



Public Board Meeting

Wednesday, May 25, 2022

6:30-9:00 p.m.

Online via [Zoom](#)

Invited Participants: All Directors, Central Office Executive Team

Invited Attendees: All interested FFCA stakeholders

- You may need to install the Zoom app on your device before the meeting.
- You will need to enter your name and a 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 ask questions when the Board Chairperson provides the opportunity.

AGENDA

CALL TO ORDER: 6:30 p.m.

LAND ACKNOWLEDGEMENT

We would like to begin by recognizing the Traditional Territory on which we are gathered today. FFCA would like to acknowledge and thank the diverse Indigenous peoples whose footsteps have marked this territory for centuries including the Blackfoot Confederacy, the Tsuut'ina, the Stony Nakoda Nations, and the Métis Nation of Alberta, Region III.

1. Review of Meeting Agenda Chair Wilson
2. Approval of Consent Agenda – Motion..... Chair Wilson
 - Public Board Meeting Minutes of March 16, 2022 (attached);
 - FFCA CFO Appointment Letter (attached);
 - Letter from Minister McIver – MGA Amendments (attached).

2022-05-25-1CA Approve Consent Agenda Draft Motion
I move that the Consent Agenda for May 25, 2022, be approved by the Board as presented. **MOVED** by Director _____ and seconded by Director _____.
3. ASC Presentation: 25th Anniversary Event..... Sandi Serr
4. Staff/Campus Reports..... Chair Wilson
 - 4.1. SHS Fire Update..... CEO Nippard
5. Superintendent’s Report CEO Nippard
6. Information Items Chair Wilson
 - 6.1. Standing Item: Administrative Procedures Update..... COO Leinweber
 - 6.2. Standing Item: Strategic/Education Plan Update CEO Nippard
 - 6.3. Standing Item: High School Update CEO Nippard
 - 6.4. Standing Item: COVID Response COO Leinweber
7. Discussion Items..... Chair Wilson
 - 7.1. 2022-23 FFCA Budget (attached)..... COO Leinweber

2022-05-25-1RA 2022-23 FFCA Budget Draft Motion
MOVED by Director _____ and seconded by Director _____
that the 2022-23 FFCA Budget be approved as presented.

7.2. Annual Education Plan (attached)COO Leinweber

2022-05-25-2RA Annual Education Plan Draft Motion
MOVED by Director _____ and seconded by Director _____
that the Annual Education Plan be approved as presented.

- 8. Committees/Liaison Reports Chair Wilson
 - 8.1. Executive Committee Chair Wilson
 - 8.2. Communications and Community Relations (CCR) Director Fisher
 - 8.3. Policy and Performance Review (PPR) Director Jin
 - 8.4. Audit Committee Director Qureshi
 - 8.5. TAAPCS Board Rep Report..... Vice-Chair Hill
 - 8.6. ASC Rep Report..... Director Qureshi
- 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: June 22, 2022

FUTURE AGENDA ITEMS:



Public Board Meeting

Wednesday, March 16, 2022

6:30-9:00 p.m.

Online via Zoom

Participants: Chair Wilson, Vice-chair Hill, Director Makwana, Director Qureshi, Director Spahl, Director Jin, CEO Nippard, COO Leinweber, CFO Estrada, Jeff Cullen – Director IT, Justin Kool – CI,

Attendees: Amanda Lomboy, Amy, AR, Candice Parno, Chris, Dawn, Duana Songer, 王美兰, Grace Willcocks, Josh Foat, Kreshish, Krista Lee, Laxman Shrestha, Mahtab, Nima Ghadi, R. Wong, Raman, Rohit, Reta Morgan, Rupinder Multani, Shawna Drummond, Shelly, Shivani Rai, Spawar, Tanya Borthwick, Jilldu.

MINUTES

CALL TO ORDER: 6:32 p.m.

LAND ACKNOWLEDGEMENT

1. Review of Meeting Agenda

2. Approval of Consent Agenda

2022-03-16-1CA Approve Consent Agenda

MOVED by Vice-chair Hill and seconded by Director Makwana that the Consent Agenda for March 16, 2022, be approved by the Board as presented.

Public Board Meeting Minutes of February 23, 2022, and Resignations:

Employee 10675, effective February 28, 2022,

Employee 10598, effective March 1, 2022, and

Employee 10699, effective March 10, 2022

Employee 10045, retirement effective June 30, 2022.

CARRIED.

3. ASC Presentation: 25th Anniversary - cancelled

4. Superintendent's Report: re-registration has concluded. Preparing for the 22/23 year (staffing and budget). AB Budget came down Feb 24: overall education budget has increased; SLS funding for 21/22 was announced for charter schools; set aside dollars for capital funding for charter schools/collegiates. CASS hosted their spring conference in-person in March.

5. Information Items

5.1. Standing Item: Administrative Procedures Update

5.1.1. AP-D-101.1.5 Campus-based Budgeting

5.1.2. AP-G-701.1 Employee First Aid Training and Supplies

5.1.3. AP G-701.1.1 First Aid Kits RESCINDED (Combined with AP G-701.1.)

5.2. Standing Item: Strategic/Education Plan Update – 3yr research project with UofA and UofC, budget report was accepted and file on that project is now closed.

5.3. Standing Item: High School Update – piles are going in, one section has been demolished. New build will be between the north and south sections and will be built in one phase. The demolition of the other two buildings will be done as separate phases after the new build has completed. Everything is currently on schedule. Sod turning ceremony TBD. Looking at funding for some additional enhancements to the new building not covered in the building budget. See 5.5.

