



Public Board Meeting

Wednesday, May 24, 2023,

6:30-9:00 p.m.

NWE: 719 44 Ave NW

WiFi: FFCA MyDevice, No Pswd

Invited Participants: All Directors, Central Office Executive Team

Invited Attendees: All interested FFCA stakeholders

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, such as 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 Chair Wilson
- Public Board Meeting Minutes of March 22, 2023 – attached;

Consent Agenda MOTION
2023-05-24-1CA I move that the Consent Agenda for May 24, 2023, be approved by the Board as presented above.

MOVED by Director _____ and seconded by Director _____.
3. NWE: Roots & Wings – We Belong!.....NWE Campus
4. Superintendent's Report CEO Nippard
5. Information Items Chair Wilson
 - 5.1. Standing Item: Administrative Procedures Update COO Leinweber
 - 5.1.1. AP-G-101.2 Campus Admin & Central Office (Campus) Coordinator Staffing UPDATE
 - 5.1.2. AP-G-701.1 First Aid UPDATE to meet OHS Code
 - 5.1.3. AP-H-103.1 Human Sexuality UPDATE
 - 5.1.4. AP-I-902.1. High School Scholarships NEW
 - 5.2. Standing Item: Strategic/Education Plan Update..... CEO Nippard
 - 5.3. Standing Item: High School Update CEO Nippard
6. Discussion Items..... Chair Wilson
 - 6.1. Transportation Fees
All transportation fees are recommended to remain unchanged from the 2022-23 school year.
KG: \$425 (one-way only)
Two-way: \$855
One-way: \$770
Shuttle: \$200 (one-way)
Subsidy: \$325

2023-05-24-1RA Transportation Fees MOTION

I move that the 2023-2024 FFCA Transportation Fees be approved as presented.

DRAFT

DRAFT

MOVED by Director _____ and seconded by Director _____

6.2. 3-Yr Education Plan - attached COO Leinweber

3-Yr Education Plan MOTION

2023-05-24-2RA I move that the Board approve the 2022-2025 3-Yr Education Plan as presented.

DRAFT

MOVED by Director _____ and seconded by Director _____

6.3. 2024-25 School Calendars (in principle) – attachedCOO Leinweber

2024-25 School Calendars MOTION

2023-05-24-2RA I move that the Board approve the 2024-2025 school calendars in principle as presented.

DRAFT

MOVED by Director _____ and seconded by Director _____

6.4. 2023-24 FFCA Budget - attachedCFO Estrada / COO Leinweber

2023-24 FFCA Budget MOTION

2023-05-24-3RA I move that the 2023-24 FFCA Budget be approved as presented.

DRAFT

MOVED by Director _____ and seconded by Director _____

- 7. Committee/Representative Reports Chair Wilson
 - 7.1. Executive Committee..... Chair Wilson
 - 7.2. Governance Committee Director Lakhani
 - 7.3. Audit Committee Director Qureshi
 - 7.4. TAAPCS Representative Report..... Vice-Chair Hill
- 8. Director Highlights Chair Wilson
- 9. Open to Gallery..... Chair Wilson
- 10. Chairperson's Remarks Chair Wilson

ADJOURNMENT: by 9:00 p.m.

NEXT MEETING: June 21, 2023, SMS Campus

FUTURE AGENDA ITEMS:



Public Board Meeting
Wednesday, March 22, 2023,
6:30-9:00 p.m.
SEE – 9711 Academy Dr. SE

Board of Directors: Jeff Wilson (Chair), Ketan Lakhani, Gopal Saini, Amanda Fisher, Jenny Hill, Shahid Qureshi, Charles Ifechi, Jenn Widney, Sam Jin

Central Office Executive: Roger Nippard, Jhamily Estrada, Phoebe Greentree

Attendees: Krista Lee (SEE Principal Educator), Rachel Bradley (SEE Associate Principal), Zee SWE, Katie Dawe NHS Teacher, Navjot & Gundeep Gaur SEE, Michelle NWE, Tanya SMS, Candice SMS Chair, Ashlyn SEE Council, Michelle SEE Chair, Sunny NMS,

MINUTES

CALL TO ORDER: 6:33 p.m.

LAND ACKNOWLEDGEMENT

1. Review of Regular Meeting Agenda

2. Approval of Consent Agenda

- Public Board Meeting Minutes of February 22, 2023;

Consent Agenda MOTION

2023-03-22-1CA That the Consent Agenda for March 22, 2023, be approved by the Board as presented above.

MOVED by Director Widney and seconded by Director Ifechi. CARRIED.

3. SEE Campus presentation/report

- Three of the things that make FFCA distinct
 - K-3 curriculum: SEE piloted the literacy curriculum in 21-22. Showed video of WRTR teaching, including new curriculum pieces. Emphasis on phonetic sounds. Numeracy had many changes. Math units have been moved to earlier grade levels, increase in number of basic facts; financial literacy added to Wellness. New curriculum was well aligned with our program so this was advantageous for our teachers and kids.
 - Teachers: PE, music, art, K-4; specialists breakdown the instruction into incremental pieces for highest student success; Coordinate across campuses and attend PD in their specialty.
 - Building community (council presentation): family events (BBQ, movie night, skating, bowling, etc). Support school initiatives(resources for curriculum implementation, hydration stations, field trip bussing, PE equipment, gymnasium projector). Society (Casino, Westjet raffle)

4. Superintendent's Report

- Campus visits: Professional Growth Planning sessions and admin meetings; Winterfest at NMS was amazing; SEE spring concert – 97% of students and parents in attendance; NEE grade 4 simple machines unit, was a judge and had a great time; SHS Little Mermaid musical, professional-calibre program;
- Budget: provincial budget and funding manual were released, historic budget with increases in most grants as well as newly introduced grants for inclusion, biggest change is transportation funding framework, per student amount plus amount for the distance, walk distance is changing

to shorter distance depending on grade level; earmarked funds for capital projects for charter schools, huge win for charter schools;

- Re-reg closed on Monday, most students are re-enrolled, KG intake process is still ongoing;
- Bylaws should be approved by AB Government in the next month, approximately;
- CIRT team interviews for 7 open positions (Critical Response Team that responds to all Calgary Charter schools when in need during a critical (crisis) event)

5. Information Items

5.1. Standing Item: Administrative Procedures Update

5.1.1. AP-D-101.1.1 Signing Authorities and Spending Limits Administrative Procedures – UPDATED to align with NWPTA

5.1.2. AP-G-201.1 Teacher Growth, Supervision, and Evaluation AP - UPDATED

5.1.3. AP-I-803.1 Wellness Education AP & Appendix (AP-I-803.1.1) - RESCINDED

5.2. Standing Item: Strategic/Education Plan Update

- Have engaged a professional to work with us on a process to redesign our strategic plan in alignment with our charter. A plan for redesign will be provided for board approval at June meeting.

5.3. Standing Item: High School Update

- NHS project: on schedule for Dec 2023, abatement of old north bldg beginning in next couple weeks and will be taken down starting in May.
- SHS: will be returning to DNB for 23/24, working with CBE and AB Education to begin repairs, will have over 100 workers on site 24 hrs/day in order to occupy bldg for next academic yr. Not considering a calendar change at this time. Still investigating a future build as DNB is not a long-term solution as a high school, part of capital plan to be approved tonight;

6. Discussion Items

6.1. Q2 Financial Report

- Tracking ahead of budget due to money received for MRU lease, other charters who we are receiving revenue for our services that were not budgeted for
- Expenses tracking well, generally facilities and tech ramp up spending over summer, those show low at this point

Q2 Financial Report MOTION

2023-03-22-1RA That the Board receive for information the FFCA 2022-23 Second Quarter Financial Report as presented.

MOVED by Vice-chair Hill and seconded by Director Lakhani. CARRIED.

6.2. Capital Plan 2024-27

- Hired a consultant for insight into ways to ensure our priorities are heard by AB Education.
- One priority is a K-8 school in N Calgary, 800 students.

2024-2027 Capital Plan MOTION

2023-03-22-2RA MOVED by Vice-chair Hill and seconded by Director Lakhani that the Board approve the 2024-2027 Capital Plan as presented. CARRIED.

7. Committee/Rep Reports

7.1. Executive Committee- no meetings held

7.2. Governance Committee: report provided in meeting package

7.3. Audit Committee: comprised of board members and FFCA parents with professional designations. Look at risks across FFCA, revisited TOR, looked at work plan and changes that can be made according to other organizations

7.4. TAAPCS Rep Report: met with Deloitte, who is engaged with the ministry regarding capital for charter schools.

8. In-Camera Session

2023-03-22-3RA That the Board enter into an in-camera session.

MOVED by Vice-chair Hill and seconded by Director Lakhani. CARRIED.

ADJOURNMENT: by 9:13 p.m.

NEXT MEETING: May 24, 2023 at NWE Campus



AP-G-101.2 Campus Administrator & Central Office (Campus) Coordinator Staffing Administrative Procedures

BACKGROUND & RATIONALE

FFCA is committed to identifying, and placing in administrative leadership positions, individuals who will optimize the effectiveness of the individual campuses and FFCA overall. These procedures apply to the following administrative leadership positions:

1. Campus Principal Educators
 - 1.1. The Principal Educators are the senior administrators in the campus and will have a level of expertise and range of campus-level leadership experiences that allow them to be highly successful in such a role.
2. Campus Associate Principals:
 - 2.1. The Associate Principals are an important part of the administrative team at the campus level. These positions are also viewed as developmental in terms of helping prepare future Principal Educators whose experience may be enhanced by undertaking the Associate Principal role in different campuses with different colleagues.
3. Central Office (Campus) Coordinators
 - 3.1. The Central Office (Campus) Coordinator of Instruction and School Support (ISS) positions are important to the senior leadership team. These positions are filled as term secondments from campus administrator positions by transfer only. These are typically 3-year terms, but they may be shortened or extended at the discretion of the Superintendent or designate.
 - 3.2. The Central Office Coordinator of Inclusion position is important to the senior leadership team. This position is a permanent position that may be filled by an internal or external candidate that meets the required qualifications.

PROCEDURES

1. The placement of campus administrators and central office (campus) coordinators of ISS is the responsibility of the Superintendent or designate. The following procedures are general guidelines from which the Superintendent or designate may diverge at his/her discretion.
 - 1.1. The following guidelines apply to the:
 - 1.1.1. transfer and placement of existing administrators when no vacancies exist
 - 1.1.2. identification and selection of administrators due to vacancy.
2. Transfer and placement of existing administrators when no vacancies exist
 - 2.1. FFCA believes that continuity in school and campus leadership is desirable and is conducive to overall school success. At the same time, FFCA embraces the concept that administrative mobility (via transfer) may be positive, productive and necessary in maintaining exemplary administrative leadership in each campus within FFCA.
 - 2.2. A transfer may be initiated as the result of an administrator request, or by the Superintendent or designate.
 - 2.3. Factors to be considered in the Superintendent or designate's placement of campus administrators and central office (school) coordinators include, but are not limited to:
 - 2.3.1. the leadership needs of the school and each campus
 - 2.3.2. the leadership goals of individual administrators

- 2.3.3. the length of time administrators have been in their current assignment.
- 2.4. Potential transfer opportunities may, at the discretion of the Superintendent or designate, be shared with administrators to assess their desire for a transfer.
- 2.5. The Superintendent or designate will determine placements and communicate accordingly with:
 - 2.5.1. Impacted administrators
 - 2.5.2. Remainder of FFCA Administrative Team
 - 2.5.3. Board of Directors
 - 2.5.4. FFCA staff
 - 2.5.5. FFCA campus council chairperson(s) at impacted campus(es)
- 3. Identification and selection of administrators due to vacancy
 - 3.1. A vacancy in an FFCA administrative position may occur for reasons including but not limited to:
 - 3.1.1. Additional positions created due to school growth
 - 3.1.2. Resignation or retirement
 - 3.1.3. Approved leave of absence (temporary)
 - 3.2. Upon identification of a vacancy, administrative transfers may be made at the discretion of the Superintendent or designate according to the procedures indicated in *Section 2 - Transfer and Placement of Existing Administrators When No Vacancies Exist*.
 - 3.3. Following all internal transfers, the Superintendent or designate will:
 - 3.3.1. Establish a timeline for filling the vacancy.
 - 3.3.2. Develop a role profile for the vacant position (if necessary).
 - 3.3.3. Advertise the vacancy internally and/or externally at their discretion
 - 3.4. To be considered for an FFCA Principal Educator position, applicants must hold a master's degree. Internal applicants must be under continuing contract with FFCA. Note: The Alberta Leadership Quality Certification must be completed within 18 months of being hired into the position and is required prior to the removal of a new Principal Educator's probationary designation.
 - 3.5. To be considered for an FFCA Associate Principal position, applicants must hold a master's degree or have this level of education underway. Internal applicants must be under continuing contract with FFCA.
 - 3.5.1. The Alberta Leadership Quality Certification must be completed within 18 months of being hired into the position.
 - 3.5.2. Both a master's degree and the Alberta Leadership Quality Certificate must be held prior to the removal of a new Associate Principal's probationary designation.
 - 3.6. To be considered for an FFCA Central Office (Campus) Coordinator of ISS position, applicants must be under continuing contract in a Principal Educator or Associate Principal position with the commensurate level of education completed or underway.
 - 3.7. To be considered for the FFCA Central Office (Campus) Coordinator of Inclusion position, applicants must meet the required qualifications, including the following:
 - 3.7.1. Bachelor's Degree in Education and related Master's Degree
 - 3.7.2. Valid Alberta Teaching Quality Standard certificate
 - 3.8. The Superintendent or designate will work with Human Resources staff to review all applicant submissions and create a short list of candidates.
 - 3.8.1. Human Resources will conduct a preliminary reference check of any external candidates being considered for the short-list and provide this information to the Superintendent or designate prior to the finalizing of the short-list.
 - 3.8.2. Human Resources will contact short-listed candidates to
 - 3.8.2.1. Establish an interview time

- 3.8.2.2. Request a written response to pre-interview questions (if applicable)
 - 3.8.2.3. Communicate additional interview expectations (e.g. presentation requirements).
- 3.9. An interview team will be established to provide additional advisory perspectives on the candidates. Final decisions related to the selection of the successful applicant will be made by the Superintendent or designate.
 - 3.9.1. In the case of Principal Educator vacancies, participants in the interview process will include, in addition to the Superintendent or designate, a Board Director, an HR Administrator, and/or other such participants as deemed appropriate by the Superintendent or designate.
 - 3.9.2. In the case of Associate Principal vacancies, participants in the interview process will include, in addition to the Superintendent or designate, an HR Administrator, the campus Principal Educator and other such participants as deemed appropriate by the Superintendent or designate.
- 3.10. The Superintendent or designate will conduct additional reference checks as needed to make a final decision.
- 3.11. The Superintendent or designate will be responsible for communicating with the successful candidate and all other interviewed applicants.
- 3.12. The Superintendent or designate will communicate the selection decision to the Board, FFCA campus staff and the relevant campus parent community.
- 3.13. Human Resources will follow its onboarding procedures, including the processing of the initial contract. For individuals newly appointed to administrative positions within FFCA, the initial contract as an Administrator will be for a one-year probationary period. Subject to the completion of any outstanding education and/or certification requirements and a positive evaluation during the initial year of service, a continuing administrative contract will be issued.
- 3.14. At the conclusion of the hiring process, all candidate information will be returned to Human Resources for retention and/or destruction pursuant to the Freedom of Information and Protection of Privacy Act.

