



## Public Board Meeting

Wednesday, June 9, 2021

6:30-9:00 p.m.

Online via Zoom

[Public Board Meeting Zoom Link](#)

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

**Invited Attendees:** All interested FFCA stakeholders

- To attend the public board meeting, use the above link.
- You may need to install the Zoom app on your device before the meeting.
- You will need to enter your name and valid email address upon joining the meeting.
- You will be in a virtual waiting room until the host grants entry.
- You will be able to view the meeting and ask questions by voice only or online chat when the Board Chairperson provides the opportunity.

## AGENDA

### 6:30 p.m. CALL TO ORDER

1. Review of Meeting Agenda ..... Chair Wilson
2. Board Organization ..... Chair Wilson
3. Approval of Consent Agenda – Motion ..... Chair Wilson
  - Public Board Meeting Minutes May 12, 2021 (attached);
  - Staff Resignation;
  - Correspondence received.
4. Staff/Campus Reports ..... Chair Wilson
5. Superintendent’s Report ..... ACEO Leinweber
6. Information Items ..... Chair Wilson
  - 6.1. Standing Item: Administrative Procedures Update ..... ACEO Leinweber
  - 6.2. Standing Item: Strategic/Education Plan Update ..... ACEO Leinweber
  - 6.3. Standing Item: High School Update ..... ACEO Leinweber
  - 6.4. Standing Item: COVID Response ..... ACEO Leinweber
7. Discussion Items ..... Chair Wilson
  - 7.1. Review of 2021-22 Meeting Calendar (attached) ..... Director Makwana
  - 7.2. Locally Developed Courses (attached) – Motion ..... CI Kool
  - 7.3. Q3 Report (attached) – Motion ..... CFO Morgan
  - 7.4. Three-Year Education Plan (attached) – Motion ..... ACEO Leinweber
8. Committees/Liaison Reports ..... Chair Wilson
  - 8.1. Executive Committee ..... Chair Wilson
  - 8.2. Communications and Community Relations (CCR) ..... Chair Wilson
  - 8.3. Policy and Performance Review (PPR) ..... Director Makwana
    - 8.3.1. Policy 08 Charter Board Coms and Reps (attached) – Motion ..... Director Makwana
  - 8.4. Audit Committee ..... Director Diaz
  - 8.5. TAAPCS Board Rep Report ..... Vice-Chair Hill,  
Director Jin
  - 8.6. ASC Rep Report ..... Chair Wilson
    - 8.6.1. ASC Advocacy Committee Rep Report

- 9. Director Highlights ..... Chair Wilson
- 10. Open to Gallery..... Chair Wilson
- 11. Chairperson’s Remarks ..... Chair Wilson

ADJOURNMENT: by 9:00 p.m.

NEXT MEETING: TBD

FUTURE AGENDA ITEMS:

**June 9, 2021 MEETING MOTIONS**

**CONSENT AGENDA**

**3. 2021-06-09-1CA**

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

- That the Consent Agenda for June 9, 2021 and the minutes of May 12, 2021, Public Board Meeting be approved as presented.
- That the Board accept the resignation of Employee 10121 effective June 30, 2021.
- That any correspondence since the last Public Board Meeting is received and filed.

**REGULAR AGENDA**

**7.2 2021-06-09-1RA Locally Developed Courses**

MOVED by Director \_\_\_\_\_ and seconded by Director \_\_\_\_\_ that the following acquired senior high school courses from the indicated school authority be approved by the Board for use at FFCA North and South High School campuses for the authorization period listed below.

Course	Credit	Developed or Acquired	Authorization Period	School Authority
Musical Theatre 15-5	5	Acquired	Sep. 1, 2021 - Aug. 31, 2022	The Calgary Roman Catholic Separate School Division
Musical Theatre 25-5	5	Acquired	Sep. 1, 2021 - Aug. 31, 2022	The Calgary Roman Catholic Separate School Division
Musical Theatre 35-5	5	Acquired	Sep. 1, 2021 - Aug. 31, 2022	The Calgary Roman Catholic Separate School Division
Studio Art (2021) 35-3	3	Acquired	Sep. 1, 2021 - Aug. 31, 2025	The Rocky View School Division

**7.3 2021-06-09-2RA Q3 Report**

MOVED by Director \_\_\_\_\_ and seconded by Director \_\_\_\_\_ that the Board receive for information the FFCA 2020-21 Third Quarter Financial Report as presented.

**7.4 2021-06-09-3RA Three-Year Education Plan**

MOVED by Director \_\_\_\_\_ and seconded by Director \_\_\_\_\_ that the Board approve the Draft 2021-2024 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 20, 2021.

**8.3.1 2021-06-09-4RA Policy 08 Charter Board Committees and Representatives**

MOVED by Director \_\_\_\_\_ and seconded by Director \_\_\_\_\_ that Policy 08 Charter Board Committees and Representatives be approved for Third Reading as presented.



## Public Board Meeting

Wednesday, May 12, 2021

6:30-8:30 p.m.

Online via Zoom

[Public Board Meeting Zoom Link](#)

### Attendees

**Board and Executive:** Chair Jeff Wilson, Vice-Chair Jenny Hill, Director Sumara Diaz, Director Naren Makwana, Director Randall Spahl, Director Sam Jin, Director Amanda Fisher, Director Shahid Qureshi, Acting Superintendent Kurtis Leinweber, Secretary-Treasurer Reta Morgan, Coordinator of Instruction Justin Kool, Coordinator of School Services Preston Lowther, Executive Assistant Phoebe Greentree

**Special Presenters:** Principal Educator Denise Budgen, Associate Principal Brian Crouch, Principal Educator Lorie Skaper-Burtch, Associate Principal Pauline Miller, Principal Educator Krista Lee, Associate Principal Salmina Hudani, Principal Educator Shawna Drummond, Associate Principal Michele Newell

**Gallery:** Andrew Chu, Bharati Singh, Inez, Josh Symonds, Kim Kjellbotn, Lisa Beuker, Marja Erkens, Meredith Poole, Michael Slavens, Miyuko, Rachel Bradley, Susan Boyd, Tanya, Tanya, Ashlyn Beatty, Amy Truong-Vuattoux, Rachel Li, Angelina, Crystal, Dawn Ackroyd, Leona Faller, Lijie Ding, Rav Grewal, Sandra Berner, Terri, Tina Skidmore, Ye, Yolanda Zwitzer, Zen, Meghan Migliarina, Blandine, L. Coughlin, JM Class.

## MINUTES

### 6:30 p.m. CALL TO ORDER

1. Review of Meeting Agenda
  - 1.1. Addition of the Oath of Office
2. Board Organization
  - 2.1. Oath of Office for Director Shahid Qureshi, conducted by Chief Returning Officer Leinweber.
3. **2021-05-12-1CA** Approval of Consent Agenda  
MOVED by Director Diaz and seconded by Director Fisher that the Consent Agenda for May 12, 2021, and the minutes of April 14, 2021, Public Board Meeting be approved as presented. CARRIED.
4. Staff/Campus Reports
  - Teaching during COVID-19 – it is as easy as riding a bike! Stories of Adaptability, Resilience and Teamwork: SEE/SWE/NEE/NWE Presentation
    - The administrative teams from SEE, SWE, NEE, and NWE campuses shared teacher stories and inspirational quotes regarding how they learned, unlearned, and relearned 'how to ride their bikes.' As a result of their dedication and hard work, student learning continued, and our community grew even stronger in the face of challenges presented by the pandemic.
5. Superintendent's Report
  - Acknowledged the work of the campus staff and administrators in an extremely challenging year. Since last March, this group of people has epitomized the character and values that we want to develop in our students as they re-thought every aspect of operating a school and teaching online. Administrators have also spent many evenings and weekends contact tracing and sending/receiving communications during the year. Their perseverance, patience and positive attitudes have been outstanding.
  - COVID response update: K-12 shift to online learning until at least May 25. NHS shifted to online earlier due to over 50% of our student and teacher body in quarantine with only 4 cases making

campus operations unsustainable. Current outbreak status at one campus and alert status at six campuses.