5.4. Standing Item: COVID Response – removing most of the restrictions upon return after spring break.

5.5. Special Meeting Minutes

Amendment: change 'Special Meeting' to 'Emergency Meeting' in the agenda and meeting minutes.

All in favour of the amendment. CARRIED.

Due to the design of the NHS building, suggesting electrochromic glass rather than installing blinds to save future costs; adding a solar panel array on the roof. Using Plant Operations & Maintenance (PO&M) reserve dollars. AB Education rules guide what jurisdictions can spend these dollars on; they cannot be re-routed to other budgeting envelopes such as the classroom, must be spent on PO&M.

2022-03-16-1RA Approve Emergency Meeting Minutes

MOVED by Vice-chair Hill and seconded by Director Spahl that the Emergency Meeting Minutes for March 9, 2022, be approved by the Board as presented. CARRIED.

6. Discussion Items

6.1. Q2 Report

2022-03-16-2RA Receive Q2 Report

MOVED by Director Makwana and seconded by Vice-chair Hill that the Board receive for information the FFCA 2021-2022 Second Quarter Financial Report as presented. CARRIED.

6.2. 2022-2025 Capital Plan

2022-03-16-3RA 2022-2025 Capital Plan

MOVED by Director Makwana and seconded by Director Spahl that the 2022-2025 Capital Plan be approved as presented. CARRIED.

7. Committees/Liaison Reports

- 7.1. Executive Committee: met one time, discussion involved the recommendation from Admin regarding solar panels and glass at NHS, capital plan, setting agenda for public board meeting.
- 7.2. Communications and Community Relations (CCR): met one time, CEO Nippard spoke to the charter renewal process, discussed CCR Terms of Reference, detailing board members attending school council meetings
- 7.3. Policy and Performance Review (PPR): met one time. Discussed PPR Terms of Reference and goals/priorities. Discussed policy review.
- 7.4. Audit Committee: will meet early April.
- 7.5. TAAPCS Board Rep Report: TAAPCS was part of the announcement with Premier Kenney on March 15th. Working to dispel myths on social media.
- 7.6. ASC Rep Report: Planning to bridge the communication gap between council and the board. 25th anniversary discussions/update.

8. Director Highlights

9. Open to Gallery

10. Chairperson's Remarks: there are a number of groups in Alberta who are not supporters of charter schools or any school of choice. We have a significant amount of work to do to dispel the myths in social media using our good character and leadership skills to ensure all Albertans recognize the facts about charter schools rather than the misinformation. We all need to do our part!!

ADJOURNMENT: 7:45 p.m.

NEXT MEETING: May 25, 2022



April 20, 2022

Hon. Adriana LaGrange
Minister of Education
Office of the Minister
228 Legislature Building
10800 - 97 Avenue
Edmonton, AB T5K 2B6

Dear Minister LaGrange:

As per *Section 68(b) of the Education Act*, I am hereby informing you of the recent appointment of our new Secretary-Treasurer / Chief Financial Officer, Ms. Jhamily Estrada, at Foundations for the Future Charter Academy as of January 17, 2022.

Additionally, as per *Section 68(c) of the Education Act*, FFCA has arranged for the bonding of our Secretary-Treasurer position and has selected coverage higher than is required for charter schools.

Should you have any questions or require any additional information regarding the appointment or bonding, please contact me at your convenience.

Thank you in advance for your consideration of this request.

Sincerely,

Jeff Wilson, Chair
FFCA Board of Directors
7000 Railway Street SE
Calgary, AB T2H 3A8



ALBERTA
MUNICIPAL AFFAIRS

*Office of the Minister
MLA, Calgary-Hays*

AR108065

March 16, 2022

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

Dear Mr. Wilson:

Thank you for your February 8, 2022, letter outlining the experience of charter schools in Alberta, and identifying potential amendments to the *Municipal Government Act* to provide charter schools with access to municipal and school reserves.

I encourage you to reach out to the Honourable Adriana LaGrange, Minister of Education, to discuss your request. Alberta Education will coordinate with my department on any amendments required to support the spirit and intent of the *Choice in Education Act*.

Thank you again for writing and for bringing this matter to my attention.

Sincerely,



Ric McIver
Minister

cc: Honourable Adriana LaGrange
Minister of Education

**BUDGET
REPORT
FOR THE YEAR ENDING AUGUST 31, 2023**

[Education Act, Sections 139(2)(b) and 244]

0009 Foundations for the Future Charter Academy Charter School Society

Legal Name of School Jurisdiction

1111 11th Street SE, Unit 110 Calgary AB T2H 3A8; 403-520-3206; jfamily.estrada@ffca-ca

Contact Address, Telephone & Email Address

BOARD CHAIR

Mr. Jeff Wilson

Name

Signature

SUPERINTENDENT

Mr. Roger Nippard

Name

Signature

SECRETARY TREASURER or TREASURER

Ms. Jfamily Estrada

Name

Signature

Certified as an accurate summary of the year's budget as approved by the Board

of Trustees at its meeting held on May 25 2022.
Date

c.c. Alberta Education
c/o Jianan Wang, Financial Reporting & Accountability Branch
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5
Phone: (780) 427-3855
E-MAIL: EDC.FRA@gov.ab.ca

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Color coded cells:

	blue cells: require the input of data/descriptors wherever applicable.		grey cells: data not applicable - protected
	salmon cells: populated from data entered in this template		white cells: within text boxes REQUIRE the input of points and data.
	green cells: populated based on information previously submitted		yellow cells: to be completed when yellow only.