Original Approval Date: May 1, 2019
Revision Dates: May 3, 2023
References: Education Act
Alberta Education Professional Practice Standards
FFCA Employment Handbook

APPENDIX

Annual Campus Administrator & Central Office (Campus) Coordinator of ISS Staffing Schedule Guidelines*

1. Admin Staffing Stage I:
 - 1.1. Coordinator of ISS and Principal Educator Appointments and Assignments: March 1st to Second Monday after Spring Break
 - 1.1.1. Principal Educator Hiring (for new or vacated positions)
 - 1.1.1.1. Internal Transfer
 - 1.1.1.1.1. Administrator Initiated
 - 1.1.1.1.2. Superintendent Initiated
 - 1.1.1.2. Internal Competition
 - 1.1.1.3. External Competition
 - 1.2. Coordinator of ISS and/or Principal Educator Transfers (if no new or vacated positions exist)
 - 1.2.1. Administrator Initiated
 - 1.2.2. Superintendent Initiated
2. Admin Staffing Stage II:
 - 2.1. Associate Principal Appointments and Assignments: Second Monday after Spring Break to Fourth Monday after Spring Break
 - 2.1.1. Associate Principal Hiring (for new or vacated positions)
 - 2.1.1.1. Internal Transfer
 - 2.1.1.1.1. Administrator Initiated
 - 2.1.1.1.2. Superintendent Initiated
 - 2.1.1.2. Internal Competition
 - 2.1.1.3. External Competition
 - 2.2. Associate Principal Transfers (if no new or vacated positions exist)
 - 2.2.1. Administrator Initiated
 - 2.2.2. Superintendent Initiated

*The dates provided are guidelines only that offer a general overview of the process.



AP-G-701.1 Employee First Aid Training and Supplies

Administrative Procedures

BACKGROUND & RATIONALE

According to Occupational Health and Safety (OHS) Guidelines, all schools must maintain a certain standard of first aid support within their building. This Administrative Procedure is directed toward FFCA employees. The practices and procedures below outline the details of that support in terms of equipment and trained personnel. All first aid supplies, equipment, and kits must be maintained in a clean, dry and serviceable condition and contained in a material that protects the contents from the environment where applicable.

PROCEDURES

- 1. All FFCA campuses must have the following first-aid-trained personnel:**
 - 1.1 All FFCA sites must always have (1) Basic First Aid certified personnel AND the higher of a) one (1) Intermediate First Aid certified personnel per every 100-person occupancy or b) five (5) Intermediate First Aid certified personnel on-site as per OH&S requirements.
 - 1.2 For isolated, offsite locations, one (1) additional Intermediate First Aid certified person is required.
 - 1.3 Effective August 15, 2024, all campus staff must be either Basic or Intermediate First Aid certified as a basic requirement of employment.
 - 1.3.1 First Aid certificates are valid for three years
 - 1.4 Any staff supervising offsite activities outside the range of the City of Calgary EMS (Emergency Medical Services) must be Intermediate First Aid certified.
 - 1.5 Basic First Aider: holds a valid Basic First Aid certificate
 - 1.6 Intermediate First Aider: holds a valid Intermediate First Aid certificate

** Effective March 31, 2023: according to CSA Standard Z1220-17, Emergency First Aid has been replaced by Basic First Aid; Standard First Aid has been replaced by Intermediate First Aid. First Aiders are not required to get new certificates or complete new first aid training before their valid first aid certificate's expiry date.

- 2. FFCA may, at its discretion, coordinate staff first aid training at its cost for some or all employees to ensure minimum OH&S requirements are met at all sites.**
- 3. All FFCA campuses must have the following First Aid Supplies:**
 - 3.1 Designated First Aid Area: keep one Type 3 Intermediate Large first aid kit here. Location is indicated by highly visible signage.
 - 3.2 Signage, in conspicuous places throughout the building, indicating the location of first aid area and first aid kits and how to contact first aiders.
 - 3.3 Eyewash Stations must be:
 - 3.3.1 unobstructed and accessible at all times,
 - 3.3.2 located wherever chemicals are used, and hazards are present (e.g., boiler rooms, science labs and CTS shops), and
 - 3.3.3 identified with a highly visible sign

- 3.4 See First Aid Kit Number/Location Requirements section for the number of required first aid kits and what to include in each kit.
4. **Central Office/Maintenance work areas must have the following:**
- 4.1 Signage indicating first aid area, kits, and who trained first aiders are.
 - 4.2 One Eyewash Station in the workshop *mandatory*
 - 4.3 First Aid Trained Personnel: minimum of one trained employee.
 - 4.4 See First Aid Kit Number/Location Requirements section for the number of required first aid kits and what to include in each kit.
 - 4.5 Maintenance staff must always have a Type 1 Personal first aid kit in their vehicle or available to them.

FIRST AID KIT NUMBER/LOCATION REQUIREMENTS

5. **Campuses:** The campus Administrative Assistant is to ensure:
- 5.1 all first aid kits are adequately stocked at all times. Supplies may be purchased at <https://products.redcross.ca/category/176/alberta> or other reputable suppliers.
 - 5.2 the number of first aid kits are maintained according to specific campus course offerings, building layout, and off-campus trips with the following minimum requirements.
 - Type 3 Intermediate Small First Aid Kit** (2 to 25 people):
 - One in each boiler room *mandatory*
 - Type 3 Intermediate Medium First Aid Kit** (26 to 50 people) (minimum of five, plus additional according to the following):
 - One in each gymnasium *mandatory*
 - One in each Outdoor Education classroom *where applicable*
 - One in each science lab *where applicable*
 - One in a nylon sack for high-risk off-campus trips (for coinciding trips, have one for each trip) *where applicable*
 - Type 3 Intermediate Large First Aid Kit** (200+ people) (minimum of one):
 - One in the designated first aid area *mandatory*
6. **Central Office (CO):** The CO Administrative Assistant is to ensure:
- 6.1 all first aid kits are adequately stocked at all times. Supplies may be purchased at <https://products.redcross.ca/category/176/alberta> or other reputable suppliers.
 - 6.2 the number of first aid kits is maintained according to the following minimum requirements.
 - Type 3 Intermediate Small First Aid Kit** (two)
 - One in the copy room *mandatory*
 - One in the workshop *mandatory*

Original Approval Date: June 14, 2017
Revision Dates: May 3, 2023
References: OHS Act
OHS Code
CSA Standard Z1220-17

APPENDIX: FIRST AID KIT CONTENT REQUIREMENTS

1. Type 1 Personal First Aid Kit

16 - Adhesive Bandages:

Assorted Sizes: [10 - Fabric Adhesive Bandages - 2.5x7.6cm (1 "x3"), 2 - Fabric Fingertip Adhesive Bandages, 2 - Fabric Knuckle Adhesive Bandages, 2 - Fabric Patch Adhesive Bandages - 5.1x7.6cm (2 "x3")]

6 - Gauze Pads, Sterile, 12 Ply - 7.6cmx7.6cm (3" x 3")

1 - Conforming Stretch Gauze Bandage, 5.1cmx1.8m (2" x 2yd)

2 - Compress Pressure Bandage with Gauze Ties, Sterile - 10.2 x 10.2cm (4 "x4")

1 - Triangular Bandage - 102 x 102 x 142cm (40" x 40" x 56")

1 - Adhesive Tape, 2.5 cm x 2.3m (1" x 2.5yd)

6 - Benzalkonium Chloride Antiseptic Towelettes

2 - Antibiotic Ointment, Single Use

4 - Hand Cleansing Moist Towelettes

2 - Medical Examination Gloves, pairs

1 - Biohazard Waste Disposal Bag

1 - Forceps, Stainless Steel, Fine Point - 11.4cm (4.5")

2. Type 3 Intermediate Small First Aid Kit

25 - Adhesive Bandages:

Assorted Sizes: [5 - Fabric Adhesive Bandages - 2.5 x 7.6cm (1" x 3"),

10 - Plastic Adhesive Bandages - 1.25 x 7.6cm (3/4" x 3"),

2 - Fabric Fingertip Adhesive Bandages,

2 - Fabric Knuckle Adhesive Bandages,

1 - Fabric Patch Adhesive Bandages - 5.1 x 7.6cm (2" x 3"),

5 - Junior Bandages]

12 - Gauze Pads, Sterile, 12 Ply - 7.6 x 7.6cm (3" x 3")

6 - Gauze Pads, Sterile, 12 Ply - 10.2 x 10.2cm (4" x 4")

4 - Non Adherent Pads, Sterile - 5.1 x 7.6cm (2"x 3")

1 - Abdominal/Combine Pads - 12.7 x 22.9cm (5" x 9")

1 - Conforming Stretch Gauze Bandage, 5.1cm x 1.8m (2" x 2yd)

1 - Conforming Stretch Gauze Bandage, 7.6cm x 1.8m (3" x 2yd)

1 - Compress Pressure Bandage with Gauze Ties, Sterile - 10.2 x 10.2cm (4 "x4")

1 - Compress Pressure Bandage with Gauze Ties, Sterile - 15.2 x 15.2cm (6 "x6")

2 - Triangular Bandage - 102 x 102 x 142cm (40" x 40" x 56")

1 - Arterial Tourniquet, Windlass Style

1 - Adhesive Tape - 2.5 cm x 2.3m (1" x 2.5yd)

1 - Elastic Wrap Bandages - 7.6 cm x 4.5m (3" x 5yd)

2 - Eye Pad Dressing, Sterile

2 - Eye Shield, Plastic, with Elastic Strap

1 - Instant Cold Compress - 10.2 x 12.7 cm (4" x 5")

25 - Benzalkonium Chloride Antiseptic Towelettes

6 - Antibiotic Ointment, Single Use

6 - Hand Cleansing Moist Towelettes

10 - Glucose Tablets

1 - CPR Mask with One Way Valve

- 4 - Vinyl Medical Examination Gloves, L, pairs
- 2 - Biohazard Waste Disposal Bag
- 1 - Paramedic Scissors, Stainless Steel, 15.25cm (6")
- 1 - Forceps, Stainless Steel, Fine Point - 11.4cm (4.5")
- 1 - Padded Malleable Splint - 10.8 x 61cm (4.25" x 24")
- 1 - Mylar Emergency Rescue Blanket, 132 x 213cm (52" x 84")

3. **Type 3 Intermediate Medium First Aid Kit**

50 - Adhesive Bandages:

Assorted Sizes: [10 - Fabric Adhesive Bandages - 2.5x7.6cm (1 "x3"),

20 - Plastic Adhesive Bandages - 1.25 x 7.6cm (3/4" x 3"),

4 - Fabric Fingertip Adhesive Bandages,

4 - Fabric Knuckle Adhesive Bandages,

2 - Fabric Patch Adhesive Bandages - 5.1 x 7.6cm (2" x 3"),

10 - Junior Bandages]

24- Gauze Pads, Sterile, 12 Ply - 7.6 x 7.6cm (3" x 3")

12 - Gauze Pads, Sterile, 12 Ply - 10.2 x 10.2cm (4" x 4")

8 - Non Adherent Pads, Sterile - 5.1 x 7.6cm (2"x 3")

2 - Abdominal/Combine Pads - 12.7 x 22.9cm (5" x 9")

2 - Conforming Stretch Gauze Bandage, 5.1cm x 1.8m (2" x 2yd)

2 - Conforming Stretch Gauze Bandage, 7.6cm x 1.8m (3" x 2yd)

2 - Compress Pressure Bandage with Gauze Ties, Sterile - 10.2x10.2cm (4" x 4")

2 - Compress Pressure Bandage with Gauze Ties, Sterile - 15.2x15.2cm (6" x 6")

4 - Triangular Bandage - 102 x 102 x 142cm (40" x 40" x 56")

1 - Arterial Tourniquet, Windlass Style

1 - Adhesive Tape - 2.5 cm x 4.5m (1" x 5yd)

2 - Elastic Wrap Bandages - 7.6 cm x 4.5m (3" x 5yd)

2 - Eye Pad Dressing, Sterile

2 - Eye Shield, Plastic, with Elastic Strap

2 - Instant Cold Compress - 10.2 x 12.7 cm (4" x 5")

50 - Benzalkonium Chloride Antiseptic Towelettes

12 - Antibiotic Ointment, Single Use

12 - Hand Cleansing Moist Towelettes

20 - Glucose Tablets

1 - CPR Mask with One Way Valve

8 - Vinyl Medical Examination Gloves, L, pairs

4 - Biohazard Waste Disposal Bag

1 - Paramedic Scissors, Stainless Steel, 15.25cm (6")