- AB Ed update:
  - Bill 55 has passed. The College of Alberta School Superintendents Act establishes the College of Alberta School Superintendents (CASS) as the professional governing body of Superintendents across AB starting in 2022.
  - Draft K-6 draft curriculum pilot: we have submitted a proposal to do a limited pilot in some areas. Details are still to be finalized, and participation is contingent upon Alberta Education providing additional supports for the interested teachers.
  - Transportation Task Force Review Report: two recommendations directly connect to programs of choice
    - i. Recommendation 5: AB Ed to ensure that program choices come with a responsibility for parent and school jurisdictions to participate in the payment of those choices.
    - ii. Recommendation 16: School jurisdictions continue to determine whether to provide transportation to schools of choice and what the cost of transportation should be. AB Ed to maintain the current eligibility requirements for students who attend a school of choice.
- Operations update:
  - Cancelled the writing of grade 6 and 9 ELA Part A PAT. Planning to proceed with the remainder of the PATs. These will gather data to identify possible gaps due to significant learning challenges through the pandemic. They will not be used to evaluate individual students.
  - HS Admin is working to formalize the split of the HS into two distinct campuses. Smaller enrollment will affect the ability to offer some courses (such as second languages, many AP classes, and some electives), but all required academic subjects will still be available.
  - NHS Facility Update: Development Permit application proceeding as scheduled. Meeting with the City of Calgary Friday to review final re-submission.

## 6. Information Items

### 6.1. Standing Item: Administrative Procedures Update

- Required to follow AB Treasury Board's allowable rates rather than the CRA guidelines. Due to that update, the following updated APs were provided to the Board for information and will be posted to the website:

6.1.1 AP-D-101.1.2 Expense Reimbursement (attached)

6.1.1.1 AP-D-101.1.2.1 Schedule A (attached)

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

- Currently updating on the Education plan for the next 3 yrs to align with the new AB Assurance Framework. Draft will be provided at the Board Working Session in June and also shared with campus councils to gather feedback

### 6.3. Standing Item: High School Update

- See Superintendent's Report above

### 6.4. Standing Item: COVID Response

- See Superintendent's Report above

### 6.5. Assessment and Reporting Updates and Next Steps

- Postponed parent and staff engagement on report cards until the fall of 2021 due to the pandemic shifting our priorities.

## 7. Discussion Items

### 7.1. **2021-05-12-1RA** 2021-22 FFCA Budget

- 21-22 budget focused on sustainability (Board's top financial planning principle).
- Budget is based on the operation of 8 campuses given approved provincial funding that includes no supplemental COVID funding. As such, this budget includes no provision for the continuation of online classes next year.
- Funding changes since 2018-19 have reduced relative instruction and system administration funding levels by approximately \$2.5 million.

- In response to these ongoing pressures, the balanced 21-22 budget includes a 2.2% reduction in teaching and support. Most of this reduction will be accommodated through natural attrition (e.g. retirements) and the elimination of temporary and interim positions.
- Impacts of the balanced budget include more assigned instructional time for teachers and some reductions in specialty programming, including the phasing out of Spanish in grades 5 and 6 over the next two years.

MOVED by Director Hill and seconded by Director Spahl that the 2021-22 FFCA Budget be approved as presented. CARRIED.

## 8. Committee/Liaison Reports

- 8.1. Executive Committee: met one time to discuss the agenda for the board working session.
- 8.2. Communications and Community Relations (CCR): met one time to discuss upcoming communications regarding the results of the calendar survey. High engagement - 1171 responses to the survey. CCR will also communicate any outcomes from ongoing discussion with AB Education around the curriculum pilot.
- 8.3. Policy and Performance Review (PPR): met one time. PPR reviewed the policy review schedule, superintendent/acting superintendent and board evaluations, the annual board work plan and the four policies below for approval.

No additional feedback was received on the following policies:

- 8.3.1. **2021-05-12-2RA** Policy 07 Board Operations  
MOVED by Director Makwana and seconded by Director Spahl that Policy 07 Board Operations be approved for Third Reading as presented. CARRIED.
- 8.3.2. **2021-05-12-3RA** Policy 15 Managed Growth  
MOVED by Director Makwana and seconded by Director Hill that Policy 15 Managed Growth be approved for Third Reading as presented. CARRIED.
- 8.3.3. **2021-05-12-4RA** Policy 19 Welcoming, Caring, Respectful, Safe and Inclusive Learning and Working Environments  
MOVED by Director Makwana and seconded by Director Qureshi that Policy 19 Welcoming, Caring, Respectful, Safe and Inclusive Learning and Working Environments be approved for Third Reading as presented. CARRIED.
- 8.3.4. **2021-05-12-5RA** Policy 08 Charter Board Committees and Representatives  
MOVED by Director Makwana and seconded by Director Jin that Policy 08 Charter Board Committees and Representatives be approved for Second Reading as presented. CARRIED.

- 8.4. Audit Committee – no update. Next meeting in June.
- 8.5. TAAPCS Board Rep Report – Spring General Meeting was held on May 8. Charter schools were well represented, some reps from new Charter schools opening in the fall. The budget was discussed. Announced they would be working on Strategic Planning Sessions in the spring. Bylaw review in preparation for upcoming AGM.
- 8.6. ASC Rep Report  
Campus councils pre-planning activities for year-end June 2021. ASC working towards the 25th-anniversary celebration in 2022.
  - 8.6.1. ASC Advocacy Committee Rep Report – no update

## 9. Director Highlights

- Director Makwana thanks the special presenters tonight! He is grateful to the FFCA staff for coming to work daily during the pandemic, putting yourself at risk, and doing it with such passion. He's happy to report his second child has been accepted from the waitlist after a five-year wait!
- Director Fisher highlighted the ability of the staff to shift to an online situation again with a few days' notice. Teachers have it under control and have it all together. Kudos!!
- Director Qureshi thanks all the board members for being so welcoming and helpful in the transition. Directors were very accommodating with all the questions in learning all the ins and outs of this new challenge.
- Director Diaz really liked today's presentation! She's thankful for the ease with which students went back online. The transition was quick and easy. Teachers are making it so easy to do 'at the drop of a

hat.' She's thrilled that vaccinations are available to kids so that families have the option to take advantage of them.

- Director Jin thanks FFCA for the hard work in handling the difficult time during the pandemic and thanks to the special presenters tonight, very informative.
- Director Spahl is impressed with the dedication and resilience of the students, teachers and administrators. FFCA is a special place for those of us within the system.
- Vice-Chair Hill highlighted the care and compassion shown in the presentation tonight!
- Chair Wilson thanks the elementary schools for the fantastic presentation! It means a lot that this team of administrators and teachers shared these stories of passion, resilience and courage. It's something we all need to hear during these difficult times.

10. Open to Gallery – no questions or comments

11. Chairperson's Remarks – it's been an interesting and odd year. Thank you to the Central Office team for all of your hard work, support and effort.

ADJOURNMENT: 8:32 p.m.