HIGHLIGHTS, PLANS, ASSUMPTIONS AND RISKS SUMMARY- 2022/2023 BUDGET REPORT

The following were presented to the Board and approved as underlying the budget. These key points and assumptions used in development of the budget take into consideration the economic environment of the jurisdiction, focus on anticipated changes from current year, and are realistic and consistent with the three year Education Plan. At a minimum, they disclose key budget assumptions, financial & business risks, and specific strategies explaining how this budget will support the jurisdiction's plans.

Budget Highlights, Plans & Assumptions:

- APPROVED 2022-23 Budget Guiding Principles**
- Ensure sustainability (e.g. balanced budget)
 - Maintain fair and equitable compensation
 - Support effective board governance & system administration
 - Plan for ability to absorb unforeseen risks (e.g. attain/maintain reserves equal to 2.5-3% (~\$1,200,000) of annual budget (~\$38,000,000)
 - Support advancement of strategic plan priorities
 - Re-establish staffing levels that provide for an inclusive learning environment that supports diversity
 - Support staff professional and leadership development

Budget Highlights

- Eight campuses, K to 12
- Increase in SLS funding supports the addition of 1.0 coordinator, 4.0 certificated staff, and 7.0 support staff, or contractor equivalents to support our students with targeted learning needs.
- No increase to salary grids
- Grid movement for one more year of experience, FFCA average teacher salary will be close to the top of the grid at over 5 years of education and over 9 years of experience

Significant Business and Financial Risk(s):

WMA's negative net fiscal impact in the first year of any enrollment growth (which FFCA projects to occur annually for the next few years) will need to be absorbed

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BUDGETED STATEMENT OF OPERATIONS
for the Year Ending August 31

	Approved Budget 2022/2023	Approved Budget 2021/2022	Actual Audited 2020/2021
REVENUES			
Government of Alberta	\$ 35,869,534	\$33,955,414	\$35,284,671
Federal Government and First Nations	\$ -	\$0	\$0
Property taxes	\$ -	\$0	\$0
Fees	\$ 3,338,426	\$3,621,421	\$2,455,368
Sales of services and products	\$ -	\$80,550	\$90,450
Investment income	\$ 25,000	\$25,000	\$48,363
Donations and other contributions	\$ 369,084	\$369,084	\$331,375
Other revenue	\$ 196,375	\$115,825	\$131,557
TOTAL REVENUES	\$39,798,419	\$38,167,294	\$38,341,784
EXPENSES			
Instruction - ECS	\$ 2,548,866	\$2,386,232	\$2,388,020
Instruction - Grade 1 to 12	\$ 28,359,220	\$26,549,728	\$26,569,615
Operations & maintenance	\$ 3,742,994	\$4,169,485	\$4,010,332
Transportation	\$ 3,637,363	\$3,760,736	\$3,352,475
System Administration	\$ 1,505,341	\$1,301,113	\$1,086,667
External Services	\$ -	\$0	\$0
TOTAL EXPENSES	\$39,793,784	\$38,167,294	\$37,407,109
ANNUAL SURPLUS (DEFICIT)	\$4,635	\$0	\$934,675

BUDGETED ALLOCATION OF EXPENSES (BY OBJECT)

for the Year Ending August 31

	Approved Budget 2022/2023	Approved Budget 2021/2022	Actual Audited 2020/2021
EXPENSES			
Certificated salaries	\$ 19,562,443	\$18,936,979	\$19,642,229
Certificated benefits	\$ 3,940,209	\$3,782,865	\$3,661,381
Non-certificated salaries and wages	\$ 4,504,108	\$4,151,621	\$4,069,918
Non-certificated benefits	\$ 1,131,731	\$950,699	\$867,659
Services, contracts, and supplies	\$ 10,077,863	\$9,061,887	\$7,820,644
Capital and debt services			
Amortization of capital assets			
Supported	\$ 154,930	\$916,525	\$901,460
Unsupported	\$ 342,500	\$272,568	\$374,759
Interest on capital debt			
Supported	\$ -	\$0	\$0
Unsupported	\$ -	\$32,850	\$34,059
Other interest and finance charges	\$ 80,000	\$61,300	\$35,000
Losses on disposal of capital assets	\$ -	\$0	\$0
Other expenses	\$ -	\$0	\$0
TOTAL EXPENSES	\$39,793,784	\$38,167,294	\$37,407,109