1 - Forceps, Stainless Steel, Fine Point - 11.4cm (4.5")

1 - Padded Malleable Splint - 10.8 x 61cm (4.25" x 24")

2 - Mylar Emergency Rescue Blanket, 132 x 213cm (52" x 84")

4. **Type 3 Intermediate Large First Aid Kit**

100 - Adhesive Bandages:

Assorted Sizes: [20 - Fabric Adhesive Bandages - 2.5 x 7.6cm (1" x 3"),

40 - Plastic Adhesive Bandages - 1.25 x 7.6cm (3/4" x 3"),

8 - Fabric Fingertip Adhesive Bandages,

- 8 - Fabric Knuckle Adhesive Bandages,
- 4 - Fabric Patch Adhesive Bandages - 5.1 x 7.6cm (2" x 3"),
- 20 - Junior Bandages]
- 48 - Gauze Pads, Sterile, 12 Ply - 7.6 x 7.6cm (3" x 3")
- 24 - Gauze Pads, Sterile, 12 Ply - 10.2 x 10.2cm (4" x 4")
- 16 - Non Adherent Pads, Sterile - 5.1 x 7.6cm (2"x 3")
- 4 - Abdominal/Combine Pads - 12.7 x 22.9cm (5" x 9")
- 4 - Conforming Stretch Gauze Bandage, 5.1cm x 1.8m (2" x 2yd)
- 4 - Conforming Stretch Gauze Bandage, 7.6cm x 1.8m (3" x 2yd)
- 4 - Compress Pressure Bandage with Gauze Ties, Sterile - 10.2x10.2cm (4" x 4")
- 4 - Compress Pressure Bandage with Gauze Ties, Sterile - 15.2x15.2cm (6" x 6")
- 8 - Triangular Bandage - 102 x 102 x 142cm (40" x 40" x 56")
- 1 - Arterial Tourniquet, Windlass Style
- 1 - Adhesive Tape - 2.5 cm x 9.1m (1" x 10yd)
- 2 - Elastic Wrap Bandages - 7.6 cm x 4.5m (3" x 5yd)
- 4 - Eye Pad Dressing, Sterile
- 4 - Eye Shield, Plastic, with Elastic Strap
- 4 - Instant Cold Compress - 10.2 x 12.7 cm (4" x 5")
- 100 - Benzalkonium Chloride Antiseptic Towelettes
- 24 - Antibiotic Ointment, Single Use
- 24 - Hand Cleansing Moist Towelettes
- 20 - Glucose Tablets
- 1 - CPR Mask with One Way Valve
- 16 - Vinyl Medical Examination Gloves, L, pairs
- 8 - Biohazard Waste Disposal Bag
- 1 - Paramedic Scissors, Stainless Steel, 15.25cm (6")
- 1 - Forceps, Stainless Steel, Fine Point - 11.4cm (4.5")
- 2 - Padded Malleable Splint - 10.8 x 61cm (4.25" x 24")
- 2 - Mylar Emergency Rescue Blanket, 132 x 213cm (52" x 84")



AP-H-103.1 Human Sexuality Administrative Procedures

BACKGROUND & RATIONALE

Human sexuality is a mandatory component of this *Program of Studies*. As such, FFCA campuses will teach human sexuality to students in grades 4 through 9, and CALM 20 once during grades 10 through 12.

FFCA campuses will communicate with parents/guardians how they can exempt their child from this instruction in accordance with *Section 58.1 of the Alberta Education Act*.

ADMINISTRATIVE PROCEDURES

1. Each year, campuses will send home a letter to families (see sample communication) that provides the following information:
 - 1.1. Links to the current Physical Education and Wellness (K-6), Health and Lifeskills (7-9) and Career and Life Management program of studies
 - 1.2. List of grade-specific learner outcomes that pertain to human sexuality as specifically indicated in each program of studies
 - 1.3. Instructions on how they can exempt their child from the human sexuality portion of these programs of studies
2. Campuses will teach these outcomes in a class setting that is not separated by gender.
3. Teachers will provide an alternative learning activity and location for those students exempted from human sexuality.
4. Teachers will provide the office with all written communications exempting students to be stored according to the "Student Activity – Administration and Participation" section of the AP-D-701.1.2 Records Retention Schedule for Campuses.

Original Approval Date: October 19, 2009

Revision Dates: January 15, 2021
May 3, 2023

References: Education Act
AP-D-701.1.2 Records Retention Schedule for Campuses

Curriculum:

Grade 4 to 6: <https://curriculum.learnalberta.ca/curriculum/en/s/pde>

Grade 7 to 12 Health: <https://education.alberta.ca/media/160196/health.pdf>

CALM 20: <https://education.alberta.ca/media/160199/calm.pdf>

SAMPLE Communication Grade 4-6:

DATE

Dear Parents/Guardians of Grade {INSERT GRADE} students:

FFCA teaches the required Alberta Education Physical Education and Wellness curriculum in grades four through six. The Physical Education and Wellness curriculum can be viewed at <https://curriculum.learnalberta.ca/curriculum/en/s/pde>. This program aims to enable students to make well-informed, healthy choices and develop behaviours that contribute to the well-being of themselves and others. Several specific outcomes of the Health and CALM curricula address human sexuality. The grade {INSERT GRADE} specific objectives are:

- **INSERT**

FFCA recognizes parents' role as the primary teachers of their children and that our families have differing beliefs on the role of schools in providing education in this area. According to *Section 58.1 of the Alberta Education Act*, parents/guardians have the right to exempt their children from school instruction in human sexuality by making a written and signed request. If you decide NOT to have your child participate in the human sexuality material this year, please provide the child's homeroom teacher with that signed request by **DATE** via a physical or a scanned copy with a handwritten signature. Students not taking part in the human sexuality instruction will be provided with an alternative learning activity and assigned to another supervised location in the campus. **(Additional information about the alternative assignment could be added here)**

Sincerely,

Campus Administration

SAMPLE Communication Grade 7-12:

DATE

Dear Parents/Guardians of Grade {INSERT GRADE or CALM 20} students:

FFCA teaches the required Alberta Education Health and Life Skills curriculum in grades seven through nine and Career and Life Management (CALM) 20. The Health and Life Skills curriculum can be viewed at <https://education.alberta.ca/media/160196/health.pdf> and the CALM 20 at <https://education.alberta.ca/media/160199/calm.pdf> . The goal of these programs is to enable students to make well-informed, healthy choices and to develop behaviours that contribute to the well-being of themselves and others. There are several specific outcomes of the Health and CALM curricula that address human sexuality. The grade {INSERT GRADE or CALM 20} specific objectives are:

- **INSERT**

FFCA recognizes parents' role as the primary teachers of their children and that our families have differing beliefs on the role of schools in providing education in this area. According to *Section 58.1 of the Alberta Education Act*, parents/guardians have the right to exempt their children from school instruction in human sexuality by making a written and signed request. If you decide NOT to have your child participate in the human sexuality material this year, please provide the child's homeroom {or CALM} teacher with that signed request by **DATE** via a physical or a scanned copy with a handwritten signature. Students not taking part in the human sexuality instruction will be provided with an alternative learning activity and assigned to another supervised location in the campus. (Additional information about the alternative assignment could be added here)

Sincerely,

Campus Administration



AP-I-902.1 High School Scholarships Administrative Procedures

BACKGROUND & RATIONALE

Foundations for the Future Charter Academy (FFCA) will maintain an internal scholarship program for students in their graduating year of high school who are planning to attend a post-secondary institution. The scholarship program will do the following:

- Recognize and reward students who have distinguished themselves according to the criteria designated by each scholarship.
- Encourage attitudes and efforts towards excellence on the part of all students.
- Develop an appreciation of and commitment to various areas of programming and character and leadership development that FFCA promotes.
- Encourage a sense of community at FFCA.
- Value the pursuit of post-secondary education.

PROCEDURES

1. Approval of Scholarships
 - 1.1. All scholarships that comprise the FFCA Scholarship Program require the approval of the Superintendent or designate.
 - 1.1.1. Central administration will seek commitments from all campus councils, societies, and any other organization that funded a scholarship in the previous year by October 1 of the school year in which they are to be offered.
 - 1.1.2. The commitment to the provision of each scholarship must be confirmed by the funding organization (e.g., FFCA SEE Society) prior to February 1 of the school year in which it is to be offered.
 - 1.1.3. Each scholarship will be approved, and the appendix to this Administrative Procedure updated by March 1 of the year in which it is to be offered.
 - 1.1.4. Approval of all scholarships will be based on their alignment with the Scholarship Guidelines (section 2) and Requirements (section 3) outlined in this Administrative Procedure.
2. Scholarship Guidelines
 - 2.1. Scholarships should:
 - 2.1.1. Be consistent with the mission, vision, and values of FFCA,
 - 2.1.2. Include consideration of the student's demonstrated character and leadership as part of the selection criteria,
 - 2.1.3. Recognize and reward student accomplishment in one or more of the:
 - 2.1.3.1. core areas of school programming featured at FFCA,
 - 2.1.3.2. complementary areas of school programming featured at FFCA,
 - 2.1.3.3. extra-curricular activities featured at FFCA,
 - 2.1.3.4. demonstration of character and leadership at FFCA and beyond.
 - 2.1.4. Be valued at \$1000 each unless otherwise specified.
 - 2.1.5. Be offered with the intention of being available on an annual basis.

3. Scholarship Requirements
 - 3.1. Each scholarship must include the following:
 - 3.1.1. Identification of the sponsor
 - 3.1.2. Title of the scholarship
 - 3.1.3. Description of the scholarship
 - 3.1.4. Value of the scholarship
 - 3.1.5. Eligibility of the scholarship
 - 3.1.6. Selection criteria for the scholarship
 - 3.1.7. Selection process/body
 - 3.2. Each scholarship must be either:
 - 3.2.1. Open to applicants from all high school campuses as a single pool from which a recipient will be selected, or
 - 3.2.2. Open to applicants from each high school campus as separate pools from which a recipient will be selected. In this case, scholarships must be of equal value across campuses.
 - 3.3. Funding for all scholarships must be provided by the sponsor to the Secretary-Treasurer / CFO by no later than April 1 of the year in which it is to be awarded.
4. Application & Selection Process
 - 4.1. FFCA central and high school campus administration has established an online application process for all FFCA scholarships. FFCA high school campus administration will communicate the process and schedule to all graduating students annually, including the following dates:
 - 4.1.1. Application form opens
 - 4.1.2. Application deadline
 - 4.1.3. Applications made available to sponsors
 - 4.1.4. Deadline for sponsor to choose recipient(s)
 - 4.2. All FFCA scholarship applications must be received according to the deadline on the schedule.
 - 4.2.1. Application submissions must provide evidence that all eligibility requirements have been met.
 - 4.2.2. A copy of the applicant's high school transcript with completed semester one marks from Alberta myPass is to be submitted as part of the application.
 - 4.2.3. A copy of the applicant's FFCA Term 3 report card is to be submitted as part of the application.
 - 4.3. Campus administration will provide each sponsor with all their scholarship applications according to the schedule. There will be no pre-screening or redacting of the applications by campus staff or administration unless identified specifically as part of the selection process.
 - 4.4. Each sponsor of an FFCA scholarship, according to the schedule, will complete the following:
 - 4.4.1. Review all scholarship applications.
 - 4.4.2. Select their scholarship recipient(s).
 - 4.4.3. Forward the application(s) of the successful recipient(s) to the campus administration.
 - 4.4.4. Shred any hard copies of applications generated for their selection process.
 - 4.4.5. Provide name(s) of the representative who will present the scholarship at the graduation ceremonies.
 - 4.5. If one or more scholarships are sponsored for a campus valedictorian, the campus administration will oversee the selection process for these scholarship recipients(s).

5. Awarding / Distribution of Scholarships
 - 5.1. Scholarship recipients may be notified as part of the graduation ceremonies, but any scholarship awarded for reasons of a personal or sensitive nature will only be presented publicly with the express written consent of the recipient and parent/guardian if the recipient is less than 18 years of age.
 - 5.2. All scholarship funds will be sent directly to the institution where the student is registered upon FFCA's receipt of enrollment verification.
 - 5.3. Scholarships must be used within 24 months of graduation, or the funds will revert to the sponsor.

6. Advertising & Promotion of External Scholarships
 - 6.1. FFCA will promote any external scholarship opportunities for its high school students if the Principal Educator determines that the scholarship's focus and funding sponsor do not conflict with the values of FFCA.
 - 6.2. When possible, FFCA high school guidance counsellor(s) will determine the potential eligibility of each FFCA graduating student from their campus and communicate that eligibility and application process information to the students.

Original Approval Date: May 3, 2023

Revision Dates:

References: FFCA Charter Document 2012-2027

APPENDIX A

Approved Scholarship Summary for 2022-23 (in alphabetical order by Sponsor)

Funding Sponsor	Scholarship	Amount per Award	Qty	Details
ASC	Outstanding Character	\$1,000.00	2	two \$1000 scholarships, one awarded to each campus
ASC	Outstanding Leadership	\$1,000.00	2	two \$1000 scholarships, one awarded to each campus
Board of Directors	Pritchard-Poole Physical Education & Language Arts	\$1,000.00	1	one \$1000 scholarship awarded to either campus
Board of Directors	Shelley Schroh Memorial Unsung Hero	\$1,000.00	1	one \$1000 scholarship awarded to either campus
Mind Over Matter Psychology	Mind Over Matter Mental Health Resiliency	\$500.00	2	two \$500 scholarships, one awarded to each campus
NEE Society	Excellence in Trade/ Technical	\$1000.00	2	two \$1000 scholarships, one awarded to each campus
NHS Society	Excellence in Language Arts	\$1,000.00	2	two \$1000 scholarships, one awarded to each campus
NHS Society	Excellence in Mathematics	\$1,000.00	2	two \$1000 scholarships, one awarded to each campus
NHS Society	Excellence in Physical Education	\$1,000.00	2	two \$1000 scholarships, one awarded to each campus
NMS Society	Academic & Performing Arts	\$500.00	2	two \$500 scholarships, one awarded to each campus
NMS Society	Academic & Visual Arts	\$500.00	2	two \$500 scholarships, one awarded to each campus
NWE Society	Valedictorian	\$1,000.00	2	two \$1000 scholarships, one awarded to each campus
SEE Council	Excellence in Science	\$1000.00	1	one \$1000 scholarship awarded to either campus
SEE Council	Excellence in Social Studies	\$1000.00	1	one \$1000 scholarship awarded to either campus
SMS Society	Outstanding Service	\$1000.00	2	two \$1000 scholarships, one awarded to each campus
SWE Society	Outstanding Academic Improvement	\$1,000.00	2	two \$1000 scholarships, one awarded to each campus

APPENDIX B

FFCA High School Scholarship Program 2022-23 – Scholarship Information

IMPORTANT NOTES:

1. All applications are to be submitted online according to annual instructions and schedule.
2. All scholarships must be used within 24 months of graduating from FFCA.
3. All scholarship awards will be paid directly to the recipient's choice of accredited post-secondary institution upon confirmation of registration.