NEXT MEETING: June 9, 2021

FUTURE AGENDA ITEMS:



## 2021-22 Public Board Meeting Schedule

Board meetings begin at 6:30 pm unless otherwise indicated.  
Format/locations TBD based on public health advice from AHS.  
Please check back for updates

September 29, 2021

**NO OCTOBER MEETING**

November 24, 2021

December 15, 2021 – AGM 8:00 pm

January 26, 2022

February 23, 2022

March 16, 2022

**NO APRIL MEETING**

May 25, 2022

June 22, 2022

Northeast Elementary (NEE): 1140 Mayland DR NE  
Northwest Elementary (NWE): 719 – 44 AV NW  
North Middle School (NMS): 211 McKnight BV NE  
North High School (NHS): 2116 MacKay RD NW  
Southeast Elementary (SEE): 9711 Academy DR SE  
Southwest Elementary (SWE): 898 Sylvester CR SW  
South Middle School (SMS): 8710 Ancourt RD SE  
South High School (SHS): 315 – 86 AV SE  
Central Office (CO): 110, 7000 Railway ST SE

LDC Code	Course Name	Cr	Type	Start Date	End Date	Adapted/Aquired From
LDC3493	Studio Art (AP) 35-3	3	Acquired	Sep. 1, 2016	Aug. 31, 2021	The Rocky View School Division
LDC1979	Musical Theatre 15-5	5	Acquired	Sep. 1, 2016	Aug. 31, 2022	The Calgary Roman Catholic Separate School Division
LDC2979	Musical Theatre 25-5	5	Acquired	Sep. 1, 2016	Aug. 31, 2022	The Calgary Roman Catholic Separate School Division
LDC3979	Musical Theatre 35-5	5	Acquired	Sep. 1, 2016	Aug. 31, 2022	The Calgary Roman Catholic Separate School Division
LDC1599	Learning Strategies (2018) 15-3	3	Acquired	Sep. 1, 2018	Aug. 31, 2022	The Calgary Roman Catholic Separate School Division
LDC1599	Learning Strategies (2018) 15-5	5	Acquired	Sep. 1, 2018	Aug. 31, 2022	The Calgary Roman Catholic Separate School Division
LDC2599	Learning Strategies (2018) 25-3	3	Acquired	Sep. 1, 2018	Aug. 31, 2022	The Calgary Roman Catholic Separate School Division
LDC2599	Learning Strategies (2018) 25-5	5	Acquired	Sep. 1, 2018	Aug. 31, 2022	The Calgary Roman Catholic Separate School Division
LDC3599	Learning Strategies (2018) 35-3	3	Acquired	Sep. 1, 2018	Aug. 31, 2022	The Calgary Roman Catholic Separate School Division
LDC3599	Learning Strategies (2018) 35-5	5	Acquired	Sep. 1, 2018	Aug. 31, 2022	The Calgary Roman Catholic Separate School Division
LDC1987	Technical Theatre 15-3	3	Acquired	Sep. 1, 2018	Aug. 31, 2022	The Calgary School Division
LDC1987	Technical Theatre 15-5	5	Acquired	Sep. 1, 2018	Aug. 31, 2022	The Calgary School Division
LDC2987	Technical Theatre 25-3	3	Acquired	Sep. 1, 2018	Aug. 31, 2022	The Calgary School Division
LDC2987	Technical Theatre 25-5	5	Acquired	Sep. 1, 2018	Aug. 31, 2022	The Calgary School Division
LDC3987	Technical Theatre 35-3	3	Acquired	Sep. 1, 2018	Aug. 31, 2022	The Calgary School Division
LDC3987	Technical Theatre 35-5	5	Acquired	Sep. 1, 2018	Aug. 31, 2022	The Calgary School Division
LDC1975	Advanced Acting/Touring Theatre (2019) 15-5	5	Acquired	Sep. 1, 2019	Aug. 31, 2023	The Calgary School Division
LDC2975	Advanced Acting/Touring Theatre (2019) 25-5	5	Acquired	Sep. 1, 2019	Aug. 31, 2023	The Calgary School Division
LDC3975	Advanced Acting/Touring Theatre (2019) 35-5	5	Acquired	Sep. 1, 2019	Aug. 31, 2023	The Calgary School Division
LDC1269	Creative Writing & Publishing (2019) 15-5	5	Acquired	Sep. 1, 2019	Aug. 31, 2023	The Calgary School Division
LDC2269	Creative Writing & Publishing (2019) 25-5	5	Acquired	Sep. 1, 2019	Aug. 31, 2023	The Calgary School Division
LDC3269	Creative Writing & Publishing (2019) 35-5	5	Acquired	Sep. 1, 2019	Aug. 31, 2023	The Calgary School Division





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

### **CHARTER BOARD COMMITTEES**

#### **Preamble**

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

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

#### **General Requirements**

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

7. The Board will select, at its annual Organizational Meeting, a Chairperson for each Committee. The Chairperson's responsibilities include the following:
  - 7.1 Set meeting times and dates, review committee terms of reference, and establish agendas. (*FFCA Bylaws* Sections 9.5 and 9.6)
  - 7.2 Assign a secretary to prepare a report of Committee meetings. (*FFCA Bylaws* Section 9.7)
  - 7.3 Ensure reports are made available to the Board (*FFCA Bylaws* Section 9.6).
  - 7.4 Hold Committee members accountable for their work.
  - 7.5 Maintain communication with the Board Chair regarding the work of the Committee.
  - 7.6 Report the work of the Committee to the Board and Society in the Public Board meetings.
  - 7.7 Develop and present an annual Committee budget to the Executive Committee.
8. The Superintendent may appoint resource personnel to work with representatives and determine the roles, responsibilities and reporting requirements of resource personnel.
9. The reports of all Committee meetings will include a list of those in attendance, a summary of discussions and actions, and resolutions.
10. "Parliamentary Procedure at a Glance" by O. Garfield Jones will be followed as deemed necessary by the Committee.
11. The Committee's report consists of a summary of discussions and a list of resolutions that the majority of the Committee has adopted.
12. The minority may submit a report consisting of their views on any resolution adopted by the majority.
13. Honoraria may be paid to volunteers, who are neither Directors nor employees, appointed to Committees established by the Board at a rate not to exceed the per diem honorarium rates as for Directors.
14. When the Committee is dissolved, all reports will be forwarded to the Board's Secretary for keeping. (*FFCA Bylaws* Section 9.7)

### **Standing Committees**

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

1. Executive Committee
  - 1.1 Purpose: To provide leadership for the Board operations and coordination, strategic planning, policy review and Board succession.
  - 1.2 Powers and Duties: As per the Executive Committee Terms of Reference, reviewed annually.
  - 1.3 Membership: As per the Executive Committee Terms of Reference, reviewed annually.
  - 1.4 Meetings: As scheduled.

2. Communications and Community Relations (CCR) Committee
  - 2.1 Purpose: To plan, execute, and communicate to stakeholders those activities and endeavours performed by the Board to develop and maintain good relationships within the FFCA community and key external individuals and groups. In pursuing this purpose, the Committee will also create opportunities for all Society members to provide input on common needs and goals.
  - 2.2 Powers and Duties: As per the CCR Committee Terms of Reference, reviewed annually.
  - 2.3 Membership: As per the CCR Committee Terms of Reference, reviewed annually.
  - 2.4 Meetings: As scheduled.
3. Policy and Performance Review (PPR) Committee
  - 3.1 Purpose: To assist the Board with matters pertaining to its human resources responsibilities. Specifically, the Committee will provide leadership for the Board's, Board Chairperson's, and Superintendent's annual performance review (including consideration of remuneration). The Committee will also coordinate the Board's professional development strategies and work plan.
  - 3.2 Powers and Duties: As per the PPR Committee Terms of Reference, reviewed annually.
  - 3.3 Membership: As per the PPR Committee Terms of Reference, reviewed annually.
  - 3.4 Meetings: As scheduled.
4. Audit Committee
  - 4.1 Purpose: To assist and advise the Board with respect to the FFCA's annual financial reporting processes and aid the Board in fulfilling its governance responsibilities.
  - 4.2 Powers and Duties: As per the Audit Committee Terms of Reference, reviewed annually.
  - 4.3 Membership: As per the Audit Committee Terms of Reference, reviewed annually.
  - 4.4 Meetings: As scheduled.
5. Expulsion Committee
  - 5.1 Purpose: To review Administration recommendations for student expulsions to ensure that they are fair and consistent with the Board Policies, *FFCA Bylaws*, the *Education Act*, and other relevant legislation.
  - 5.2 Powers and Duties: As per the Expulsion Committee Terms of Reference, reviewed annually.
  - 5.3 Membership: As per the Expulsion Committee Terms of Reference, reviewed annually.
  - 5.4 Meetings: As scheduled.