**BUDGETED SCHEDULE OF PROGRAM OPERATIONS
for the Year Ending August 31**

REVENUES	Approved Budget 2022/2023							Actual Audited 2020/21
	Instruction		Operations and Maintenance	Transportation	System Administration	External Services	TOTAL	TOTAL
	ECS	Grade 1 to 12						
(1) Alberta Education	\$ 2,377,685	\$ 26,454,629	\$ 3,002,224	\$ 1,697,278	\$ 1,596,948	\$ -	\$ 35,128,764	\$ 34,816,926
(2) Alberta Infrastructure - non remediation	\$ -	\$ -	\$ 60,770	\$ -	\$ -	\$ -	\$ 60,770	\$ 60,770
(3) Alberta Infrastructure - remediation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(4) Other - Government of Alberta	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(5) Federal Government and First Nations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(6) Other Alberta school authorities	\$ -	\$ -	\$ 680,000	\$ -	\$ -	\$ -	\$ 680,000	\$ 406,975
(7) Out of province authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(8) Alberta municipalities-special tax levies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(9) Property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(10) Fees	\$ 115,316	\$ 1,283,025	\$ -	\$ 1,940,085	\$ -	\$ -	\$ 3,338,426	\$ 2,455,368
(11) Sales of services and products	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 90,450
(12) Investment income	\$ 2,062	\$ 22,938	\$ -	\$ -	\$ -	\$ -	\$ 25,000	\$ 48,363
(13) Gifts and donations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 49,567
(14) Rental of facilities	\$ -	\$ -	\$ -	\$ -	\$ 115,825	\$ -	\$ 115,825	\$ 73,924
(15) Fundraising	\$ 30,437	\$ 338,647	\$ -	\$ -	\$ -	\$ -	\$ 369,084	\$ 281,808
(16) Gains on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(17) Other	\$ 6,643	\$ 73,907	\$ -	\$ -	\$ -	\$ -	\$ 80,550	\$ 57,633
(18) TOTAL REVENUES	\$ 2,532,143	\$ 28,173,146	\$ 3,742,994	\$ 3,637,363	\$ 1,712,773	\$ -	\$ 39,798,419	\$ 38,341,784
EXPENSES								
(19) Certificated salaries	\$ 1,582,559	\$ 17,607,884	\$ -	\$ -	\$ 372,000	\$ -	\$ 19,562,443	\$ 19,642,229
(20) Certificated benefits	\$ 320,150	\$ 3,562,059	\$ -	\$ -	\$ 58,000	\$ -	\$ 3,940,209	\$ 3,661,381
(21) Non-certificated salaries and wages	\$ 252,843	\$ 2,813,182	\$ 1,024,909	\$ 38,825	\$ 374,349	\$ -	\$ 4,504,108	\$ 4,069,918
(22) Non-certificated benefits	\$ 67,305	\$ 748,855	\$ 242,894	\$ 8,055	\$ 64,622	\$ -	\$ 1,131,731	\$ 867,659
(23) SUB - TOTAL	\$ 2,222,857	\$ 24,731,980	\$ 1,267,803	\$ 46,880	\$ 868,971	\$ -	\$ 29,138,491	\$ 28,241,187
(24) Services, contracts and supplies	\$ 319,824	\$ 3,558,425	\$ 2,140,261	\$ 3,570,483	\$ 488,870	\$ -	\$ 10,077,863	\$ 7,820,644
(25) Amortization of supported tangible capital assets	\$ -	\$ -	\$ 154,930	\$ -	\$ -	\$ -	\$ 154,930	\$ 901,460
(26) Amortization of unsupported tangible capital assets	\$ 2,474	\$ 27,526	\$ 180,000	\$ -	\$ 132,500	\$ -	\$ 342,500	\$ 374,759
(27) Amortization of supported ARO tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(28) Amortization of unsupported ARO tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(29) Accretion expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(30) Supported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(31) Unsupported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 34,059
(32) Other interest and finance charges	\$ 3,711	\$ 41,289	\$ -	\$ 20,000	\$ 15,000	\$ -	\$ 80,000	\$ 35,000
(33) Losses on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(34) Other expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(35) TOTAL EXPENSES	\$ 2,548,866	\$ 28,359,220	\$ 3,742,994	\$ 3,637,363	\$ 1,505,341	\$ -	\$ 39,793,784	\$ 37,407,109
(36) OPERATING SURPLUS (DEFICIT)	\$ (16,723)	\$ (186,074)	\$ -	\$ -	\$ 207,432	\$ -	\$ 4,635	\$ 934,675

BUDGETED SCHEDULE OF FEE REVENUE
for the Year Ending August 31

	Approved Budget 2022/2023	Approved Budget 2021/2022	Actual 2020/2021
FEEES			
TRANSPORTATION	\$1,940,085	\$2,138,100	\$1,567,501
BASIC INSTRUCTION SUPPLIES (Instructional supplies, & materials)	\$488,340	\$543,020	\$572,148
LUNCHROOM SUPERVISION & NOON HOUR ACTIVITY FEES	\$0	\$0	\$0
FEES TO ENHANCE BASIC INSTRUCTION			
Technology user fees	\$0	\$0	\$0
Alternative program fees	\$0	\$0	\$0
Fees for optional courses	\$282,195	\$282,195	\$132,992
ECS enhanced program fees	\$0	\$0	\$0
ACTIVITY FEES	\$507,443	\$507,443	\$114,202
Other fees to enhance education Enhance	\$6,788	\$6,788	\$0
NON-CURRICULAR FEES			
Extra-curricular fees	\$77,140	\$77,140	\$0
Non-curricular goods and services	\$21,435	\$21,435	\$68,525
NON-CURRICULAR TRAVEL	\$6,000	\$6,000	\$0
OTHER FEES Other	\$9,000	\$9,000	\$0
TOTAL FEES	\$3,338,426	\$3,591,121	\$2,455,368