Scholarship: Association of School Councils Outstanding Character Scholarship

- Description:** Two scholarships are provided by the FFCA Association of School Councils (ASC) to be given to students who have demonstrated outstanding character within the FFCA community as well as beyond. The winners of this award will have shown the ability to consistently model the core character virtues of respect, responsibility, integrity, self-discipline and compassion.
- Value:** \$1,000.00 scholarship per high school campus.
- Eligibility:** To be eligible for this award, the student must be a graduating grade 12 student with an academic average of 50% or above who consistently demonstrates the positive behaviours and habits in line with the core character virtues at FFCA and who plans on attending a post-secondary program.
- Criteria:** Students may nominate themselves or be nominated by other students, parents, or staff.
- Nominator (parent/staff/another student): type a statement providing some insight as to why you think this student is a deserving recipient (less than 250 words). The nominee will upload this statement as part of the application process.
- Nominee: submit a completed application via the MS Form along with a typed essay of not more than 500 words indicating why you would be an excellent recipient of this scholarship. The essay should include the following:
- Evidence of outstanding character as an FFCA student connecting specifically to the core virtues of respect, responsibility, self-discipline, integrity, and perseverance.
 - Evidence of outstanding character in the broader community outside of FFCA.
 - Evidence of how your outstanding character has made a positive influence on the lives of others.
- With the application, the nominee must include the nominator's statement (if not self-nominating) in the package upload and provide two references (name and contact information). These references could be teachers, coaches, adult supervisors, or mentors from the organizations they work or volunteer at.
- Selection Process:** The award winner will be selected by a committee composed of members of the FFCA ASC.
- Application Form:** The online Application Form will be made available annually according to the schedule, and a link will be distributed by the campus. This form is available internally ONLY. You must be logged in with your FFCA email address for access.



Scholarship: Association of School Councils Outstanding Leadership

Description: Two scholarships are provided by the FFCA Association of School Councils (ASC) to students, one for each high school campus, who have demonstrated outstanding leadership within the FFCA community as well as beyond. The winners of these awards will have shown the ability to consistently model outstanding character and influence others to do the same.

Value: \$1,000.00 scholarship per high school campus

Eligibility: To be eligible for this award, the student must be a graduating grade 12 student with an academic average in all subjects of 50% or above who consistently demonstrates the positive behaviours and habits in line with the core character virtues at FFCA and who plans on attending a post-secondary program.

Criteria: Students may nominate themselves or be nominated by other students, parents, or staff.

Nominator (parent/staff/another student): type a statement providing some insight as to why you think this student is a deserving recipient (less than 250 words). The nominee will upload this statement as part of the application process.

Nominee: submit a completed application via the MS Form along with a typed essay of not more than 500 words indicating why you would be an excellent recipient of this scholarship. The essay should include the following:

- Evidence of outstanding leadership as an FFCA student in formal and/or informal leadership roles.
- Evidence of outstanding leadership in the broader community outside of FFCA in terms of formal and/or informal roles.
- Evidence that you stand out from others as being a person who is willing and able to make the right choices and influence others to do the same, especially in the face of adversity.
- Evidence of how your leadership has had a positive influence in the lives of others.

With the application, the nominee must include the nominator's statement (if not self-nominating) in the package upload and provide two references (name and contact information). These references could be teachers, coaches, adult supervisors, or mentors from the organizations they work or volunteer at.

Selection Process: The award winner will be selected by a committee composed of administration, staff, and members of the ASC.

Application Form: The online Application Form will be made available annually according to the schedule, and a link will be distributed by the campus. This form is available internally ONLY. You must be logged in with your FFCA email address for access.



Scholarship: Board of Directors Pritchard-Poole Physical Education and English Language Arts

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

Value: \$1,000.00 scholarship to one student

Eligibility: This scholarship is open to all graduating grade 12 students

Criteria: Students must nominate themselves. A cover letter accompanied by a typed 500-word essay will be required from each applicant. The essay will discuss the virtues of physical activity and demonstrate strong language and written communication skills. In addition, applicants must provide two confidential references (using the online reference form), one each from an English Language Arts 30 teacher and a Physical Education 30 teacher or an FFCA team coach.

Selection Process: A committee composed of Mr. Pritchard, Mrs. Poole and the high school administration will review all applications and choose the recipient based on the above criteria.

Application Form: The online Application Form will be made available annually according to the schedule, and a link will be distributed by the campus. This form is available internally ONLY. You must be logged in with your FFCA email address for access.



Scholarship: Board of Directors Shelley Schroh Memorial Unsung Hero

Description: This scholarship may be offered annually by the FFCA Board of Directors and utilizes the following definition:

Unsung Hero (n.) is a person who makes a substantive yet unrecognized contribution; a person whose effort and commitment is largely unacknowledged.

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

Value: \$1,000.00 scholarship to one student

Eligibility: Available to a graduating grade 12 student who:

- Makes a positive difference to the environment and culture of the FFCA high school they attend, OR
- Contributes to the FFCA high school they attend in a meaningful way, OR
- Has overcome a significant obstacle, AND
- Has a commitment to their education and attends classes regularly.

Criteria: This is a staff-nominated award ONLY. Type a statement providing some insight as to why you think this student is a deserving recipient (less than 250 words) and submit it online. The student can remain anonymous if they so choose.

Selection Process: The award winner will be selected by a committee composed of administration, staff, and the FFCA Board of Directors.

Application Form: The online Application Form will be made available annually according to the schedule, and a link will be distributed by the campus. This form is available internally ONLY. You must be logged in with your FFCA email address for access.



Scholarship: Mind Over Matter Psychology Mental Health Resiliency

Description: Two Mind Over Matter Mental Health Resiliency Scholarships are provided by Mind Over Matter Psychological Services, one for each high school campus. This scholarship will have a positive effect on many students' lives and encourage conversations about mental health. These scholarships will be awarded to FFCA graduates who have shown exceptional resiliency in overcoming a mental health concern.

Candidates must be registered in grade 12 and working to complete the requirements of a high school diploma that will qualify them for post-secondary education. Candidates can self-nominate or be nominated by staff, parents, or another student.

Value: \$500.00 scholarship per high school campus.

Eligibility: This scholarship is open to all FFCA graduating grade 12 students who feel they have worked through their mental health in their journey through high school.

Criteria: Students may nominate themselves or be nominated by other students, parents, or staff.

Nominator (parent/staff/another student): type a statement providing some insight as to why you think this student is a deserving recipient (less than 250 words). The nominee will upload this statement as part of the application process.

Nominee: submit a completed application via the MS Form along with a typed minimum 500-word essay that discusses your mental health concerns, how you were able to overcome those concerns to get to graduation, and how resiliency was shown. Furthermore, the essay **MUST** include a short discussion on how one can help reduce the stigma of mental health in society.

Disclaimer: Only mental health professionals will read the essay, and all information in this essay/application will be kept completely confidential unless the applicant consents to the sharing of the essay/application. The recipient has a choice of remaining anonymous.

Selection Process: The award winner will be selected by mental health professionals working with Mind Over Matter Psychological Services Inc.

Application Form: The online Application Form will be made available annually according to the schedule, and a link will be distributed by the campus. This form is available internally **ONLY**. You must be logged in with your FFCA email address for access.



- Scholarship:** **Northeast Elementary Campus Society Excellence in Trades/Technical**
- Description:** Two scholarships are provided by the FFCA Northeast Elementary Campus Society to be given to students, one from each high school campus, who have demonstrated outstanding character within the FFCA community as well as beyond. The winners of this award will have shown the ability to consistently model the core character virtues of respect, responsibility, integrity, self-discipline, and compassion. These students have consistently shown positive attitudes toward learning.
- Value:** \$1000.00 scholarship per high school campus.
- Eligibility:** To be eligible for this award, the nominee/applicant must be a graduating grade 12 student with an academic average of 50% or above who consistently demonstrates the positive behaviours and habits in line with the core character virtues at FFCA and who plans to attend a relevant post-secondary program.
- Criteria:** Students may nominate themselves or be nominated by other students, parents, or staff.
- Nominator (parent/staff/another student): type a statement providing some insight as to why you think this student is a deserving recipient (less than 250 words). The nominee will upload this statement as part of the application process.
- Nominee: submit a completed application via the MS Form along with a typed essay of not more than 500 words indicating why you would be an excellent recipient of this scholarship. The essay should include evidence of the following:
- Outstanding character as an FFCA student connecting specifically to the core virtues of respect, responsibility, self-discipline, integrity and perseverance.
 - Outstanding achievement in the CTS courses.
 - Confirmation of choosing a program in a trade at a post-secondary Institution.
- With the application, the nominee must include the nominator's statement (if not self-nominating) in the package upload and provide two references (name and contact information). These references could be teachers, coaches, adult supervisors, or mentors from the organizations they work or volunteer at.
- Selection Process:** The award winner will be selected by a committee composed of administration, staff, and members of the FFCA Southeast Elementary Campus Society.
- Application Form:** The online Application Form will be made available annually according to the schedule, and a link will be distributed by the campus. This form is available internally ONLY. You must be logged in with your FFCA email address for access.



Scholarship:	North High School Campus Society Excellence in English Language Arts
Description:	Two scholarships are provided by the FFCA North High School Campus Society to be given to students, one from each high school campus, who have demonstrated an outstanding understanding in the language arts department, and who have consistently applied their knowledge in and outside of the classroom.
Value:	\$1,000.00 scholarship per high school campus.
Eligibility:	To be eligible for this award, the applicant/nominee must be a graduating grade 12 student with an academic average in all subjects of 75% or above who consistently demonstrates the positive behaviours and habits in line with the core character virtues at FFCA and who plans on attending a relevant post-secondary program. These applications would be reviewed by a panel of 2-3 teachers in the ELA department.
Criteria:	<p>Students may nominate themselves or be nominated by other students, parents, or staff.</p> <p><u>Nominator</u> (parent/staff/another student): type a statement providing some insight as to why you think this student is a deserving recipient (less than 250 words). The nominee will upload this statement as part of the application process.</p> <p><u>Nominee</u>: you must have completed or be currently enrolled in ELA 30-1 or 30-2 at FFCA with an 80% average or higher and submit a completed application via the MS Form along with the following typed writing pieces:</p> <ul style="list-style-type: none">• A critical or creative writing piece to demonstrate excellence in English Language Arts.• A synopsis of your pursuit of a degree in a Bachelor of Arts program with a major or minor in English. <p>With the application, the nominee must include the nominator's statement (if not self-nominating) in the package upload and provide two references (name and contact information). These references could be teachers, coaches, adult supervisors, or mentors from the organizations they work or volunteer at.</p>
Selection Process:	The award winner will be selected by a committee composed of administration, staff, and members of the FFCA High School Society.
Application Form:	The online Application Form will be made available annually according to the schedule, and a link will be distributed by the campus. This form is available internally ONLY. You must be logged in with your FFCA email address for access.



Scholarship: North High School Campus Society Excellence in Mathematics

Description: Two scholarships are provided by the FFCA North High School Campus Society to be given to students, one from each high school campus, who have demonstrated an outstanding understanding of the mathematics curricular criteria throughout their years in FFCA high school. These students have consistently shown a positive attitude towards learning and have proved to be capable of applying mathematics-based knowledge in and outside of the classroom.

Value: \$1,000.00 scholarship per high school campus.

Eligibility: To be eligible for this award, the applicant must be a graduating grade 12 student with an academic average in all subjects of 60% or above who consistently demonstrates the positive behaviours and habits in line with the core character virtues at FFCA and who plans to attend a relevant post-secondary program. The recipient should have an academic average of over 80% in math courses and have completed, or be in the process of completing, Mathematics 30-1 or 30-2 at FFCA.

Criteria: Students may nominate themselves or be nominated by other students, parents, or staff.

Nominator (parent/staff/another student): type a statement providing some insight as to why you think this student is a deserving recipient (less than 250 words). The nominee will upload this statement as part of the application process.

Nominee: submit a completed application via the MS Form along with a typed essay of not more than 500 words indicating why you would be an excellent recipient of this scholarship. The essay should include the following:

- A synopsis of your plan to enter a mathematics or science-based program at the post-secondary level.
- Your approach to mathematics through a critical lens, where the curiosity of the question “why” far outweighs the generic process used to find an answer.
- Evidence supporting this interest in mathematics would include extension work, requiring an interest in theorems, proofs, and complex mathematics.
- ~~The details you considered regarding dual credit courses between FFCA and the university and, if completed, a summary of the experience.~~

With the application, the nominee must include the nominator’s statement (if not self-nominating) in the package upload and provide two references (name & contact information). These references could be teachers, coaches, adult supervisors, or mentors from the organizations they work or volunteer at.

Selection Process: The award winner will be selected by a committee composed of administration, staff, and members of the FFCA High School Campus Society.

Application Form: The online Application Form will be made available annually according to the schedule, and a link will be distributed by the campus. This form is available internally ONLY. You must be logged in with your FFCA email address for access.