### **Ad Hoc Committees**

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

## **CHARTER BOARD REPRESENTATIVES**

### **Preamble**

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

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

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

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

*Approved:* May 18, 2016

*Revision:* Third Reading June 9, 2021

*Legal Reference:* Education Act Sections 36, 60, 113; FFCA Bylaws Section 9

# Appendix A

## COMMITTEE/REPRESENTATIVE REPORT TEMPLATE



Choose One

Committee/Representative Report

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

Choose One

Chairperson, The FFCA Charter School Society

Dear Chairperson Choose One :

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

Sincerely,

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

Chairperson Choose One

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

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

**Committee Mandate**

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**Committee Members**

Chairperson: Choose One, Director

Secretary: Choose One, Director

Member: Choose One, Director

Member: N/A, Director, if applicable

Member: N/A, Director, if applicable

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

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

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

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

**Committee Meetings**

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

Attendees: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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**Summary of Discussions**

The Committee discussed the following agenda items:

- 1.
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**Summary of Resolutions/Recommendations, if any:**

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Submit to Board Chairperson

Print Form

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## 3-YEAR EDUCATION PLAN for the school years 2021-22 thru 2023-24





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## 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 building strong communities and continuous improvement in a culture of high collaboration.

As we plan for 2021-22, our 25<sup>th</sup> year of operations, we are experiencing the challenges of a maturing organization. Changes to the provincial funding framework have caused us to make changes to our resource allocations to ensure sustainability. The opening of a high school campus in the city's southeast will create some challenges with the loss of economies of scale of a single site. Still, it will help us meet the demands of our parents and students in that area of the city, and our approved growth policy will hopefully see us soon expand to meet the educational desires of some of the 14,000 students on our waitlist in the long term. Included in that expansion plan is building our replacement North High School campus scheduled to start during this upcoming school year with a targeted completion of spring 2024.

The following plan includes several priority outcomes contextualized within the domains of Alberta's new assurance framework. These priorities are intended to:

- enhance students' development of the foundational competencies needed for the future;
- solidify our distinctiveness as a charter school as we enter the final third of our 15-year charter term and prepare for renewal and/or seek a continuous charter;
- and help meet FFCA's mission as well as our strategic goals (as outlined in our *Roots and Wings 2017-27 Strategic Plan*.)

While the COVID-19 pandemic occurring at the time of this plan's development shows signs of coming under control, it is still projected to present some challenges and uncertainties that will undoubtedly impact our education plan's 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 our staff's strong leadership in partnership with our students and parents. Especially in these challenging times, 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

## **SCHOOL PROFILE**

Foundations for the Future Charter Academy (FFCA) is a K-12 public Charter school with eight campus locations, offering consistent and coherent 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 coherent approach to teaching and learning allows our students to evolve from supported learners to independent thinkers who have internalized a deep understanding of character to interdependent students who demonstrate leadership inside and outside of school. FFCA's programs provide a positive, effective learning experience for students while responding to a 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 3700 students attending FFCA's eight campuses 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.

## **VISION**

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

## **MISSION**

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

## **GUIDING PRINCIPLES**

FFCA fosters **strong, positive, respectful partnerships** among students, staff, parents and the 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 the following:

- 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 the following:

- Direct Instruction (explicit learning targets, continuous formative assessment, and sequential mastery learning).
- Inquiry and cooperative learning.
- The infusion of creative and critical thinking.
- Early literacy development (explicit phonics).
- Integration of instructional technologies.
- Homework that promotes the attainment of student learning targets.

The complete FFCA Charter 2012-27 document can be found at:

[https://www.ffca-calgary.com/UserFiles/Servers/Server\\_12410327/File/About%20FFCA/FFCA\\_Charter\\_2012.pdf](https://www.ffca-calgary.com/UserFiles/Servers/Server_12410327/File/About%20FFCA/FFCA_Charter_2012.pdf)

## STRATEGIC PLAN (2017-27)

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:

### STRATEGIC GOALS

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 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>



## **EDUCATIONAL PRIORITIES (2021-24)**

### **Domain 1 – Student Growth & Achievement**

Students progress in their learning relative to provincial learning outcomes and consistent with their needs, interests, and aspirations. They demonstrate citizenship, engage intellectually, and grow continuously as learners.

**Charter Goal:**        **Students will develop essential understandings of character that will help them think critically, care deeply and act ethically.**

*Outcome 1:*        *Students will achieve academic excellence in relation to the core knowledge, skills and competencies identified in the Alberta Ministerial Order on Learning and programs of study.*

#### **Strategies**

- Utilize our distinctive teaching and learning framework to develop and implement effective and efficient learning experiences for all students.
- Leverage generative dialogue and collaborative inquiry to drive professional growth conversations among various campus and inter-campus teams focused on student learning.
- Continue Exploring ways to enhance students' intellectual and academic engagement with the core competencies.
- Maintain cumulative review and assessment throughout all diploma course streams.
- Leverage vertical team collaboration focussed on key knowledge, skills, concepts (Scope), and prerequisite skills to be taught (Sequence).
- Plan for student success with ongoing reviews of students' programs and progress by the administration and high school counsellor.
- Standardize annual school calendars to include a minimum of 174 instructional days in kindergarten, 176 instructional days in grades 1-8 and 83 non-exam week instructional days per semester in grades 9-12.
- 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 counsellors.
- Maintain a personal/professional portfolio in the FFCA High School leadership program, including a post-secondary career plan.
- Maintain a comprehensive career and post-secondary guidance program that includes personal conferencing with all grade 12 students to review post-secondary information and future plans.

## Provincial Measures

- Percentage of students achieving the acceptable/excellence standards on in Grades 6 and 9 Provincial Achievement Tests
- Percentage of students who achieved the acceptable/excellence standards on Diploma Examinations
- 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 writing four or more diploma exams within three years of entering Grade 10.
- Percentage of students who completed high school within three years of entering Grade 10.
- Percentage of students who completed high school within five years of entering Grade 10.
- Percentage of students and parents who agreed that students are engaged in their learning at school
- 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.
- Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

## Local Measures

- Percentage of K-11 students reading fluency at/above expected grade level on school-based assessments.
- Percentage of K-11 students reading comprehension at/above expected grade level on school-based assessments.
- Percentage of K-11 students performing at/above expected grade level on school-based mathematics assessments.
- Percentage of grade 5-11 students performing at/above expected grade level on school-based science assessments.
- Percentage of grade 5-11 students performing at/above expected grade level on school-based social studies assessments.
- Percentage of grade 5-11 students performing at/above expected grade level on school-based physical education assessments.
- Percentage of grade 10-12 students performing at/above expected grade level on school-based assessments in all Leadership with Character 15-25-35 modules.



*\*Outcome 2: 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 locally and globally.*

*\*Priority Focus for 2022-23 Academic Year*

## Strategies

- Utilize our character education program of studies to provide character and leadership development experiences for all students.
- Maintain opportunities for students to self-reflect on character and leadership growth as well as the impact of their involvement in service-learning projects.
- Examine 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, social justice, and pluralistic ethics.
- Review, refine, communicate, and implement the FFCA character and leadership program of studies in a way that clarifies the vision for character and leadership development with an emphasis on global competencies at FFCA for all stakeholders, including staff, students, parents, and educational partners. The FFCA Character and Leadership Program of Studies should:
  - Clearly articulate FFCA's purpose and distinguish a critical way FFCA is unique (e.g., developing moral citizens with the practiced ability to become a person of ethical influence locally, nationally and internationally).
  - Connect with other existing frameworks at FFCA, including the Distinctive Teaching and Learning Framework, Technology Integration for Education, Assessment and Reporting Framework, and Inclusion Framework.
  - Be flexible enough to be applicable to all teaching and learning environments.
  - Consider a variety of explicit, implicit, and embedded methods and program elements including, but not limited to 1) K-12 core themes, virtues, enduring understandings and essential skills, 2) developmentally appropriate knowledge and skills, 3) academic curriculum integration, 4) health and physical education integration, 5) middle school leadership courses and 6) grade 9-12 leadership with character credit courses.
  - Include program elements delivered by all educational staff.
  - Identify key roles and responsibilities of teachers, students, and possibly parents.
  - Views both teachers and students as active participants and partners with shared responsibility for developing character and leadership capacity.
- Establish a global presence digitally / virtually as a leader in Character and Leadership Education.
- FFCA leverages parental partnerships, including school councils, to provide and support authentic character and leadership development opportunities.
- Build partnerships with a diverse range of local and international organizations (school, business, NGO, non-profit).
- Develop communication tools to build internal stakeholder, external partner, and public understanding and relationships.