PLEASE DO NOT USE "SCHOOL GENERATED FUNDS" AS A CATEGORY

Please disclose amounts paid by parents of students that are recorded as "Sales of services and products" (rather than fee revenue). Note that this schedule should include only amounts collected from parents and so it may not agree with the Statement of Operations.	Approved Budget 2022/2023	Approved Budget 2021/2022	Actual 2020/2021
Cafeteria sales, hot lunch, milk programs	\$2,550	\$2,550	\$436
Special events	\$67,000	\$67,000	(\$3,017)
Sales or rentals of other supplies/services	\$11,000	\$11,000	\$905
International and out of province student revenue	\$0	\$0	\$0
Adult education revenue	\$0	\$0	\$0
Preschool	\$0	\$0	\$0
Child care & before and after school care	\$0	\$0	\$0
Lost item replacement fees	\$0	\$0	\$0
Other (describe) Kindergarten Program fees	\$0	\$0	\$88,112
Other (describe) Lost or Damaged Textbook fees	\$0	\$0	\$4,014
Other (describe) Other (Describe)	\$0	\$0	\$0
Other (describe) Other sales (describe here)	\$0	\$0	
Other (describe) Other sales (describe here)	\$0	\$0	
TOTAL	\$80,550	\$80,550	\$90,450

PROJECTED SCHEDULE OF CHANGES IN ACCUMULATED OPERATING SURPLUS (SUMMARY)
for the Year Ending August 31

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	ACCUMULATED OPERATING SURPLUS/DEFICITS (2+3+4+7)	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	ACCUMULATED SURPLUS FROM OPERATIONS (5+6)	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
						OPERATING RESERVES	CAPITAL RESERVES
Actual balances per AFS at August 31, 2021	\$4,038,809	\$2,205,364	\$0	\$1,833,445	\$0	\$1,833,445	\$0
2021/2022 Estimated impact to AOS for:							
Prior period adjustment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated surplus(deficit)	\$2,087,466			\$2,087,466	\$2,087,466		
Estimated board funded capital asset additions		\$840,000		(\$840,000)	\$0	(\$840,000)	\$0
Estimated disposal of unsupported tangible capital assets	\$0	\$0		\$0	\$0		\$0
Estimated amortization of capital assets (expense)		(\$1,202,033)		\$1,202,033	\$1,202,033		
Estimated capital revenue recognized - Alberta Education		\$863,659		(\$863,659)	(\$863,659)		
Estimated capital revenue recognized - Alberta Infrastructure		\$60,770		(\$60,770)	(\$60,770)		
Estimated capital revenue recognized - Other GOA		\$0		\$0	\$0		
Estimated capital revenue recognized - Other sources		\$0		\$0	\$0		
Estimated changes in Endowments	\$0		\$0	\$0	\$0		
Estimated unsupported debt principal repayment		\$1,300,000		(\$1,300,000)	(\$1,300,000)		
Estimated reserve transfers (net)				(\$600,000)	(\$1,065,070)	\$465,070	\$600,000
Estimated assumptions/transfers of operations - capital lease addition	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated Balances for August 31, 2022	\$6,126,275	\$4,067,760	\$0	\$1,458,515	\$0	\$1,458,515	\$600,000
2022/23 Budget projections for:							
Opening balance adjustment due to adoption of PS 3280 (ARO)	\$0			\$0			
Budgeted surplus(deficit)	\$4,635			\$4,635	\$4,635		
Projected board funded tangible capital asset additions		\$750,000		(\$750,000)	\$0	(\$750,000)	\$0
Projected board funded ARO tangible capital asset additions		\$0		\$0	\$0	\$0	\$0
Budgeted disposal of unsupported tangible capital assets	\$0	\$0		\$0	\$0		\$0
Budgeted disposal of unsupported ARO tangible capital assets	\$0	\$0		\$0	\$0		\$0
Budgeted amortization of capital assets (expense)		(\$497,430)		\$497,430	\$497,430		
Budgeted capital revenue recognized - Alberta Education		\$94,160		(\$94,160)	(\$94,160)		
Budgeted capital revenue recognized - Alberta Infrastructure		\$60,770		(\$60,770)	(\$60,770)		
Budgeted capital revenue recognized - Other GOA		\$0		\$0	\$0		
Budgeted capital revenue recognized - Other sources		\$0		\$0	\$0		
Budgeted amortization of ARO tangible capital assets		\$0		\$0	\$0		
Budgeted amortization of supported ARO tangible capital assets		\$0		\$0	\$0		
Budgeted board funded ARO liabilities - recognition		\$0		\$0	\$0		
Budgeted board funded ARO liabilities - remediation		\$0		\$0	\$0		
Budgeted changes in Endowments	\$0		\$0	\$0	\$0		
Budgeted unsupported debt principal repayment		\$0		\$0	\$0		
Projected reserve transfers (net)				(\$347,135)	(\$347,135)	\$0	\$347,135
Projected assumptions/transfers of operations - capital lease addition	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Projected Balances for August 31, 2023	\$6,130,910	\$4,475,260	\$0	\$708,515	\$0	\$708,515	\$947,135

SCHEDULE OF USES FOR ACCUMULATED SURPLUSES AND RESERVES
for the Year Ending August 31