Scholarship: North High School Campus Society Physical Education

Description: Two scholarships are provided by the FFCA North High School Campus Society to students who demonstrated outstanding character, leadership, and teamwork within the FFCA Physical Education Program. These students' skills and knowledge of the Physical Education Program are considered exemplary.

Value: \$1,000.00 scholarship per high school campus.

Eligibility: To be eligible for this award, the student must be a graduating grade 12 student who participated in the Physical Education 10/20/30 program at FFCA. The student also achieved or currently has a mark of 90% or greater in Physical Education 30 at FFCA. The student will be someone who consistently demonstrates the positive behaviours and habits in line with the core character virtues at FFCA and who plans on attending a post-secondary program.

Criteria: Students may nominate themselves or be nominated by other students, parents, or staff.

Nominator (parent/staff/another student): type a statement providing some insight as to why you think this student is a deserving recipient (less than 250 words). The nominee will upload this statement as part of the application process.

Nominee: submit a completed application via the MS Form along with a typed essay of not more than 500 words indicating why you would be an excellent recipient of this scholarship. The essay should include evidence of the following:

- that you are exemplary in the physical education program.
- your understanding of theory and the ability to apply what is learned.
- that you are always:
 - inclusive and empathetic towards others,
 - respectful of the school's and others' property,
 - demonstrating fair play while playing by the rules,
 - using positive language,
 - arriving punctually to and prepared for class,
 - engaged in and on task for class activities,
 - willing to try new activities, and
 - asking questions for clarification

With the application, the nominee must include the nominator's statement (if not self-nominating) in the package upload and provide two references (name and contact information). These references could be teachers, coaches, adult supervisors, or mentors from the organizations they work or volunteer at.

Selection Process: The award winners will be selected by a committee comprised of administration, staff, and members of the FFCA High School Campus Society.

Application Form: The online Application Form will be made available annually according to the schedule, and a link will be distributed by the campus. This form is available internally ONLY. You must be logged in with your FFCA email address for access.



Scholarship:	North Middle Campus Society Academic and Performing Arts
Description:	Two scholarships are provided by the FFCA North Middle School Council to be given to students, one from each high school campus, who have demonstrated excellence in academics and strong performance in a performing arts program.
Value:	\$500.00 scholarship per high school campus.
Eligibility:	To be eligible for this award, the applicant must be a graduating grade 12 student with an academic average of 50% or above with honours designation in grade 12 (80% or higher average in core subjects). This student will also demonstrate strength in an FFCA Performing Arts course or courses.
Criteria:	<p>Students may nominate themselves or be nominated by other students, parents, or staff.</p> <p><u>Nominator</u> (parent/staff/another student): type a statement providing some insight as to why you think this student is a deserving recipient (less than 250 words). The nominee will upload this statement as part of the application process.</p> <p><u>Nominee</u>: submit a completed application via the MS Form along with a typed essay of not more than 500 words indicating why you would be an excellent recipient of this scholarship. The essay should include the following:</p> <ul style="list-style-type: none">• Evidence of a high level of effort.• Evidence of a high level of engagement• Evidence of a high level of support given to other students and to instructors. <p>With the application, the nominee must include the nominator's statement (if not self-nominating) in the package upload and provide two references (name and contact information). These references could be teachers, coaches, adult supervisors, or mentors from the organizations they work or volunteer at.</p>
Selection Process:	The award winner will be selected by a committee composed of administration, staff, and members of the FFCA North Middle School Campus Society.
Application Form:	The online Application Form will be made available annually according to the schedule, and a link will be distributed by the campus. This form is available internally ONLY. You must be logged in with your FFCA email address for access.



Scholarship: North Middle Campus Society Academic and Visual Arts

- Description:** Two scholarships are provided by the FFCA North Middle School Council to be given to students, one from each high school campus, who have demonstrated excellence in academics and strong performance in a visual arts program.
- Value:** \$500.00 scholarship per high school campus.
- Eligibility:** To be eligible for this award, the applicant must be a graduating grade 12 student with an academic average of 50% or above with honours designation in grade 12 (80% or higher average in core subjects). This student will also demonstrate strength in an FFCA Visual Arts course(s).
- Criteria:** Students may nominate themselves or be nominated by other students, parents, or staff.
- Nominator (parent/staff/another student): type a statement providing some insight as to why you think this student is a deserving recipient (less than 250 words). The nominee will upload this statement as part of the application process.
- Nominee: submit a completed application via the MS Form along with a typed essay of not more than 500 words indicating why you would be an excellent recipient of this scholarship. The essay should include the following:
- Evidence of a high level of effort.
 - Evidence of a high level of engagement
 - Evidence of a high level of support given to other students and to instructors.
- With the application, the nominee must include the nominator's statement (if not self-nominating) in the package upload and provide two references (name and contact information). These references could be teachers, coaches, adult supervisors, or mentors from the organizations they work or volunteer at.
- Selection Process:** The award winner will be selected by a committee composed of administration, staff, and members of the FFCA North Middle School Campus Society
- Application Form:** The online Application Form will be made available annually according to the schedule, and a link will be distributed by the campus. This form is available internally ONLY. You must be logged in with your FFCA email address for access.



Scholarship: Northwest Elementary Campus Society Valedictorian

- Description:** Two scholarships are provided by the FFCA Northwest Elementary Campus Society to be given to students who are selected as valedictorians for the graduating class at their respective FFCA high schools. The winners of this award will have shown the ability to consistently model outstanding character and influence others to do the same.
- Value:** \$1,000.00 scholarship per high school campus.
- Eligibility:** To be eligible for this award, the applicant must be a graduating grade 12 student with an academic average in all subjects of 80% or above, less than 30 reported class absences and a positive behavioural record. ALL qualifying courses must be completed at FFCA High School. The applicant must demonstrate positive leadership at FFCA and plan to attend a post-secondary program.
- Criteria:** Students may nominate themselves or be nominated by other students, parents, or staff.
- Nominator (parent/staff/another student): type a statement providing some insight as to why you think this student is a deserving recipient (less than 250 words). The nominee will upload this statement as part of the application process.
- Nominee: submit a completed application via the MS Form along with a typed essay of not more than 500 words indicating why you would be an excellent recipient of this scholarship. The essay should include evidence of the following:
- Outstanding leadership as an FFCA student in formal and/or informal leadership roles.
 - Outstanding leadership in the broader community outside of FFCA in terms of formal and/or informal roles.
 - How the nominee stands out from others as being a person who is willing and able to make the right choices and influencing others to do the same, especially in the face of adversity.
 - How the nominee's leadership has had a positive influence on the lives of others.
- With the application, the nominee must include the nominator's statement (if not self-nominating) in the package upload and provide two references (name and contact information). These references could be teachers, coaches, adult supervisors, or mentors from the organizations they work or volunteer at.
- Selection Process:** The award winner will be selected by a selection committee composed of peers, teachers, and administration.
- Application Form:** The online Application Form will be made available annually according to the schedule, and a link will be distributed by the campus. This form is available internally ONLY. You must be logged in with your FFCA email address for access.



Scholarship: Southeast Elementary Campus Society Excellence in Science

Description: One scholarship is provided by the FFCA SEE Campus Society to be given to a student, from one of the high school campuses who has demonstrated an outstanding understanding of the Science curricular criteria throughout the years in FFCA high school. This student has consistently shown positive attitudes toward learning and has proven to be capable of applying science-based knowledge in and outside of the classroom.

Value: \$1,000.00 scholarship to one student.

Eligibility: To be eligible for this award, the applicant must be a graduating grade 12 student with an academic average of 50% or above who consistently demonstrates the positive behaviours and habits in line with the core character virtues at FFCA and who plans to attend a relevant post-secondary program. The recipient should have completed, or be in the process of completing at FFCA, at least two 30-level courses in the sciences with an academic average of 80% or above.

Criteria: Students may nominate themselves or be nominated by other students, parents, or staff.

Nominator (parent/staff/another student): type a statement providing some insight as to why you think this student is a deserving recipient (less than 250 words). The nominee will upload this statement as part of their application.

Nominee: submit a completed application via the MS Form along with a typed essay of not more than 500 words indicating why you would be an excellent recipient of this scholarship. The essay should include evidence of the following:

- The nominee's approach to science is one of interest and wonder (more than simply grade-oriented) measured by level/type of participation, attitude, and questioning skills.
- The nominee's interest in science exists outside of the curricular content, i.e., science fair, volunteering, future plans, hobbies, etc.
- The nominee seeks to understand cross-curricular links and the importance of a well-rounded education.
- Nominee has maintained an 80% average in at least two 30-level science courses, both of which must have been or are being completed at FFCA.
- A synopsis of the nominee's plan to enter a science-based program at the post-secondary level.

With the application, nominee must include the nominator's statement (if not self-nominating) in the package upload and provide two references (name & contact information). These references could be teachers, coaches, adult supervisors, or mentors from the organizations they work or volunteer at.

Selection Process: The award winner will be selected by a committee composed of administration, staff, and members of the FFCA SEE Campus Society.

Application Form: The online Application Form will be made available annually according to the schedule, and a link will be distributed by the campus. This form is available internally ONLY. You must log in with your FFCA email address for access.



Scholarship: Southeast Elementary Campus Society Excellence in Social Studies

Description: One scholarship is provided by the FFCA SEE Campus Society to be given to a student from one of the high school campuses who has demonstrated an outstanding understanding of the Social Studies curricular criteria and who has consistently applied their knowledge in and outside of the classroom.

Value: \$1,000.00 scholarship to one student.

Eligibility: To be eligible for this award, the applicant must be a graduating grade 12 student with an academic average of 50% or above who consistently demonstrates the positive behaviours and habits in line with the core character virtues at FFCA and who plans on attending a relevant post-secondary program.

Criteria: Students may nominate themselves or be nominated by other students, parents, or staff.

Nominator (parent/staff/another student): type a statement providing some insight as to why you think this student is a deserving recipient (less than 250 words). The nominee will upload this statement as part of the application process.

Nominee: submit a completed application via the MS Form along with a typed essay of not more than 500 words indicating why you would be an excellent recipient of this scholarship. The essay should include an explanation of the student's personal ideology on the importance of active citizenship. In lieu of writing, this could also be done as a speech.

- A resume of activities demonstrating active citizenship which should include both school and home community involvement.
- An 80% average or higher in Social Studies 30-1 or 30-2 which must have been completed at FFCA.
- Pursuit of a degree in a Bachelor of Arts program with a major in Social Sciences/Humanities.

With the application, the nominee must include the nominator's statement (if not self-nominating) in the package upload and provide two references (name and contact information). These references could be teachers, coaches, adult supervisors, or mentors from the organizations they work or volunteer at.

Selection Process: The award winner will be selected by a committee composed of administration, staff, and members of the FFCA Southeast Elementary Campus Society.

Application Form: The online Application Form will be made available annually according to the schedule, and a link will be distributed by the campus. This form is available internally ONLY. You must be logged in with your FFCA email address for access.



Scholarship: South Middle School Campus Society Outstanding Service

Description: Two scholarships are provided by the FFCA South Middle School Council to be given to students, one from each FFCA high school campus, who have provided outstanding service within the FFCA community as well as beyond. The winners of this award will have shown the ability to consistently model the core character virtues of respect, responsibility, integrity, self-discipline and, in particular, compassion.

Value: \$1000.00 scholarship per high school campus.

Eligibility: To be eligible for this award, the applicant must be a graduating grade 12 student with an academic average of 50% or above who consistently demonstrates the positive behaviours and habits in line with the core character virtues at FFCA and who plans to attend a post-secondary program.

Criteria: Students may nominate themselves or be nominated by other students, parents, or staff.

Nominator (parent/staff/another student): type a statement providing some insight as to why you think this student is a deserving recipient (less than 250 words). The nominee will upload this statement as part of the application process.

Nominee: submit a completed application via the MS Form along with a typed essay of not more than 500 words indicating why you would be an excellent recipient of this scholarship. The essay should include evidence of the following:

- Acts of service on campus and an attitude of service toward others throughout their time at the FFCA high school, particularly in grade 12 and/or
- Acts of service in the broader community outside of FFCA, or a combination of both, and
- How the nominee's outstanding character and service orientation has made a positive influence on the lives of others.

With the application, the nominee must include the nominator's statement (if not self-nominating) in the package upload and provide two references (name and contact information). These references could be teachers, coaches, adult supervisors, or mentors from the organizations they work or volunteer at.

Selection Process: The award winner will be selected by a committee composed of administration, staff, and members of the FFCA South Middle School Campus Society.

Application Form: The online Application Form will be made available annually according to the schedule, and a link will be distributed by the campus. This form is available internally ONLY. You must be logged in with your FFCA email address for access.



- Scholarship:** **Southwest Elementary Campus Society Academic Improvement Student**
- Description:** Two scholarships are provided by the FFCA Southwest Elementary Campus Society to be given to students, one from each high school campus, who have demonstrated exceptional perseverance leading to significant improvement in work habits, behaviour and/or academics.
- Value:** \$1,000.00 scholarship per high school campus.
- Eligibility:** To be eligible for this award, the applicant must be a graduating grade 12 student with an academic average of 50% or above who consistently demonstrates positive leadership at FFCA and who plans to attend a post-secondary program.
- Criteria:** Students may nominate themselves or be nominated by other students, parents, or staff.
- Nominator (parent/staff/another student): type a statement providing some insight as to why you think this student is a deserving recipient (less than 250 words). The nominee will upload this statement as part of the application process.
- Nominee: submit a completed application via the MS Form along with a typed essay of not more than 500 words indicating why you would be an excellent recipient of this scholarship. The essay should include evidence that the nominee demonstrates:
- Outstanding character as an FFCA student connecting specifically to the core virtues of respect, responsibility, self-discipline, integrity and perseverance.
 - A positive and responsible attitude towards learning.
 - A strong work ethic, dedication and perseverance, which is reflected in an overall academic improvement.
- With the application, the nominee must include the nominator's statement (if not self-nominating) in the package upload and provide two references (name and contact information). These references could be teachers, coaches, adult supervisors, or mentors from the organizations they work or volunteer at.
- Selection Process:** The award winner will be selected by a committee composed of administration, staff, and members of the FFCA Southeast Elementary Campus Society.
- Application Form:** The online Application Form will be made available annually according to the schedule, and a link will be distributed by the campus. This form is available internally ONLY. You must be logged in with your FFCA email address for access.