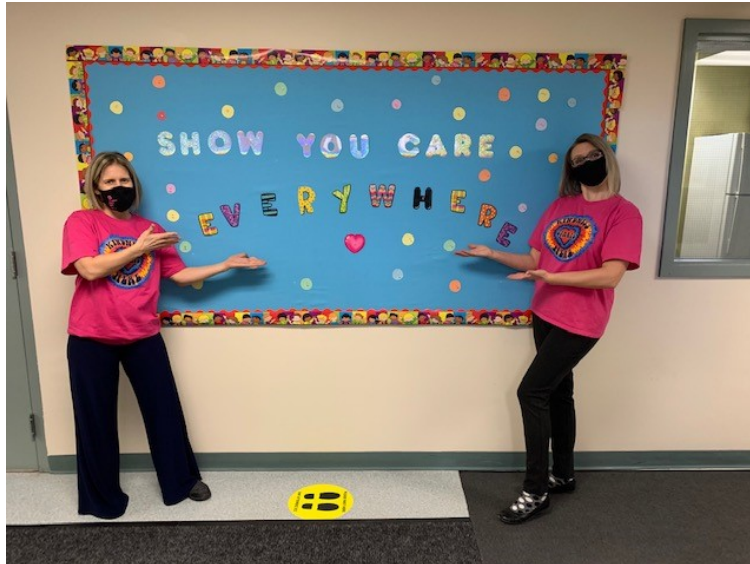


### **Provincial Measures**

- Percentage of teachers, parents, and students who agree or strongly agree that students are safe at school, learning the importance of caring for others, respecting others, and being treated fairly at school.
- 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.

### **Local Measures**

- 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.
- Benchmarks for review, revision, communication, 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 a clear understanding of what character and leadership education at FFCA looks, sounds, and feels like.
- Percentage of teachers who are confident in articulating and implementing 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 their students' Character and Leadership Development.
- 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.
- 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.



## ***Domain 2 – Teaching & Leading***

Teachers and leaders analyze the learning context; attend to local and societal considerations; and apply the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all by demonstrating their respective professional practice standards (Teaching Quality Standard, Leadership Quality Standard and Superintendent Leadership Quality Standard).

**Charter Goal:** Teachers and leaders provide a consistent and coherent learning experience for students from K-grade 12.

**Charter Goal:** Staff leadership is fostered throughout the school and campuses.

**\*\*Outcome 3:** *FFCA students are consistently and effectively taught utilizing a distinctive approach to teaching and learning that has evolved to help students develop the foundational competencies needed now and in the future and clearly understood by FFCA's staff students and parents.*

**\*\*Priority Focus for 2021-22 Academic Year**

### **Strategies**

- Examine current research to inform the review and revision of the Distinctive Teaching and Learning Framework.
- Review, refine, communicate, and implement the Distinctive Teaching and Learning Framework in a way that clarifies the vision for distinctive teaching and learning at FFCA for all stakeholders, including staff, students, parents, and educational partners. The FFCA Distinctive Teaching and Learning Framework should:
  - Distinguishes FFCA's unique approach to teaching and learning, including identifying its core elements (e.g., Direct Instruction, classroom management).

- Be implemented in a cohesive manner consistent with a clear understanding of the FFCA vision for distinctive teaching and learning.
- Meet the needs of our students as well as evolving curriculum requirements.
- Provide clarity about the core teaching pedagogies leveraged in FFCA including, but not limited to the importance of 1) planning intentionally to maximize engagement, promote deep learning, and support student motivation and personal efficacy, 2) formative feedback in facilitating learning, 3) classroom structures that support a focus on learning both content and skills that allow the student to grow into an independent, reflective motivated learner, and 4) relationships and ongoing dialogue between teachers and students.
- Provide an FFCA-interpretation & application of the TQS, LQS, and SLQS.
- Consider being applicable to all current and future teaching and learning environments and activities, including online (virtual) or blended environments.
- Identify key roles and responsibilities of teachers and students
- Establish an intentional process of organizational professional learning to build understanding and capacity to implement the Distinctive Teaching and Learning Framework.

### **Local 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 a clear understanding of 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:
  - 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.
- 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
- Number of presentations to external partners and/or other organizations
- Development of communication tools to build internal stakeholder, external partner, and public understanding.

**\*\*Outcome 4:** *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.*

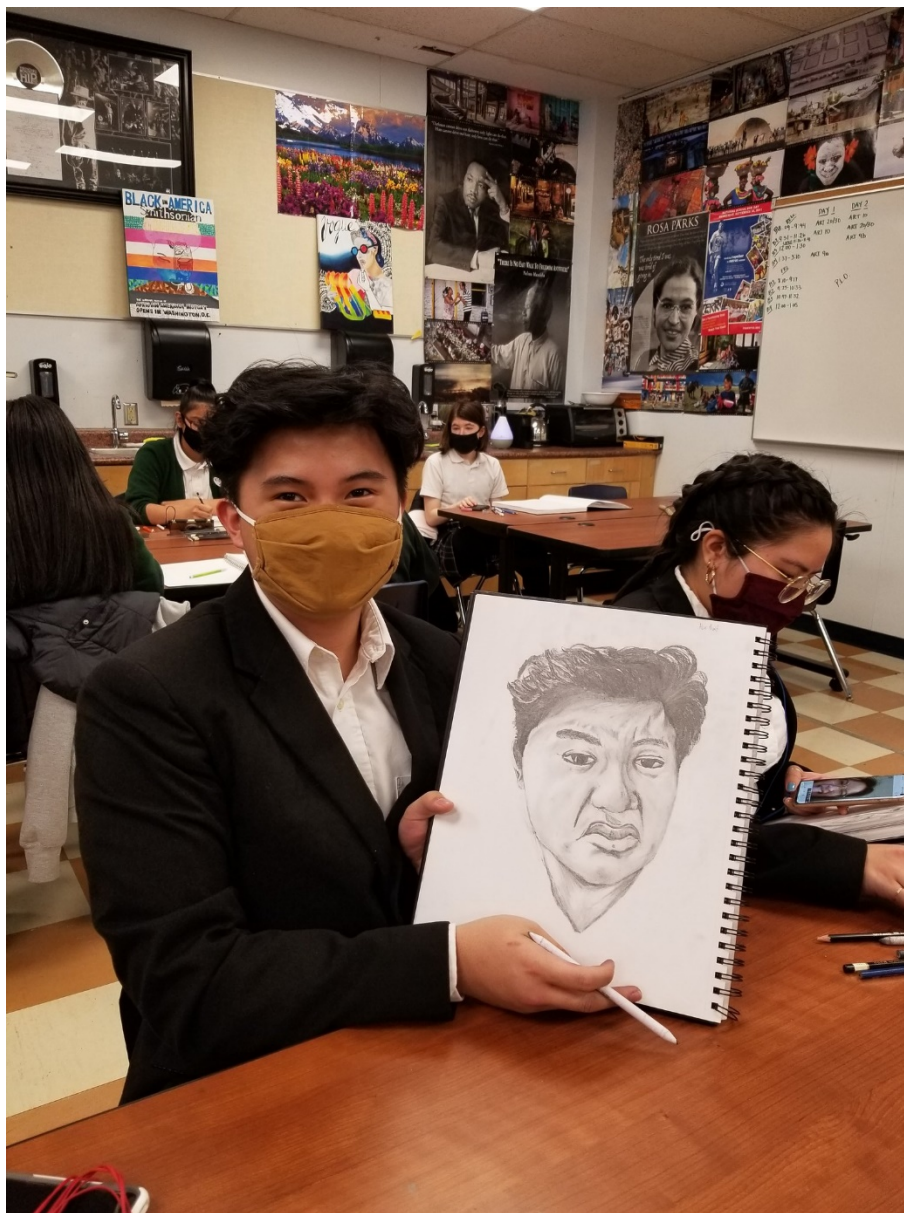
**\*\*Priority Focus for 2021-22 Academic Year**