	Unrestricted Surplus Usage			Operating Reserves Usage			Capital Reserves Usage		
	Year Ended			Year Ended			Year Ended		
	31-Aug-2023	30-Aug-2024	30-Aug-2025	31-Aug-2023	30-Aug-2024	30-Aug-2025	31-Aug-2023	30-Aug-2024	30-Aug-2025
Projected opening balance	\$0	\$0	\$0	\$1,458,515	\$708,515	\$708,515	\$600,000	\$947,135	\$947,135
Projected excess of revenues over expenses (surplus only)	\$4,635	\$0	\$0						
Budgeted disposal of board funded TCA and ARO TCA	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0
Budgeted amortization of capital assets (expense)	\$497,430	\$0	\$0		\$0	\$0			
Budgeted capital revenue recognized, including ARO assets amortization	(\$154,930)	\$0	\$0		\$0	\$0			
Budgeted changes in Endowments	\$0	\$0	\$0		\$0	\$0			
Budgeted board funded ARO liabilities - recognition	\$0	\$0	\$0		\$0	\$0			
Budgeted board funded ARO liabilities - remediation	\$0	\$0	\$0		\$0	\$0			
Budgeted unsupported debt principal repayment	\$0	\$0	\$0		\$0	\$0			
Projected reserves transfers (net)	(\$347,135)	\$0	\$0	\$0	\$0	\$0	\$347,135	\$0	\$0
Projected assumptions/transfers of operations	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Increase in (use of) school generated funds	\$0	\$0	\$0		\$0	\$0		\$0	\$0
New school start-up costs	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Decentralized school reserves	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Non-recurring certificated remuneration	\$0	\$0	\$0		\$0	\$0			
Non-recurring non-certificated remuneration	\$0	\$0	\$0		\$0	\$0			
Non-recurring contracts, supplies & services	\$0	\$0	\$0		\$0	\$0			
Professional development, training & support	\$0	\$0	\$0		\$0	\$0			
Transportation Expenses	\$0	\$0	\$0		\$0	\$0			
Operations & maintenance	\$0	\$0	\$0		\$0	\$0			
English language learners	\$0	\$0	\$0		\$0	\$0			
System Administration	\$0	\$0	\$0		\$0	\$0			
OH&S / wellness programs	\$0	\$0	\$0		\$0	\$0			
B & S administration organization / reorganization	\$0	\$0	\$0		\$0	\$0			
Debt repayment	\$0	\$0	\$0		\$0	\$0			
POM expenses	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Non-salary related programming costs (explain)	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - School building & land	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Technology	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Vehicle & transportation	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Administration building	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - POM building & equipment	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Other (explain)	\$0	\$0	\$0		\$0	\$0			
Capital costs - School land & building	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School modernization	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School modular & additions	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School building partnership projects	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Technology	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Vehicle & transportation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Administration building	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - POM building & equipment	\$0	\$0	\$0	(\$375,000)	\$0	\$0	\$0	\$0	\$0
Capital Costs - Furniture & Equipment	\$0	\$0	\$0	(\$375,000)	\$0	\$0	\$0	\$0	\$0
Capital costs - Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Building leases	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Other 1 - please use this row only if no other row is appropriate	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Other 2 - please use this row only if no other row is appropriate	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Other 3 - please use this row only if no other row is appropriate	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Opening balance adjustment due to adoption of PS 3280 (ARO)	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Estimated closing balance for operating contingency	\$0	\$0	\$0	\$708,515	\$708,515	\$708,515	\$947,135	\$947,135	\$947,135

Total surplus as a percentage of 2023 Expenses	4.16%	4.16%	4.16%
ASO as a percentage of 2023 Expenses	1.78%	1.78%	1.78%

**PROJECTED SCHEDULE OF ACCUMULATED SURPLUS FROM OPERATIONS (ASO)
for the Year Ending August 31**

	Amount	Detailed explanation to the Minister for the purpose of using ASO
Estimated Operating Surplus (Deficit) Aug. 31, 2023	\$ 4,635	
PLEASE DO NOT ALLOCATE IN BLUE CELLS BELOW	0	
Estimated Operating Deficit Due to:		
Amortization of board funded ARO capital assets	\$0	
Description 2 (Fill only if your board projected an operating deficit)	\$0	
Description 3 (Fill only if your board projected an operating deficit)	\$0	
Description 4 (Fill only if your board projected an operating deficit)	\$0	
Description 5 (Fill only if your board projected an operating deficit)	\$0	
Description 6 (Fill only if your board projected an operating deficit)	\$0	
Description 7 (Fill only if your board projected an operating deficit)	\$0	
Subtotal, preliminary projected operating reserves to cover operating deficit	-	
Opening balance adjustment due to adoption of PS 3280 (ARO)	-	
Projected board funded tangible capital assets additions (including ARO) using both unrestricted surplus and operating reserves	750,000	Designated for additional aged infrastructure and NHS F&E replacement
Budgeted disposal of unsupported tangible capital assets, including board funded ARO	-	
Budgeted amortization of board funded tangible capital assets	(342,500)	
Budgeted amortization of board funded ARO tangible capital assets	-	
Budgeted board funded ARO liabilities - recognition	-	
Budgeted board funded ARO liabilities - remediation	-	
Budgeted unsupported debt principal repayment	-	
Projected net transfer to (from) Capital Reserves	347,135	
Total final projected amount to access ASO in 2022/23	\$ 750,000	