APPENDIX C

Scholarship Application Template (hardcopy)

****NO LONGER IN USE – for information purposes only****



FFCA High School Scholarship Application Form

****NO LONGER IN USE – for information purposes only****

Name of Scholarship: _____

*The deadline for this application is *****.*

Nominee Information

Last Name	
First Name	
First year as an FFCA student:	
Graduating Year:	
Post-secondary Institution:	
Planned Degree and/or Program:	

Nominator Information

Last Name	
First Name	
Street Address	
City, Province, Postal Code	
Home Phone Number	
Email Address	
Signature	My signature in this box indicates that all statements on this form or in the attached essay are true.
<p><u>Referee #1:</u> Name: _____ Phone: _____ Email: _____ Organization or Relationship to Applicant: _____</p>	<p><u>Referee #2:</u> Name: _____ Phone: _____ Email: _____ Organization or Relationship to Applicant: _____</p>

ALL APPLICATIONS MUST INCLUDE ALL DOCUMENTS INDICATED ON EACH SCHOLARSHIP DESCRIPTION

FOR OFFICE USE ONLY	
_____ Application is complete	<input type="checkbox"/> Successful Application <input type="checkbox"/> Post-Secondary reg proof provided <input type="checkbox"/> Cheque issued

APPENDIX D

Scholarship Confidential Reference Form (hardcopy)

****NO LONGER IN USE – for information purposes only****



Pritchard-Poole Scholarship Confidential Reference Form

****NO LONGER IN USE – for information purposes only****
The deadline for this application is *****

INSTRUCTIONS FOR APPLICANT

Complete this section and forward a copy of this form to two (2) referees:

- 1) a Physical Education 30 Teacher or Coach well acquainted with your abilities and performance
- 2) an English Language Arts 30 Teacher well acquainted with your abilities and performance

Last Name	First Name	Middle Name(s)
Name of Referee		<input type="checkbox"/> Physical Educator / Coach <input type="checkbox"/> English Language Arts

INSTRUCTIONS FOR REFEREE

Please complete this form and provide the completed reference to the high school campus Principal Educator in a sealed envelope with your signature across the seal.

I have known the applicant for _____ years and _____ months.								
	Outstanding			Above Average		Average	Below Average	Unable to Judge
	upper 2%	upper 5%	upper 10%	upper 20%	upper 30%	upper 50%	lower 50%	
Background preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effort	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Commitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perseverance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please rank the applicant as a Pritchard Poole Scholarship candidate:	
<input type="checkbox"/> Highly Recommended <input type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended <input type="checkbox"/> Unable to Judge	
Signature of Referee	Date

APPENDIX E
Annual Scholarship Program Checklist

Task	Deadline	Completed
Administration to SOLICIT scholarship commitments from all campus councils, societies, and any other organization that funded a scholarship in the previous year	October 1	
Administration to CONFIRM scholarship commitments from all campus councils, societies, and any other organization that funded a scholarship in the previous year	February 1	
Administration to APPROVE all scholarships to be offered and UPDATE appendices A and B of this Administrative Procedure	March 1	
Scholarship FUNDS RECEIVED by Secretary-Treasurer / CFO	April 1	
OPEN Online APPLICATION PORTAL	TBD Annually	
APPLICATION DEADLINE	TBD Annually	
Campus administration will provide each sponsor with all scholarship applications	TBD Annually	
Scholarship RECIPIENTS SELECTED by sponsors and campus administration NOTIFIED	TBD Annually	
Scholarship RECIPIENTS NOTIFIED by campus administration	Prior to or at Graduation Ceremony	



ANNUAL EDUCATION PLAN 2023-24

(Year 3 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 Charter Academy (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 commitment to build strong communities focused on continuous improvement within a highly collaborative culture.

We believe that 2023-24 will be a pivotal year for FFCA as we experience a number of transitions due to internal and external circumstances. We are in the third year of our current 3-year education plan. This plan continues to balance the need to rebuild stability and wellness for our school communities while focusing on evolving our ability to provide education that is inclusive. In 2023-24, we will invest over \$4,000,000 in specialized teachers, additional support staff, external providers, and other targeted resources to support the increasingly diverse educational and social-emotional needs of our students.

Both of our current high school campuses will experience significant change in 2023-24. Our South High School building is undergoing restoration following the fire, which resulted in the building's closure in May 2022. We plan to complete the restoration and move into the building in August. Our staff and students are looking forward to having a more normal high school experience. Our North High School students and staff are eager to move into our new building which is scheduled to be completed in December, providing us time to move in for the second semester.

In response to the rapidly changing world, FFCA will be seeking to review and revise our strategic plan during the first half of 2023-24. This revised strategic plan will provide the direction for the future development of FFCA and inform the priorities of our next 3-year plan. While FFCA has continuously evolved over our 25-year history, the pace of societal change demands that we seek to ensure we are truly providing our students with the foundations for their future.

This 2023-24 Annual Education Plan reflects the final year of a three-year plan that commenced in 2021-22. Circumstances over the past two years have certainly delayed and/or altered our work, and this may continue to be the case in the upcoming year, but 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. Together, our shared commitment to the well-being and success of our students will continue to sit at the heart of our work.



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 3800 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

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 2023-24 Academic Year*

Strategies

- Utilize our character education program of studies to provide all students with 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 2023-24 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 2023-24 Annual Education Plan reflects the final 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). This plan has been reviewed through the lens of our most recent results as reported in our 2021-22 Annual Education Results Report (AERR). It was determined that nothing in our recent results warrants a revision of the plan as presented. 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 2023-24, 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, 2023, was prepared under the direction of the Board in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board reviewed and approved the 2023-24 Education Plan on May 24, 2023.



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 – OPERATING BUDGET OVERVIEW 2023-24

Guiding Principles for Financial Planning

1. Ensure sustainability by maintaining a deficit-free budget.
2. Re-establish balanced preparation time for high school teaching staff.
3. Maintain fair and equitable compensation for staff.
4. Support advancement of strategic plan priorities.
5. Include allocations to address issues identified by the Enterprise Risk Management group.
6. Continue to build internal capacity that provides a learning environment that supports diversity, equity and inclusion and supports staff professional and leadership development.
7. Align the operating model of the organization to anticipate future needs, increase efficiencies and reduce fixed costs.
8. Maintain reserves level equal to 2.5 - 4.2% of the annual budget to ensure the ability to respond to future needs and opportunities.

Operating Budget Features & Challenges

- Reflects current structure of eight campuses, including:
 - 4 Kindergarten to Gr. 4 Elementary Campuses,
 - 2 Gr. 5-8 Middle School Campuses,
 - 2 Gr. 9-12 High School Campuses.
- Investments in increased number of specialized certificated teachers, specialized and general learning assistants, external providers, professional learning and capacity building to support the diverse learning and social-emotional needs of students, including the addition of:
 - 3.0 FTE inclusion support teachers,
 - 4.0 FTE behavioural support assistants,
 - 2.3 FTE ESL assistants,
 - 2.7 FTE learning assistants,
 - 1.0 FTE contracted occupational therapy support.
- Increases certificated and support staff salary grids by 2% at all levels.
- Continues to absorb the weighted moving average's negative net fiscal impact in the first year of any enrollment growth.

APPENDIX C - OPERATING BUDGET SUMMARY 2023-24

BUDGET SUMMARY WILL BE INSERTED HERE UPON APPROVAL

FFCA's 2023-24 full budget is available online at:

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

DRAFT

APPENDIX D - FACILITIES AND CAPITAL PLAN SUMMARY 2024-27

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

APPROVED PROJECTS NOT YET COMPLETED

- North High School Campus (Montgomery) Replacement
- North Middle School Modular (4) Addition
- South High School Campus (DNB) Remediation

2024-25

- New South High School Campus
- New North K-8 Campus

2025-26

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

2026-27

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

FFCA's 2024-27 capital plan is available online at:

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



ANNUAL EDUCATION PLAN 2023-24

(Year 3 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 Charter Academy (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 commitment to build strong communities focused on continuous improvement within a highly collaborative culture.

We believe that 2023-24 will be a pivotal year for FFCA as we experience a number of transitions due to internal and external circumstances. We are in the third year of our current 3-year education plan. This plan continues to balance the need to rebuild stability and wellness for our school communities while focusing on evolving our ability to provide education that is inclusive. In 2023-24, we will invest over \$4,000,000 in specialized teachers, additional support staff, external providers, and other targeted resources to support the increasingly diverse educational and social-emotional needs of our students.

Both of our current high school campuses will experience significant change in 2023-24. Our South High School building is undergoing restoration following the fire, which resulted in the building's closure in May 2022. We plan to complete the restoration and move into the building in August. Our staff and students are looking forward to having a more normal high school experience. Our North High School students and staff are eager to move into our new building which is scheduled to be completed in December, providing us time to move in for the second semester.

In response to the rapidly changing world, FFCA will be seeking to review and revise our strategic plan during the first half of 2023-24. This revised strategic plan will provide the direction for the future development of FFCA and inform the priorities of our next 3-year plan. While FFCA has continuously evolved over our 25-year history, the pace of societal change demands that we seek to ensure we are truly providing our students with the foundations for their future.

This 2023-24 Annual Education Plan reflects the final year of a three-year plan that commenced in 2021-22. Circumstances over the past two years have certainly delayed and/or altered our work, and this may continue to be the case in the upcoming year, but 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. Together, our shared commitment to the well-being and success of our students will continue to sit at the heart of our work.



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 3800 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

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 2023-24 Academic Year*

Strategies

- Utilize our character education program of studies to provide all students with 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 2023-24 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 2023-24 Annual Education Plan reflects the final 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). This plan has been reviewed through the lens of our most recent results as reported in our 2021-22 Annual Education Results Report (AERR). It was determined that nothing in our recent results warrants a revision of the plan as presented. 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.

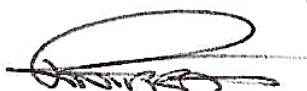
- Provide monthly campus newsletters during the school year, which include Board updates.
- Provide stakeholders targeted communications as needed (e.g. calendar & budget updates.)
- Engage in conference presentations and speaking engagements.
- Nurture partnerships with post-secondary institutions (e.g. 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 2023-24, 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, 2023, was prepared under the direction of the Board in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board reviewed and approved the 2023-24 Education Plan on May 24, 2023.



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 – OPERATING BUDGET OVERVIEW 2023-24

Guiding Principles for Financial Planning

1. Ensure sustainability by maintaining a deficit-free budget.
2. Re-establish balanced preparation time for high school teaching staff.
3. Maintain fair and equitable compensation for staff.
4. Support advancement of strategic plan priorities.
5. Include allocations to address issues identified by the Enterprise Risk Management group.
6. Continue to build internal capacity that provides a learning environment that supports diversity, equity and inclusion and supports staff professional and leadership development.
7. Align the operating model of the organization to anticipate future needs, increase efficiencies and reduce fixed costs.
8. Maintain reserves level equal to 2.5 - 4.2% of the annual budget to ensure the ability to respond to future needs and opportunities.

Operating Budget Features & Challenges

- Reflects current structure of eight campuses, including:
 - 4 Kindergarten to Gr. 4 Elementary Campuses,
 - 2 Gr. 5-8 Middle School Campuses,
 - 2 Gr. 9-12 High School Campuses.
- Investments in increased number of specialized certificated teachers, specialized and general learning assistants, external providers, professional learning and capacity building to support the diverse learning and social-emotional needs of students, including the addition of:
 - 3.0 FTE inclusion support teachers,
 - 4.0 FTE behavioural support assistants,
 - 2.3 FTE ESL assistants,
 - 2.7 FTE learning assistants,
 - 1.0 FTE contracted occupational therapy support.
- Increases certificated and support staff salary grids by 2% at all levels.
- Continues to absorb the weighted moving average's negative net fiscal impact in the first year of any enrollment growth.