### Strategies

- Review relevant research related to communicating and reporting student learning and progress and additional information gleaned from other school authorities who have successfully reviewed their reporting practices.
- Develop and approve guidelines for effective reporting.
- Undertake a stakeholder engagement process involving students, parents, campus councils, and staff on student progress and performance reporting including, but not limited to 1) academic report cards, 2) anecdotal comments, 3) qualitative feedback, 4) real-time online progress reporting, 5) learning conferences, 6) character reporting, 7) ESL Benchmarks, and 8) reporting of accommodations (and modifications)
- Prototype and pilot, if necessary, a revised K-12 report card (e.g. contents, format, scale, process) or other reporting system(s) 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 following prototype pilot including revised reporting methods/formats help address several 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 more significant 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
  - 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
- Develop an intentional process of organizational professional learning to build understanding and capacity to implement effective assessment, evaluation and reporting processes as articulated in the revised FFCA policy.

## Local Measures

- Benchmarks for review, revision, and implementation are established and met
- Percentage of teachers consistently implementing effective assessment, evaluation and reporting processes as articulated in revised FFCA policy.
- 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 in relation to provincial and local learning outcomes.
- 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



*Outcome 5: FFCA builds, supports and leverages the leadership capacity of our staff in achieving our charter vision, mission, strategic goals and educational priorities.*

### Strategies

- Maintain a new teacher orientation program that 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, and FFCA's distinctive expectations.
- Provide and support opportunities for collaborative teacher-leadership at campus and school levels.
- Establish and support collaboration and professional development calendar that supports collaboration 1) within grade levels, 2) across grade levels, 3) across campuses, 4) within subject specializations, and 5) across disciplines.
- Utilize common professional development experiences and specialized professional development experiences when appropriate.
- Create opportunities for teacher leadership with the campus and school administrators.
- 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.
- Provide opportunities for university students to complete practicum sessions.

### Local Measures

- Percentage of staff who meet or exceed the performance competencies outlined in the relevant standards (TQS, LQS, SLQS) and any FFCA-specific performance expectations.
- Percentage of staff satisfied (or very satisfied) with the opportunities they have to take on leadership roles that promote ethical citizenship.



## Domain 3 – Learning Supports

Resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized, and all students are welcomed, cared for, respected and safe.

*Outcome 6: Students with specialized learning and social-emotional needs (e.g. ESL) are effectively supported in their learning in a manner consistent with the charter's emphasis on whole-group instruction and prohibition of individualized programming.*

### Strategies

- Leverage the strategies identified in Domain 1 – Student Learning and Growth
- Continue to provide targeted supports for ESL students.
- Refine ESL reporting tools/processes to better identify / monitor progress in targeted areas.
- Provide full-year ELA programming as an opportunity to close the ESL gap.
- Provide full-year mathematics programming as an opportunity to close the performance gap.
- Provide trained counsellors in all campuses (YDCs in K-4, FSLCs in 5-12).
- Engage with external partners to provide targeted assessment and supports, including registered psychologist, occupational therapist, and speech-language pathologist services.

### Provincial Measures

- 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 ESL students achieving the acceptable/excellence standards on in Grades 6 and 9 Provincial Achievement Tests
- Percentage of ESL students who achieved the acceptable/excellence standards on 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.



*Outcome 7: Staff and students develop an understanding of Indigenous perspectives and experiences, treaties, the history and legacy of residential schools, and education for reconciliation.*

**Strategies**

- Engage in staff professional development focusing on Indigenous perspectives and education for reconciliation.
- Partner with one or more local First Nations Elders and organizations to counsel / advise our learning about Indigenous perspectives and education for reconciliation and provide perspective-taking learning opportunities for K-12 students in our campuses.

**Provincial Measures**

- Percentage of FFCA students, parents and staff who feel students have a satisfactory understanding of FNMI perspectives.
- Percentage of FFCA staff who feel they have a satisfactory understanding of FNMI perspectives.

*Outcome 8 FNMI students are effectively supported in their learning.*

**Strategies**

- Leverage the strategies identified in Domain 1 – Student Learning and Growth
- Continue to provide targeted supports as needed.
- Continue to provide full-year English (literacy) and math (numeracy) instruction in K-12.
- Provide trained counsellors in all campuses (YDCs in K-4, FSLCs in 5-12).
- Engage with external partners to provide targeted assessment and supports, including registered psychologist, occupational therapist, and speech-language pathologist services.

**Provincial Measures**

- Percentage of FNMI students achieving the acceptable/excellence standards on in Grades 6 and 9 Provincial Achievement Tests
- Percentage of FNMI students who achieved the acceptable/excellence standards on Diploma Examinations
- Percentage of FNMI students writing four or more diploma exams within three years of entering Grade 10.
- Percentage of FNMI students who completed high school within three years of entering Grade 10.
- Percentage of FNMI students who completed high school within five years of entering Grade 10.



## **Domain 4 – Governance**

**Policy leaders attend to local context; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching and leading and optimum learning for all by demonstrating stewardship of system resources, emphasizing student success, generative community engagement, transparency and accountability.**

**Charter Goal: FFCA effectively engages parents as partners in the educational experience of students.**

*Outcome 9 Parents, staff and students are highly satisfied with the leadership of the Board and administration in providing an excellent educational experience at FFCA.*

### **Strategies**

- Increase ongoing communication and collaboration with all stakeholders regarding initiatives and improvements in our system, including, but not limited to: the Board Policies, Strategic Plan, School Education Plan Priorities, Budgeting, and 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.

### **Provincial Measures**

- 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.
- 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 students, parents, teachers, and school board members satisfied that school provides a safe, caring, and healthy learning environment.
- Percentage of students, parents, teachers, and school board members overall satisfied with the quality of K-12 education.
- Percentage of students, parents, staff, and school board members who are 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 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, respecting others, and being 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 satisfied with parental involvement in decisions about their child's education.
- Percentage of teachers, parents and students indicating that their campus and other FFCA campuses have improved or stayed the same the last three years.