Total amount approved by the Minister

**PROJECTED STUDENT STATISTICS
FULL TIME EQUIVALENT (FTE) ENROLLED STUDENTS**

	Budgeted 2022/2023 (Note 2)	Actual 2021/2022	Actual 2020/2021	Notes
Grades 1 to 12				
Eligible Funded Students:				
Grades 1 to 9	2,826	2,826	2,779	Head count
Grades 10 to 12	609	593	615	Head count
Total	3,435	3,419	3,394	Grade 1 to 12 students eligible for base instruction funding from Alberta Education.
Percentage Change and VA for change > 3% or < -3%	0.5%	0.7%		
Other Students:				
Total	-	-	-	Note 3
Total Net Enrolled Students	3,435	3,419	3,394	
Home Ed Students	-	-	-	Note 4
Total Enrolled Students, Grades 1-12	3,435	3,419	3,394	
Percentage Change	0.5%	0.7%		
Of the Eligible Funded Students:				
Students with Severe Disabilities			-	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities			-	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.
EARLY CHILDHOOD SERVICES (ECS)				
Eligible Funded Children	309	309	309	ECS children eligible for ECS base instruction funding from Alberta Education.
Other Children	-			ECS children not eligible for ECS base instruction funding from Alberta Education.
Total Enrolled Children - ECS	309	309	309	
Program Hours	475	475	475	Minimum: 475 Hours
FTE Ratio	0.500	0.500	0.500	Actual hours divided by 950
FTE's Enrolled, ECS	155	155	155	
Percentage Change and VA for change > 3% or < -3%	0.0%	0.0%		
Of the Eligible Funded Children:				
Students with Severe Disabilities (PUF)	-	-	-	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	-	-	-	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.
NOTES:				
1) Enrolment is to be completed WHEREVER APPLICABLE and are 'as at September 30th' for each year.				
2) Budgeted enrolment is to be based on best information available at time of the 2022/2023 budget report preparation.				
3) Other Grade 1 to 12 students that are not eligible for base instruction funding from Alberta Education include First Nations students living on reserves for which tuition fee payments are made from Band or AANDC (Code 330), students younger than 5 1/2 or older than 20, and out-of-province and foreign students.				
4) Because they are funded separately, Home Education students are not included with total net enrolled students.				

**PROJECTED STAFFING STATISTICS
FULL TIME EQUIVALENT (FTE) PERSONNEL**

	Budget 2022/23		Actual 2021/22		Actual 2020/21		Notes
	Total	Union Staff	Total	Union Staff	Total	Union Staff	
CERTIFICATED STAFF							
School Based	194	-	186	-	202	-	Teacher certification required for performing functions at the school level.
Non-School Based	2	-	2	-	2	-	Teacher certification required for performing functions at the system/central office level.
Total Certificated Staff FTE	195.9	-	188.4	-	203.6	-	FTE for personnel possessing a valid Alberta teaching certificate or equivalency.
Percentage Change and VA for change > 3% or < -3%	4.0%		-7.5%		-3.8%		Growth and SLS staffing
If an average standard cost is used, please disclose rate:	102,800		-		101,800		
Student F.T.E. per certificated Staff	18.32312404		19.0		17.4		
Certificated Staffing Change due to:							
Enrolment Change	4						If negative change impact, the small cl. If negative change impact, the small class size initiative is to include any/all teachers retained.
Other Factors	4	-					Descriptor (required): Growth and SLS staffing
Total Change	7.5	-					Year-over-year change in Certificated f Year-over-year change in Certificated FTE
Breakdown, where total change is Negative:							
Continuous contracts terminated	-	-	FTEs				
Non-permanent contracts not being renewed	-	-	FTEs				
Other (retirement, attrition, etc.)	-	-	Descriptor (required):				
Total Negative Change in Certificated FTEs	-	-	Breakdown required where year-over-y Breakdown required where year-over-year total change in Certificated FTE is 'negative' only.				
<i>Please note that the information in the section below only includes Certificated Number of Teachers (not FTEs):</i>							
Certificated Number of Teachers							
Permanent - Full time	171	-	163	-	167	-	
Permanent - Part time	10	-	10	-	10	-	
Probationary - Full time	8	-	1	-	1	-	
Probationary - Part time	-	-	-	-	-	-	
Temporary - Full time	25	-	27	-	32	-	
Temporary - Part time	2	-	2	-	8	-	
NON-CERTIFICATED STAFF							
Instructional - Education Assistants	21	-	12	-	12	-	Personnel support students as part of a multidisciplinary team with teachers and other other support personnel to provide meaningful instruction
Instructional - Other non-certificated instruction	31	-	30	-	29	-	Personnel providing instruction support for schools under 'Instruction' program areas other than EAs
Operations & Maintenance	19	-	18	-	20	-	Personnel providing support to maintain school facilities
Transportation - Bus Drivers Employed	-	-	-	-	-	-	Bus drivers employed, but not contracted
Transportation - Other Staff	1	-	2	-	2	-	Other personnel providing direct support to the transportation of students to and from school other than bus drivers employed
Other	3	-	3	-	5	-	Personnel in System Admin. and External service areas.
Total Non-Certificated Staff FTE	74.2	-	65.8	-	67.4	-	FTE for personnel not possessing a valid Alberta teaching certificate or equivalency.
Percentage Change	12.9%		-2.4%		10.2%		
Explanation of Changes to Non-Certificated Staff:							
Increase in education assistance due to SLS funding							
Additional Information							
Are non-certificated staff subject to a collective agreement? <input type="text" value="No"/>							
Please provide terms of contract for 2021/22 and future years for non-certificated staff subject to a collective agreement along with the number of qualifying staff FTE's.							

School Jurisdiction Code:

9

System Admin Expense Limit %

0009	Foundations for the Future Charter A	4.28%
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ANNUAL EDUCATION PLAN 2022-23

(Year 2 of the 2021-2024 3-year Plan)



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PUBLICATION

This plan is posted on the FFCA website at the following link:
https://www.ffca-calgary.com/documents_publications/board_plans/education_plan

MESSAGE FROM THE BOARD CHAIR

Since 1997, Foundations for the Future (FFCA) has established a tradition of excellent academic results built on a solid 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 2022-23, we are in an improved position to support students with increasingly diverse learning needs in our school with the provision of full Specialized Learning Support funding. These increased resources allow us to reflect on past changes made to our resource allocations to ensure sustainability and open the door to new means of providing support to students. As such, this will be a year of significant learning, particularly for our leadership team and our staff.

