Technology	1.32%	399,000			399,000	1.09%				
Other Services & Supplies			1,481,351	3,308,496	4,789,847	13.13%				
TOTAL EXPENDITURE CATEGORIES	100.00%	\$ 30,260,974	239.96	\$ 2,746,775	18.74	\$ 3,480,128	0.00	\$ 36,487,877	258.70	100.00%

% of Total Expenditure	82.93%	7.53%	9.54%	100.000%
Excess (Shortfall)	(56,982)	75,000	0	18,018

FFCA's 2020-2021 budget is available online at:
https://www.ffca-calgary.com/documents_publications/finances/budget

FACILITIES AND CAPITAL PLAN 2021-2024

A summary of FFCA's capital priorities is as follows:

1. High School Project received approval for a full 1,000-student replacement facility. Work continues on a Memorandum of Understanding between government, the landowner and FFCA.
2. Modernization of our North Middle School
3. Modernization of our South Middle School
4. Modernization of our Southeast Elementary Campus
5. Modernization of our Southwest Elementary Campus
6. Modernization of our Northeast Elementary Campus
7. Construction of a new Northwest Elementary Campus

FFCA's 2021-2024 IMR and capital plan is available online at:

https://www.ffca-calgary.com/documents_publications/board_plans/capital_plan

COMMUNICATION PLAN

Objectives

- awareness building
- accountability
- accessibility
- media relations

Audiences

External:

- Alberta Education
- The Association of Alberta Public Charter Schools
- Other charter schools
- Other public and private school authorities
- Media
- Prospective parents/students
- Teachers outside of FFCA
- Graduating university students (education/prospective employees)
- Potential donors and supporters
- Communities where FFCA campuses are located
- Members of the general public

Internal:

- FFCA students
- FFCA parents
- FFCA School Councils and Association of School Councils (ASC)
- FFCA staff and administration
- FFCA Board of Directors

Key Messages

- FFCA is a tuition-free public education alternative focused on academic excellence, character development, parental involvement and staff leadership.
- FFCA provides a safe and caring environment for all students.
- FFCA is focused on offering a choice to all those who are interested in this distinctive approach to education.

- FFCA students are well prepared for lifelong learning, employment, and active citizenship.
- To meet the needs of members of the Charter School Society and key stakeholders, FFCA seeks access to facilities through the following avenues:
 - Permanent charter status
 - Surplus school reserve land
 - Funding to build new schools
 - Access to program-ready facilities in a timely manner
 - Funding to modernize existing leased facilities

Action Plan

- Provide monthly campus newsletters during the school year including Board updates.
- Provide stakeholders additional focussed communications as needed.
- Provide news releases as needed
- Build relationships with MLAs.
- Build relationships with education media.
- Engage in conference presentations and speaking engagements.
- Nurture partnerships with post-secondary education programs.
- Reach out to communities where FFCA campuses are located through community service.
- Solidify FFCA's corporate branding policy to streamline logo usage and overall FFCA brand.
- Provide opportunities for parents to provide feedback on their satisfaction with the school, the staff and student learning.
- Participate fully in The Association of Alberta Public Charter Schools (TAAPCS).
- Support and participating in the biennial TAAPCS conference.
- Provide opportunities for FFCA alumni to engage with their community and the school via an Alumni Facebook group.
- Explore the use of technology and social media to enhance stakeholder communications.

PARENTAL INVOLVEMENT

The COVID-19 pandemic has delayed the usual engagement of our campus councils, as parent leaders, in the process of developing and refining this 3-Year Education plan in the spring of 2020. As such, the Board has approved this draft in principle and administration will seek other means of gathering feedback and input from parents to inform the development of a final plan for approval in the fall of 2020.

PUBLICATION

This plan is posted to the FFCA website at the following link:

https://www.ffca-calgary.com/documents_publications/board_plans/education_plan



TERMS OF REFERENCE: AUDIT COMMITTEE

June 2020

A. Establishment of Committee

The Audit Committee (Committee) is a standing committee of the board of directors (Board) of the Foundations of Future Charter Academy (FFCA). The chair of the Committee is the FFCA Board Treasurer.

B. Purpose

The purpose of the Committee is to assist and advise the Board with respect to the FFCA's annual financial reporting processes, in doing so, aid the Board in fulfilling its governance responsibilities. The role of the Committee is that of oversight, not management, and in such capacity is to consider, monitor, oversee and make recommendations to the Board concerning various matters including:

- (a) the integrity of the FFCA's annual financial statements
- (b) the adequacy and effectiveness of the FFCA's systems of internal controls, including controls over financial reporting and financial reporting processes generally;
- (c) communications between the Board, the FFCA's external auditor and management of the FFCA

C. Responsibilities and Duties

The Committee¹ will:

1. Function in accordance to the Bylaws of the FFCA Charter School Article IX - Committees Established by the Board
2. Meet at least 3 times a year
3. Recommend external auditors to the Board²
4. Confirm the independence of the auditors
5. Review the audit plan
6. Review conflicts of interest for non-financial audit services provided by the external auditor
7. Review internal financial controls and application of the financial controls
8. Review the risk register for identification of risks and implementation of risk mitigation plans
9. Review Administration Procedures for reporting and ensure compliance with applicable rules and regulations
10. Review Board Director expense summary annually to ensure compliance with applicable laws and report any potential non-compliance to the Board
11. Seek any information it requires from the Superintendent - who is directed to cooperate with the Committee's request
12. Review the annual financial statements and report to the Board³
13. Recommend amendments to these terms of reference to the Board as required.

¹ Education Act Statues of Alberta 2012 Chapter E-0.3 s27(1)(f) and s142

² Education Act Statues of Alberta 2012 Chapter E-O.3 s142(1)(a)

³ Education Act Statues of Alberta 2012 Chapter E-O.3 s142(2)(b)

D. Nomination Process:

Nomination to the committee is by way of majority support of the Board of Directors upon a review of the applicant pool. In the event of a tie, the Superintendent will make the decision on the final candidate.

All successful nominees will serve for a two year term, after which time they can be re-nominated for additional terms.

Additional Information:

- Committee members are expected to sign confidentiality agreements
- Honoraria threshold for materiality to be set at the legislated minimum wage in the Province of Alberta
- Each Committee member must be deemed financially literate.
- An individual is financially literate if he or she has the ability to read and understand a set of financial statements that present a breadth and level of complexity of accounting issues that are generally comparable to the breadth and complexity of the issues that can reasonably be expected to be raised by the issuer's financial statements.

Preferred Committee membership: Minimum of five members⁴ composed of:

1. Board Chairperson⁵ (ex-officio)
2. 1 Director⁶ (Treasurer, minimum)
3. 1 member of the business community who is not a trustee⁷ (minimum)
4. 1 member of the adult learning community who is not a trustee⁸ (minimum)
5. any other interested Society members as deemed necessary and approved by the Board

⁴ Education Act Statues of Alberta 2012 Chapter E-O.3 s142(2))

⁵ Bylaws of the FFCA Charter School Society Article 8.2

⁶ Education Act Statues of Alberta 2012 Chapter E-O.3 s142(2)(c)

⁷ Education Act Statues of Alberta 2012 Chapter E-O.3 s142(2)(a)

⁸ Education Act Statues of Alberta 2012 Chapter E-O.3 s142(2)(b)