APPENDIX C - OPERATING BUDGET SUMMARY 2023-24

BUDGET SUMMARY WILL BE INSERTED HERE UPON APPROVAL

FFCA's 2023-24 full budget is available online at:

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

DRAFT

APPENDIX D - FACILITIES AND CAPITAL PLAN SUMMARY 2024-27

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

APPROVED PROJECTS NOT YET COMPLETED

- North High School Campus (Montgomery) Replacement
- North Middle School Modular (4) Addition
- South High School Campus (DNB) Remediation

2024-25

- New South High School Campus
- New North K-8 Campus

2025-26

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

2026-27

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

FFCA's 2024-27 capital plan is available online at:

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

Calendar 2024-25 Features:

- Meets or exceeds Alberta Education hour requirements for all grades
- 194 operational days (ranged from 193-196 since November break implemented)
- 175 instructional days for grades 1-8 (same since 22-23)
- 179 instructional days for grades 9-12 (same since 22-23)
- 82 pre-exam instructional days per semester for grades 9-12 (same since 22-23)
- 6 – 7 organizational days depending on grade level (ranged from 5-7 since 22-23)
- 6 – 7 professional development days depending on grade level (ranged from 5-7 since 22-23)
- August 19 (Monday) - start day for certificated teaching staff (1st operational day)
- August 26 (Monday) - student and family orientation day (non-instructional)
- August 27 (Tuesday) - all classes start except kindergarten (1st instructional day)



High School Calendar (FOR TENTATIVE APPROVAL) 2024-25

August						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 19 PD Day - No Classes
 August 20-23 Organizational Days - No Classes
 August 26 Family Orientation
 August 27 Semester 1 Starts

September 2 Labour Day - No School
 September 20 PD Day - No Classes
 September 30 Day of Truth & Reconciliation - No School

October 14 Thanksgiving Day - No School
 October 24 Report Cards
 October 25 PD Day - No Classes

November 7 Learning Conferences - Early Dismissal
 November 8 Learning Conferences - No Classes
 November 11 Remembrance Day
 November 11-15 Fall Break - No School

December 6 PD Day - No Classes
 December 23-January 3 Winter Break - No School

January 20-28 Exams
 January 29 Organizational Day - No Classes
 January 30 Semester 2 Starts
 January 30 Report Cards

February 6 Learning Conferences - Early Dismissal
 February 13-14 PD Day - No Classes
 February 17 Family Day - No School

March 24-April 4 Spring Break - No School

April 17 Report Cards
 April 18 Good Friday - No School
 April 24 Learning Conferences - Early Dismissal
 April 25 Learning Conferences - No Classes

May 19 Victoria Day - No School

June 17-25 Exams
 June 21 National Indigenous Peoples Day (Sat.)
 June 26 Report Cards - No Classes
 June 26-27 Organizational Day - No Classes

High School Calendar (FOR TENTATIVE APPROVAL) 2024-25

Summary

Instructional Days	178
Regular Days (360 min./day)	132
Early Dismissal* (260 min./day)	32
Exam Days	14
Non-Instructional Days	16
Organizational Days	7
Professional Development (PD) Days	6
Family Orientation/Learning Conferences	3
Total Operational Days	194
Instructional Hours	1015
(Provincial Hour Requirement)	1000

Semester 1

Instructional Days	89
Regular Days (360 min./day)	67
Early Dismissal* (260 min./day)	15
Exam Days	7
Non-Instructional Days	10
Organizational Days	4
Professional Development (PD) Days	4
Family Orientation/Learning Conferences	2
Total Operational Days	99
Instructional Hours	509
(Provincial Hour Requirement)	500

Semester 2

Instructional Days	89
Regular Days (360 min./day)	65
Early Dismissal* (260 min./day)	17
Exam Days	7
Non-Instructional Days	6
Organizational Days	3
Professional Development (PD) Days	2
Family Orientation/Learning Conferences	1
Total Operational Days	95
Instructional Hours	506
(Provincial Hour Requirement)	500

*All Fridays (except during exam weeks) and Learning Conference Thursdays are Early Dismissal Days



Elementary and Middle (FOR TENTATIVE APPROVAL) School Calendar 2024-25

August						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

August 19 PD Day - No Classes
 August 20-23 Organizational Days - No Classes
 August 26 K-8 Family Orientation
 August 27 K Family Orientation / Gr. 1-8 First Day of Classes
 August 28 K First Day of Classes

October						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

September 2 Labour Day - No School
 September 20 PD Day - No Classes
 September 30 Day of Truth & Reconciliation - No School
 October 10-11 Learning Conferences - No Classes
 October 14 Thanksgiving Day - No School
 October 25 PD Day - No Classes
 November 11 Remembrance Day
 November 11-15 Fall Break - No School

December						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

December 6 PD Day - No Classes
 December 13 Report Cards
 December 23-January 3 Winter Break - No School
 January 23-24 Learning Conferences - No Classes

February						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 13-14 PD Day - No Classes
 February 17 Family Day - No School
 March 14 Report Cards
 March 24-April 4 Spring Break - No School

April						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 18 Good Friday - No School
 April 24 Learning Conferences - No Classes
 April 25 PD Day - No Classes
 May 16 Organizational Day - No Classes
 May 19 Victoria Day - No School

June						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 21 National Indigenous Peoples Day (Sat.)
 June 25 K Report Cards
 June 26 Gr. 1-8 Report Cards
 June 26 Early Dismissal (Gr. 1-8 Only - No K Classes)
 June 27 Organizational Day - No Classes

**Elementary and Middle
(FOR TENTATIVE APPROVAL)
School Calendar
2024-25**

Summary

	K	Gr. 1-8
Instructional Days	173	175
Regular Days (330 min./day)	173	174
Early Dismissal (150 min./day)	0	1
Non-Instructional Days	21	19
Organizational Day - No Classess	7	6
PD Days	7	7
Family Orientation/Learning Conferences	7	6
Total Operational Days	194	194
Instructional Hours	490	960
(Provincial Hour Requirement)	475	950

Calendar 2024-25 Features:

- Meets or exceeds Alberta Education hour requirements for all grades
- 194 operational days (ranged from 193-196 since November break implemented)
- 175 instructional days for grades 1-8 (same since 22-23)
- 179 instructional days for grades 9-12 (same since 22-23)
- 82 pre-exam instructional days per semester for grades 9-12 (same since 22-23)
- 6 – 7 organizational days depending on grade level (ranged from 5-7 since 22-23)
- 6 – 7 professional development days depending on grade level (ranged from 5-7 since 22-23)
- August 19 (Monday) - start day for certificated teaching staff (1st operational day)
- August 26 (Monday) - student and family orientation day (non-instructional)
- August 27 (Tuesday) - all classes start except kindergarten (1st instructional day)



High School Calendar (FOR TENTATIVE APPROVAL) 2024-25

August						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

August 19 PD Day - No Classes
 August 20-23 Organizational Days - No Classes
 August 26 Family Orientation
 August 27 Semester 1 Starts

October						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

September 2 Labour Day - No School
 September 20 PD Day - No Classes
 September 30 Day of Truth & Reconciliation - No School
 October 14 Thanksgiving Day - No School
 October 24 Report Cards
 October 25 PD Day - No Classes

December						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 7 Learning Conferences - Early Dismissal
 November 8 Learning Conferences - No Classes
 November 11 Remembrance Day
 November 11-15 Fall Break - No School
 December 6 PD Day - No Classes
 December 23-January 3 Winter Break - No School

February						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 6 Learning Conferences - Early Dismissal
 February 13-14 PD Day - No Classes
 February 17 Family Day - No School
 March 24-April 4 Spring Break - No School

April						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 17 Report Cards
 April 18 Good Friday - No School
 April 24 Learning Conferences - Early Dismissal
 April 25 Learning Conferences - No Classes
 May 19 Victoria Day - No School

June						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 17-25 Exams
 June 21 National Indigenous Peoples Day (Sat.)
 June 26 Report Cards - No Classes
 June 26-27 Organizational Day - No Classes

High School Calendar (FOR TENTATIVE APPROVAL) 2024-25

Summary

Instructional Days	178
Regular Days (360 min./day)	132
Early Dismissal* (260 min./day)	32
Exam Days	14
Non-Instructional Days	16
Organizational Days	7
Professional Development (PD) Days	6
Family Orientation/Learning Conferences	3
Total Operational Days	194
Instructional Hours	1015
(Provincial Hour Requirement)	1000

Semester 1

Instructional Days	89
Regular Days (360 min./day)	67
Early Dismissal* (260 min./day)	15
Exam Days	7
Non-Instructional Days	10
Organizational Days	4
Professional Development (PD) Days	4
Family Orientation/Learning Conferences	2
Total Operational Days	99
Instructional Hours	509
(Provincial Hour Requirement)	500

Semester 2

Instructional Days	89
Regular Days (360 min./day)	65
Early Dismissal* (260 min./day)	17
Exam Days	7
Non-Instructional Days	6
Organizational Days	3
Professional Development (PD) Days	2
Family Orientation/Learning Conferences	1
Total Operational Days	95
Instructional Hours	506
(Provincial Hour Requirement)	500

*All Fridays (except during exam weeks) and Learning Conference Thursdays are Early Dismissal Days



Elementary and Middle (FOR TENTATIVE APPROVAL) School Calendar 2024-25

August						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

August 19 PD Day - No Classes
 August 20-23 Organizational Days - No Classes
 August 26 K-8 Family Orientation
 August 27 K Family Orientation / Gr. 1-8 First Day of Classes
 August 28 K First Day of Classes

October						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

September 2 Labour Day - No School
 September 20 PD Day - No Classes
 September 30 Day of Truth & Reconciliation - No School
 October 10-11 Learning Conferences - No Classes
 October 14 Thanksgiving Day - No School
 October 25 PD Day - No Classes
 November 11 Remembrance Day
 November 11-15 Fall Break - No School

December						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

December 6 PD Day - No Classes
 December 13 Report Cards
 December 23-January 3 Winter Break - No School
 January 23-24 Learning Conferences - No Classes

February						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 13-14 PD Day - No Classes
 February 17 Family Day - No School
 March 14 Report Cards
 March 24-April 4 Spring Break - No School

April						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 18 Good Friday - No School
 April 24 Learning Conferences - No Classes
 April 25 PD Day - No Classes
 May 16 Organizational Day - No Classes
 May 19 Victoria Day - No School

June						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 21 National Indigenous Peoples Day (Sat.)
 June 25 K Report Cards
 June 26 Gr. 1-8 Report Cards
 June 26 Early Dismissal (Gr. 1-8 Only - No K Classes)
 June 27 Organizational Day - No Classes

**Elementary and Middle
(FOR TENTATIVE APPROVAL)
School Calendar
2024-25**

Summary

	K	Gr. 1-8
Instructional Days	173	175
Regular Days (330 min./day)	173	174
Early Dismissal (150 min./day)	0	1
Non-Instructional Days	21	19
Organizational Day - No Classess	7	6
PD Days	7	7
Family Orientation/Learning Conferences	7	6
Total Operational Days	194	194
Instructional Hours	490	960
(Provincial Hour Requirement)	475	950



**2023-24 Proposed Budget
Summary & Highlights
For public Board meeting
May 20, 2023**

Background & Guiding Principles

Following a number of extremely challenging budgets leading up to 2022, this is the second consecutive year in which FFCA was able to develop our budget with the inclusion of full specialized learning support funding. In addition, the provincial government has provided additional funding to address the increased classroom complexity faced by schools across the province, including FFCA.

At the February 22, 2023 Board meeting, the Board directed the administration to develop the 2023-24 budget in accordance with the following priorities:

1. Ensure sustainability by maintaining a deficit-free budget
2. Re-establish balanced preparation time for high school teaching staff
3. Maintain fair and equitable compensation for staff
4. Support advancement of strategic plan priorities
5. Include allocations to address issues identified by the Enterprise Risk Management group.
6. Continue to build internal capacity that provides a learning environment that supports diversity, equity and inclusion and supports staff professional and leadership development
7. Align the operating model of the organization to anticipate future needs, increase efficiencies and reduce fixed costs.
8. Maintain reserves level equal to 2.5 - 4.2% of the annual budget to ensure the ability to respond to future needs and opportunities

Highlights

To further enhance our ability to meet the diverse learning needs of students, the 2023-24 budget:

1. invests in people by adding additional teachers and instructional support staff as well as increasing the FTE of some existing staff
2. invests in providing additional professional learning and opportunities for collaborative capacity-building
3. continues FFCA's focus on lean and efficient operations allowing us to use a significant amount of our board and system administration funding for instruction.

This summary details the key features of the 2023-24 proposed budget, as detailed in the accompanying Alberta Education Budget Submission Report, through the lens of these priorities.

Priority **Ensure sustainability by maintaining a deficit-free budget.**

- The budget as proposed is essentially a balanced budget. With total projected revenue of \$44,670,055 and total projected expenses of \$44,848,240, the budget shows an actual operational deficit of \$178,185. However, this deficit is a financial reporting deficit only as our projected expenses include \$334,020 in unsupported capital and debit servicing costs for amortized expenses. As such, we are actually projecting a cash operating surplus of \$155,835 which provides for some flexibility to respond to unexpected needs.
- Instruction expenses (\$33,936,111) are projected to exceed designated instructional revenues (\$33,518,896) by \$417,215.
 - 87% of instructional expenses are staffing and benefits
 - 204.9 FTE certificated staff
 - 83.6 FTE non-certificated staff
- Board and System Administration revenues (\$1,789,912) exceed expenses (\$1,552,481) by \$237,431
 - FFCA continues to operation lean administratively allowing us to invest almost a quarter of a million additional dollars into instruction.
- Plant operations revenue and expenses are projected to balance at \$3,996,786
 - Supports 8 FFCA campus and central office sites and 3 other charter school sites
- Transportation revenue and expenses are projected to balance at \$5,336,588
 - Provincial funding framework has undergone significant changes
 - Tiered distance funding
 - Increased grant rates to cover increased ridership and bussing (driver recruitment & retention) costs
 - Also eliminated MELT requirements to streamline driver recruitment
 - Parent-provided grant is increasing from \$100 to \$700 (less administrative fee) which may impact ridership
 - Maintains current number of busses
 - Proposing to maintain the Bus Fees at 22-23 levels

Priority **Maintain reserves level equal to 2.5 - 4.2% of the annual budget to ensure the ability to respond to future needs and opportunities**

- Target Operating Reserves is between \$985,850 & \$1,656,227.
- Current Unrestricted Accumulated Operating Reserves are \$1,636,458 which is approximately 4.33% of annual operating budget.
- Projected budget deficit would put us within our targeted range.
- Excess reserves following 2022-23 will be maintained to address unexpected costs that may arise from the replacement and operation of the NHS campus and the remediation and operation of the SHS campus.

Priority Continue to build internal capacity that provides a learning environment that supports diversity, equity and inclusion and supports staff professional and leadership development

- The 23-24 budget allocates approximately \$4.1 million to support provision of education that is inclusive and supports the diverse learning needs of students including:
 - Campus-based certificated staff (\$440,000)
 - Campus-based support staff (\$1,900,000)
 - Central-based certificated staff (\$600,000)
 - Inclusion Coordinator
 - Inclusion Support Teachers (\$325,000)
 - Numeracy Support Teacher
 - Central-based support staff (\$250,000)
 - Behavioural Support Workers
 - Contracted support services (\$500,000)
 - Speech Language Pathologists
 - Occupational Therapy Services
 - Registered Assessment Psychologist Services
 - Registered Counselling Psychologist Services
 - Inclusion Database
 - Assistive Technologies
 - Targeted Professional Development (\$85,000)
- For 23-24, we are investing in an increased number of specialized certificated teachers, specialized and general learning assistants, external providers, professional learning and capacity building to support the diverse learning and social-emotional needs of students including the addition of:
 - 3.0 FTE inclusion support teachers,
 - 4.0 FTE behavioural support assistants,
 - 2.3 FTE ESL assistants,
 - 2.7 FTE learning assistants,
 - 1.0 FTE contracted occupational therapy support.