We continue working to enact our approved Managed Growth Policy that will, hopefully, see us soon expand to meet the educational desires of some of the 14,000 students on our waitlist and look forward to the completion of our replacement North High School campus by early 2024.

The following plan includes a number of 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*.)

This 2022-23 Annual Education Plan reflects the second year of a three-year plan running from 2021-22 through 2023-24. Contextual priorities may certainly delay and/or alter our work; however, we believe the priorities identified in this education 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. 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
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:

- 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 2012-27 document can be found at:

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

STRATEGIC PLAN SUMMARY (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 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>



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 and 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 administration and high school counsellor.
- Maintain opportunities for career exploration and career path identification in conjunction with teaching 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.

**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 develop the foundational competencies needed now and in the future locally and globally.*

**This is a planned priority focus for the 2022-23 Academic Year*

Strategies

- Utilize our character education program of studies to provide all students character and leadership development experiences.
- 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 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).
 - 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 apply 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.

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 that is clearly understood by FFCA's staff, students and parents.*

***This is a planned priority focus for the 2022-23 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 identification of 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.

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.

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 to 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 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.

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 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 distinctive expectations.
- Provide and support opportunities for collaborative teacher-leadership at campus and school levels.
- Establish and support a 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 the 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.

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 / process 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 support services, including registered psychologists, occupational therapists, and speech-language pathologists.

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.

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 support services, including registered psychologists, occupational therapists, and speech-language pathologists.

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 with an emphasis on 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 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.

ENGAGEMENT & ASSURANCE

This 2022-23 Annual Education Plan reflects the second year of a three-year plan running from 2021-22 through 2023-24. As such, the outcomes, strategies and measures were identified prior to the 2021-22 school year and informed by an 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 campus councils (parents). As well, the Board of Directors, also comprised of FFCA parents, provides 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 opportunities for parents, students and staff to provide feedback on their satisfaction with the school, the staff and student learning annually.
- Provide opportunities for parents, students and staff 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).

In 2022-23, we plan to continue exploring the use of digital environments as well as more traditional means of seeking broader parent, student, staff and community partners' feedback to shape the priorities and plans of FFCA and provide assurance to our community partners that we are meeting the targeted outcomes of our charter school.

ACCOUNTABILITY STATEMENT

This Education Plan for Foundations for the Future Charter Academy, commencing September 1, 2022, was prepared under the direction of the Board 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 May 25, 2022.

Roger Nippard
Superintendent

APPENDIX A – PROVINCIAL & LOCAL MEASURES BY OUTCOME

Domain 1... Student Growth & Achievement

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.

Provincial Measures

- Percentage of students achieving the acceptable/excellence standards on 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 for 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.

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, learning respect for others, and are 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 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 (Framework) as being very valuable to the Character and Leadership development of their students.
- Percentage of students who identify FFCA's Character and Leadership Program (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

Outcome 3: 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 staff, students and parents.

Local Measures

- Benchmarks for review, revision, and implementation are established and met
- Percentage of staff, students, parents, and external educational partners who agree the 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 delivering educational experiences.
 - when engaging in PGP and/or professional learning conversations.
 - when engaged in growth, supervision and evaluation observations and conversations.
- 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 an effective, efficient, and authentic manner that provides a thorough and timely understanding of their child's learning relative to local and provincial standards.

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 their progress and performance.

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

Local Measures

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

Domain 3... Learning Supports

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.

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 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.

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.

Provincial Measures

- Percentage of FNMI students achieving the acceptable/excellence standards on 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

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.

Provincial Measures

- Percentage of parents who are satisfied (or very satisfied) with their opportunities 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 who were 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, 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 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 in 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

APPENDIX B - BUDGET SUMMARY 2022-23

Guiding Principles for Financial Planning

- Ensure sustainability (e.g. balanced budget)
- Maintain fair and equitable compensation
- Support effective board governance & system administration
- Plan for ability to absorb unforeseen risks (e.g. attain/maintain reserves equal to 2.5-3% (~\$1,200,000) of annual budget (~\$38,000,000))
- Support advancement of strategic plan priorities
- Re-establish staffing levels that provide for an inclusive learning environment that supports diversity
- Support staff professional and leadership development

Operating Budget Overview

- TO BE INCLUDED FOLLOWING BUDGET APPROVAL

APPENDIX C - OPERATING BUDGET SUMMARY 2022-23

- TO BE INCLUDED FOLLOWING BUDGET APPROVAL

FFCA's 2022-23 full budget is available online at:

https://www.ffca-calgary.com/documents_publications/finances/budget

APPENDIX D - FACILITIES AND CAPITAL PLAN SUMMARY 2023-26

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

APPROVED

- North High School Campus Replacement

2023-24

- New South High School Campus
- New North K-8 Campus
- Modular Addition at our North Middle Campus

2024-25

- Modernization of our North Middle Campus
- Modernization of our South Middle Campus
- Modernization of our Southeast Elementary Campus
- Modular Replacement / Addition at our Northwest Elementary Campus

2025-26

- Construction of a new Northwest Elementary Campus
- Modernization of our Northeast Elementary Campus
- Modernization of our Southwest Campus

FFCA's 2023-26 capital plan is available online at:

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