#### Local Measures

- Percentage of FFCA parent society members voting in the annual Board election
- Average number of attendees at public board meetings



## **BUDGET SUMMARY 2021-22**

### **Guiding Principles for Financial Planning**

1. Sustainability (e.g. balance budget and attaining reserves equal to 3% (\$1,080,000) of annual budget (\$36,000,000))
2. Establish & Maintain staffing levels that maintain specialists, student support and current class size
3. Provide fair and equitable salaries
4. Support for focusing on strategic and other priorities including the following:
  - EVOLVE & INNOVATE educational programs and pedagogies
  - PARTNER in strategic ways
  - SHARE innovation and research
5. Support for staff development
6. Support DIVERSITY and INCLUSION

### **Operating Budget Overview**

- Seven campuses, K to 12
- **\$40,000 net** decrease in instruction and system administration grants after projected enrollment adjustment even with 45 additional students (1.27%) and \$293,000 bridge funding under the 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 5.2 years of education and 9.1 years of experience
- Staff levels reduced from 2020-21
  - Certificated Teachers -4.7 FTE
  - Learning and ESL Assistants -0.85 FTE
  - Youth Development Counsellors -1.0 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 remain capped at 2019-20 levels
- Technology hardware refresh increased by \$75,000 relative to 2020-21 levels

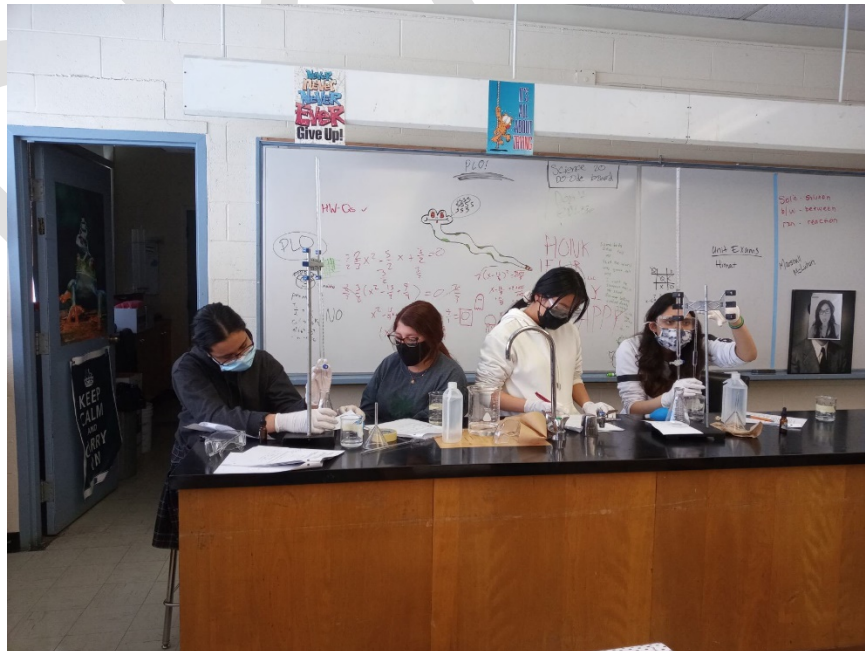
## OPERATING BUDGET SUMMARY 2021-22

### SUMMARY

REVENUE SOURCES	INSTRUCTION				SYSTEM ADMIN				P O & M				TRANSPORTATION				2021-22 BUDGET		% of Total
<b>Provincial Government</b>																			
Alberta Education Grants	\$	24,122,889			\$	1,596,948			\$	3,769,485			\$	1,622,636			\$	31,111,958	81.58%
Alberta Education Funding Adjustment		-95,021				-95,021				-95,021				-95,021				-95,021	-0.25%
Alberta Education COVID Funding		95,021				95,021				95,021				95,021				95,021	0.25%
Alberta Education Bridge Funding		293,456				293,456				293,456				293,456				293,456	0.77%
Provincial Operational Funding Sub-Total		24,416,345				1,596,948				3,769,485				1,622,636				31,405,414	
Pension Adjustments		2,150,000																2,150,000	5.64%
Provincial Revenues Sub-Total	\$	26,566,345			\$	1,596,948			\$	3,769,485			\$	1,622,636			\$	33,555,414	87.99%
		28,163,293	SYSTEM ADMIN and INSTRUCTION																
Parent Fees		543,020												2,138,100				2,681,120	7.03%
School Generated Funds		1,359,635																1,359,635	3.57%
Admin Building Revenue						115,825												115,825	0.30%
Other Authority										400,000								400,000	1.05%
Miscellaneous Income		25,000																25,000	0.07%
<b>TOTAL REVENUE SOURCES</b>	\$	<b>28,494,000</b>			\$	<b>1,712,773</b>			\$	<b>4,169,485</b>			\$	<b>3,760,736</b>			\$	<b>38,136,994</b>	<b>100.00%</b>
		30,206,773	SYSTEM ADMIN and INSTRUCTION																
<b>EXPENDITURE CATEGORIES</b>																			
	% of Instruction	INSTRUCTION		SYSTEM ADMIN		P O & M		TRANSPORTATION		2021-22 BUDGET		% of Total							
		FTE		FTE		FTE		FTE		FTE									
Salaries & Benefits - Certificated Instruction	77.18%	\$ 22,309,853	186.40	\$		\$		\$		\$ 22,309,853	186.40	58.50%							
Salaries & Benefits - Campus Support	11.12%	\$ 3,214,436	57.39	\$		\$		\$ 113,272		\$ 3,327,708	57.39	8.74%							
Salaries & Benefits - Central	0.58%	168,530		701,743	7.65	1,267,601	17.88	46,729		2,184,603	25.53	5.73%							
Administration - Other Central	0.18%	52,834		412,545		43,854		30,909		540,142		1.42%							
Admin Building Expense	0.00%			115,825						115,825		0.30%							
Specialized Learning Supports	0.50%	144,500								144,500		0.38%							
Classroom/Campus/Curriculum Resources	2.84%	820,720								820,720		2.15%							
Professional Development	0.29%	83,940								83,940		0.22%							
Planning & Assurance	0.00%			21,000						21,000		0.06%							
School Generated Funds	4.70%	1,359,635								1,359,635		3.57%							
Technology	1.96%	566,794								566,794		1.49%							
Other Services & Supplies						2,858,030		3,569,826		6,427,856		16.85%							
Profile Adjustment										184,418		0.48%							
Capital Projects	0.64%	184,418			50,000		0			50,000		0.13%							
<b>TOTAL EXPENDITURE CATEGORIES</b>	<b>99.99%</b>	<b>\$ 28,905,660</b>	243.79	<b>\$ 1,301,113</b>	7.65	<b>\$ 4,169,485</b>	17.88	<b>\$ 3,760,736</b>	0.00	<b>\$ 38,136,994</b>	261.67	<b>100.00%</b>							
		30,206,773	SYSTEM ADMIN and INSTRUCTION																
<b>% of Total Expenditure</b>		75.79%		3.41%		10.93%		9.86%		100.00%									
<b>Excess (Shortfall)</b>		<b>(411,660)</b>		<b>411,660</b>		<b>0</b>		<b>0</b>		<b>0</b>									

FFCA's 2021-22 full budget is available online at:

[https://www.ffca-calgary.com/documents\\_publications/finances/budget](https://www.ffca-calgary.com/documents_publications/finances/budget)



## ***FACILITIES AND CAPITAL PLAN SUMMARY 2022-25***

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

### APPROVED

1. North High School 1,000-student replacement facility. The project is to be tendered by September 2021 and start by January 2022.

### 2021-22

1. New South High School Campus
2. New North K-8 Campus

### 2022-23

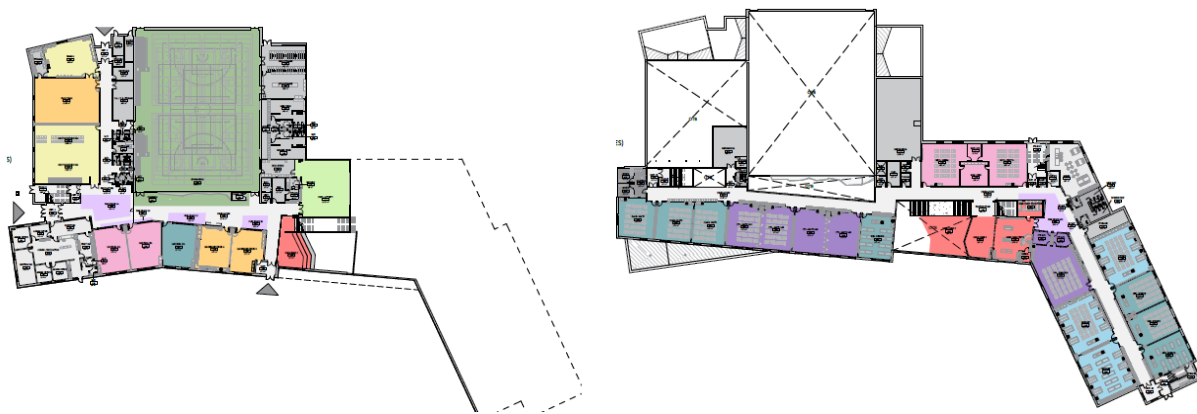
3. Modernization of our North Middle Campus
4. Modernization of our South Middle Campus
5. Modernization of our Southeast Elementary Campus
6. Modular Replacement / Addition at our Northwest Elementary Campus
7. Modular Addition at our North Middle Campus

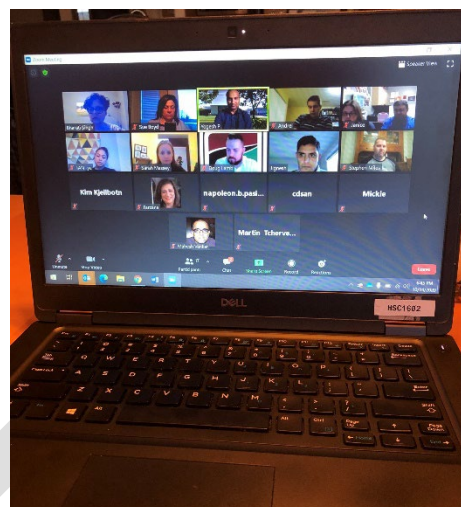
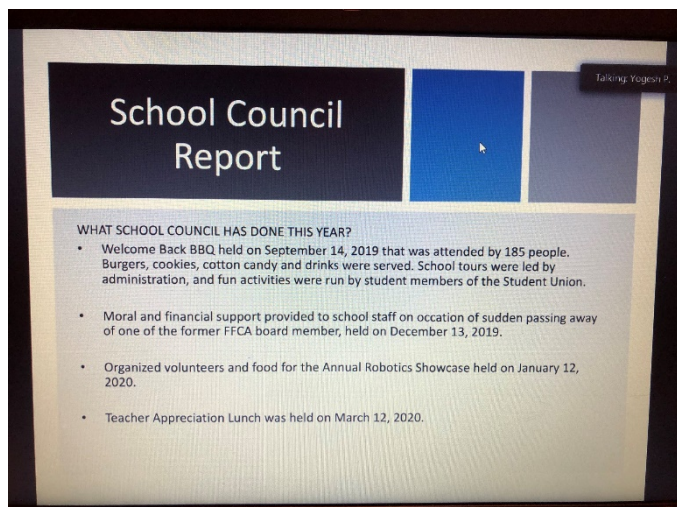
### 2023-24

8. Construction of a new Northwest Elementary Campus
9. Modernization of our Northeast Elementary Campus
10. Modernization of our Southwest Campus

FFCA's 2022-25 IMR and capital plan is available online at:

[https://www.ffca-calgary.com/documents\\_publications/board\\_plans/capital\\_plan](https://www.ffca-calgary.com/documents_publications/board_plans/capital_plan)





## ENGAGEMENT & ASSURANCE

While this education plan is our first utilizing the new Alberta Assurance Framework, the outcomes, strategies and measures were identified prior to the development of our current 2020-23, 3-year plan. As such, the contents of this plan were informed by analysis of our past annual education results, a review of the current educational context in Alberta and FFCA specifically, as well as consultation with staff and our seven campus councils (parents) in 2019-20. As well, the Board of Directors, also comprised of FFCA parents, provide the final approval of this plan.

The Board currently uses the following communication strategies to engage and keep the school and broader community apprised of our progress.

- Provide monthly campus newsletters during the school year, which include Board updates.
- Provide stakeholders targeted communications as needed (e.g. calendar & budget updates.)
- Engage in conference presentations and speaking engagements.
- Nurture partnerships with post-secondary institutions (e.g. Werklund Partner Research Schools).
- Provide parents, students, and staff opportunities to provide feedback on their satisfaction with the school, the staff, and student learning annually.
- Provide parents, students, and staff opportunities to provide feedback on specific issues of importance to the community as needed.
- Participate fully in The Association of Alberta Public Charter Schools (TAAPCS).
- Provide opportunities for FFCA alumni to engage with their community and the school via an Alumni Facebook group.
- Utilize technology and social media to enhance stakeholder communications (e.g. FFCA and campus websites, Edsby, Family Zone, Twitter).

The COVID pandemic has allowed our Board to engage directly with more parents in new ways and to a greater extent than previous with the use of a telephone town hall and online public board meetings. In 2021-22, we plan to continue exploring these and other means of seeking broader parent, student, staff and community partners' feedback to shape the priorities and plans of FFCA.

## **ACCOUNTABILITY STATEMENT**

This Education Plan for Foundations for the Future Charter Academy, commencing September 1, 2021, was prepared under the Board's direction in accordance with the responsibilities under the Education 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 the Three-Year Education Plan for 2021-24 on June 9, 2021.



Kurtis Leinweber  
Acting Superintendent

## **PUBLICATION**

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

[https://www.ffca-calgary.com/documents\\_publications/board\\_plans/education\\_plan](https://www.ffca-calgary.com/documents_publications/board_plans/education_plan)

**Foundations for the Future Charter Academy  
for the nine months ending May 31, 2021**

	<b>Annual Budget</b>	<b>September to May</b>	<b>% of Budget</b>	<b>Notes</b>
<b>Income</b>				
AB Grant Revenue	32,406,904	27,026,245	83.40%	Above budget due to CMR*, high school split and Federal Covid funding
Transportation Fees	2,004,220	1,579,985	78.83%	Budgeted ridership of 2512, actual 2042 difference 470 ~ \$400,000
Resource Fees	537,964	572,149	106.35%	Fees paid in advance
Other School Jurisdiction	400,000	313,536	78.38%	
Campus Funds	1,359,635	530,770	39.04%	Field Trip revenue below budget
Other Revenue	174,000	199,767	114.81%	19 K students funded by parents (\$65,600); Central rent; GIC interest
<b>Total Income</b>	<b>36,882,723</b>	<b>30,222,452</b>	<b>81.94%</b>	
<b>Expense</b>				
Salaries & Benefits	28,048,226	21,259,944	75.80%	Over budget \$225,000 to date offset by Federal Covid funding
Inclusion	144,500	120,910	83.67%	Annual fees paid in September - Providence Speech Services
Professional Development	72,335	33,695	46.58%	
Technology	474,000	318,035	67.10%	
Transportation	3,472,387	2,832,991	81.59%	Sep to May 157/175 bus days 89.71%; some costs funded by Federal Covid
Facilities	1,834,483	2,412,163	131.49%	CMR project costs; COVID costs; SHS start up costs
Board	105,000	53,119	50.59%	
Admin Building	256,000	204,732	79.97%	
General & Admin	278,553	198,679	71.33%	
SHS Set up Costs		473,663		
Campus Funds	1,359,635	440,512	32.40%	Lower costs due to cancellation of off campus field trips,
Campus Expenditures	832,651	639,190	76.77%	Sept to May is 90% of school year
<b>Total Expense</b>	<b>36,877,770</b>	<b>28,987,632</b>	<b>78.60%</b>	
<b>Surplus(Deficit)</b>	<b>4,953</b>	<b>1,234,820</b>		

	<u>Instruction</u>	<u>PO&amp;M</u>	<u>Sys Admin</u>	<u>Transportation</u>	<u>Total</u>
Reserve as at Aug. 31, 2020	368,022	1,113,213	(55,084)	(110,569)	1,315,582
2020-21 Budget	4,953				4,953
<b>Expected reserve balance</b>	<b>372,975</b>	<b>1,113,213</b>	<b>(55,084)</b>	<b>(110,569)</b>	<b>1,320,535</b>

Prepared by: Reta Morgan - June 1, 2021

\* CMR = Capital Maintenance Renewal