Priority Re-establish balanced preparation time for high school teaching staff

- The 23-24 budget allocates up to \$400,000 to increase base high school certificated staffing by up to 4.0 FTE to reduce or eliminate teaching assignments that fail to provide a full time teacher with any designated preparation time for one or both semesters.

Priority Maintain fair and equitable compensation for staff

- The 23-24 budget increases certificated and support staff salary grids by 2%.
 - The teacher salary increase was funded by Alberta Education.
 - Although FFCA has not always aligned increases amongst certificated and support staff, the 2023-24 budget allocates \$100,000 to increase support staff salaries in spite of receiving no additional funding.

Priorities

- **Support advancement of strategic plan priorities**
 - **Include allocations to address issues identified by the Enterprise Risk Management group**
 - **Align the operating model of the organization to anticipate future needs, increase efficiencies and reduce fixed costs**
- The 23-24 budget allocates \$220,000 to support the development, implementation, and progress monitoring of an updated strategic plan, adjust operational models to align with strategic priorities, and address priority issues identified in our impending risk review.

**BUDGET
REPORT
FOR THE YEAR ENDING AUGUST 31, 2024**

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

0009 Foundations for the Future Charter Academy Charter School Society

Legal Name of School Jurisdiction

7000 Railway Street SE, Unit 110 Calgary AB AB T2H 3A8; 403-520-3206; jfamily.estrada@ffca-calgary.com

Contact Address, Telephone & Email Address

BOARD CHAIR

Mr. Jeff Wilson

Name

Signature

SUPERINTENDENT

Mr. Roger Nippard

Name

Signature

SECRETARY TREASURER or TREASURER

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 24, 2023 .

Date

c.c. Alberta Education
Financial Reporting & Accountability Branch
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5
E-MAIL: EDC.FRA@gov.ab.ca

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BUDGETED STATEMENT OF OPERATIONS & ALLOCATION OF EXPENSES (BY OBJECT)	3
BUDGETED SCHEDULE OF PROGRAM OPERATIONS	4
BUDGETED SCHEDULE OF FEE REVENUE	5
PROJECTED STATEMENT OF CHANGES IN ACCUMULATED OPERATING SURPLUS	6
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Legend:

Blue	Data input is required	Grey	No entry required - the cell is protected.
Pink	Populated from data entered in this template (i.e. other tabs)	White	Calculation cells. These are protected and cannot be changed.
Green	Populated based on information previously submitted to Alberta Education	Yellow	Flags to draw attention to sections requiring entry depending on other parts of the su

HIGHLIGHTS, PLANS, ASSUMPTIONS AND RISKS SUMMARY- 2023/2024 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:

23-24 budget reflects current structure of eight campuses including:

- 4 Kindergarten to Gr. 4 Elementary Campuses,
- 2 Gr. 5-8 Middle School Campuses,
- 2 Gr. 9-12 High School Campuses.

23-24 budget was developed in accordance with the following Board priorities:

- Ensure sustainability by maintaining a deficit-free budget.
- Re-establish balanced preparation time for high school teaching staff.
- Maintain fair and equitable compensation for staff.
- Support advancement of strategic plan priorities.
- Include allocations to address issues identified by the Enterprise Risk Management group.
- Continue to build internal capacity that provides a learning environment that supports diversity, equity and inclusion and supports staff professional and leadership development.
- Align the operating model of the organization to anticipate future needs, increase efficiencies and reduce fixed costs.
- Maintain reserves level equal to 2.5 - 4.2% of the annual budget to ensure the ability to respond to future needs and opportunities.

23-24 budget increases number of specialized certificated teachers, specialized and general learning assistants, external providers, professional learning and capacity building to support the diverse learning and social-emotional needs of students including the addition of:

- 3.0 FTE inclusion support teachers,
- 4.0 FTE behavioural support assistants,
- 2.3 FTE ESL assistants,
- 2.7 FTE learning assistants,
- 1.0 FTE contracted occupational therapy support.

23-24 budget increases certificated and support staff salary grids by 2% at all levels.

Significant Business and Financial Risks:

FFCA continues to be negatively impacted by the WMA's partial funding of net enrollment growth and projects having to absorb the additional costs associated with growth over the next few years.

FFCA will be taking over ownership and operation of a 1000-student high school in 2023-24, and possibly a smaller school as well. As FFCA has never fully operated facilities we own, we have designated some of our excess reserves to cover costs that will likely arise from these new responsibilities.

BUDGETED STATEMENT OF OPERATIONS
for the Year Ending August 31

	Approved Budget 2023/2024	Approved Budget 2022/2023	Actual Audited 2021/2022
REVENUES			
Government of Alberta	\$ 40,374,755	\$35,869,534	\$36,881,415
Federal Government and First Nations	\$ -	\$0	\$0
Property taxes	\$ -	\$0	\$0
Fees	\$ 3,373,863	\$3,338,426	\$3,242,296
Sales of services and products	\$ -	\$0	\$68,038
Investment income	\$ 150,000	\$25,000	\$83,376
Donations and other contributions	\$ 370,934	\$369,084	\$217,273
Other revenue	\$ 214,070	\$196,375	\$300,217
TOTAL REVENUES	\$44,483,622	\$39,798,419	\$40,792,615
EXPENSES			
Instruction - ECS	\$ 1,385,282	\$2,548,866	\$1,279,169
Instruction - Grade 1 to 12	\$ 32,576,487	\$28,359,220	\$28,307,294
Operations & maintenance	\$ 3,996,786	\$3,742,994	\$4,371,167
Transportation	\$ 5,150,170	\$3,637,363	\$3,671,130
System Administration	\$ 1,553,082	\$1,505,341	\$1,398,248
External Services	\$ -	\$0	\$0
TOTAL EXPENSES	\$44,661,807	\$39,793,784	\$39,027,008
ANNUAL SURPLUS (DEFICIT)	(\$178,185)	\$4,635	\$1,765,607

BUDGETED ALLOCATION OF EXPENSES (BY OBJECT)
for the Year Ending August 31

	Approved Budget 2023/2024	Approved Budget 2022/2023	Actual Audited 2021/2022
EXPENSES			
Certificated salaries	\$ 21,056,145	\$19,562,443	\$18,842,371
Certificated benefits	\$ 4,227,299	\$3,940,209	\$3,631,220
Non-certificated salaries and wages	\$ 5,445,913	\$4,504,108	\$4,063,176
Non-certificated benefits	\$ 1,384,075	\$1,131,731	\$876,977
Services, contracts, and supplies	\$ 11,979,290	\$10,077,863	\$10,288,210
Capital and debt services			
Amortization of capital assets			
Supported	\$ 157,210	\$154,930	\$929,625
Unsupported	\$ 334,020	\$342,500	\$323,951
Interest on capital debt			
Supported	\$ -	\$0	\$0
Unsupported	\$ -	\$0	\$30,108
Other interest and finance charges	\$ 77,855	\$80,000	\$41,370
Losses on disposal of capital assets	\$ -	\$0	\$0
Other expenses	\$ -	\$0	\$0
TOTAL EXPENSES	\$44,661,807	\$39,793,784	\$39,027,008

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

REVENUES	Approved Budget 2023/2024							Actual Audited 2021/22
	Instruction		Operations and Maintenance	Transportation	System Administration	External Services	TOTAL	TOTAL
	ECS	Grade 1 to 12						
(1) Alberta Education	\$ 1,609,034	\$ 29,849,248	\$ 3,111,016	\$ 3,100,525	\$ 1,673,912	\$ -	\$ 39,343,735	\$ 36,084,576
(2) Alberta Infrastructure - non remediation	\$ -		\$ 60,770	\$ -		\$ -	\$ 60,770	\$ 52,771
(3) Alberta Infrastructure - remediation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(4) Other - Government of Alberta	\$ -	\$ -	\$ -	\$ 90,250	\$ -	\$ -	\$ 90,250	\$ -
(5) Federal Government and First Nations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(6) Other Alberta school authorities	\$ 4,501	\$ 50,499	\$ 825,000	\$ -	\$ -	\$ -	\$ 880,000	\$ 744,068
(7) Out of province authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(8) Alberta municipalities-special tax levies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(9) Property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(10) Fees	\$ 111,218	\$ 1,303,250		\$ 1,959,395		\$ -	\$ 3,373,863	\$ 3,242,296
(11) Sales of services and products	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 68,038
(12) Investment income	\$ 12,275	\$ 137,725	\$ -	\$ -	\$ -	\$ -	\$ 150,000	\$ 83,376
(13) Gifts and donations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 40,302
(14) Rental of facilities	\$ -	\$ -	\$ -	\$ -	\$ 116,000	\$ -	\$ 116,000	\$ 115,325
(15) Fundraising	\$ 30,354	\$ 340,580	\$ -	\$ -	\$ -	\$ -	\$ 370,934	\$ 176,971
(16) Gains on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(17) Other	\$ 8,025	\$ 90,045	\$ -	\$ -	\$ -	\$ -	\$ 98,070	\$ 184,892
(18) TOTAL REVENUES	\$ 1,775,407	\$ 31,771,347	\$ 3,996,786	\$ 5,150,170	\$ 1,789,912	\$ -	\$ 44,483,622	\$ 40,792,615
EXPENSES								
(19) Certificated salaries	\$ 787,330	\$ 19,860,982			\$ 407,833	\$ -	\$ 21,056,145	\$ 18,842,371
(20) Certificated benefits	\$ 258,688	\$ 3,957,905			\$ 10,706	\$ -	\$ 4,227,299	\$ 3,631,220
(21) Non-certificated salaries and wages	\$ -	\$ 3,952,039	\$ 1,060,436	\$ 41,327	\$ 392,111	\$ -	\$ 5,445,913	\$ 4,063,176
(22) Non-certificated benefits	\$ -	\$ 998,997	\$ 297,137	\$ 8,709	\$ 79,232	\$ -	\$ 1,384,075	\$ 876,977
(23) SUB - TOTAL	\$ 1,046,018	\$ 28,769,923	\$ 1,357,573	\$ 50,036	\$ 889,882	\$ -	\$ 32,113,432	\$ 27,413,744
(24) Services, contracts and supplies	\$ 332,449	\$ 3,730,094	\$ 2,335,913	\$ 5,075,134	\$ 505,700	\$ -	\$ 11,979,290	\$ 10,288,210
(25) Amortization of supported tangible capital assets	\$ 647	\$ 7,263	\$ 149,300	\$ -		\$ -	\$ 157,210	\$ 929,625
(26) Amortization of unsupported tangible capital assets	\$ 3,889	\$ 43,631	\$ 154,000	\$ -	\$ 132,500	\$ -	\$ 334,020	\$ 323,951
(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	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 30,108
(32) Other interest and finance charges	\$ 2,279	\$ 25,576	\$ -	\$ 25,000	\$ 25,000	\$ -	\$ 77,855	\$ 41,370
(33) Losses on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(34) Other expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(35) TOTAL EXPENSES	\$ 1,385,282	\$ 32,576,487	\$ 3,996,786	\$ 5,150,170	\$ 1,553,082	\$ -	\$ 44,661,807	\$ 39,027,008
(36) OPERATING SURPLUS (DEFICIT)	\$ 390,125	\$ (805,140)	\$ -	\$ -	\$ 236,830	\$ -	\$ (178,185)	\$ 1,765,607

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, 2022	\$5,804,416	\$3,796,762	\$0	\$2,007,654	\$1,636,458	\$371,196	\$0
2022/2023 Estimated impact to AOS for:							
Prior period adjustment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Opening balance adjustment due to adoption of PS 3280 (ARO)	\$0	\$0		\$0	\$0		
Estimated surplus(deficit)	\$1,250,000			\$1,250,000	\$1,250,000		
Estimated board funded capital asset additions		\$0		\$0	\$0	\$0	\$0
Projected board funded ARO tangible capital asset additions		\$0		\$0	\$0	\$0	\$0
Estimated disposal of unsupported tangible capital assets	\$0	\$0		\$0	\$0		\$0
Budgeted disposal of unsupported ARO tangible capital assets	\$0	\$0		\$0	\$0		\$0
Estimated amortization of capital assets (expense)		(\$402,045)		\$402,045	\$402,045		
Estimated capital revenue recognized - Alberta Education		\$88,530		(\$88,530)	(\$88,530)		
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		
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		
Estimated changes in Endowments	\$0		\$0	\$0	\$0		
Estimated unsupported debt principal repayment		\$0		\$0	\$0	\$0	\$0
Estimated reserve transfers (net) MINISTERIAL APPROVAL REQUIRED				\$0	\$0	\$0	\$0
Estimated assumptions/transfers of operations - capital lease addition	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated Balances for August 31, 2023	\$7,054,416	\$3,544,017	\$0	\$3,510,399	\$3,139,203	\$371,196	\$0
2023/24 Budget projections for:							
Budgeted surplus(deficit)	(\$178,185)			(\$178,185)	(\$178,185)		
Projected board funded tangible capital asset additions		\$1,800,000		(\$1,800,000)	(\$1,800,000)	\$0	\$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)		(\$491,230)		\$491,230	\$491,230		
Budgeted capital revenue recognized - Alberta Education		\$88,530		(\$88,530)	(\$88,530)		
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		\$7,910		(\$7,910)	(\$7,910)		
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) MINISTERIAL APPROVAL REQUIRED				\$0	\$0	\$0	\$0
Projected assumptions/transfers of operations - capital lease addition	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Projected Balances for August 31, 2024	\$6,876,231	\$5,009,997	\$0	\$1,866,234	\$1,495,038	\$371,196	\$0

**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-2024	31-Aug-2025	31-Aug-2026	31-Aug-2024	31-Aug-2025	31-Aug-2026	31-Aug-2024	31-Aug-2025	31-Aug-2026
Projected opening balance	\$3,139,203	\$1,495,038	\$445,038	\$371,196	\$371,196	\$371,196	\$0	\$0	\$350,000
Projected excess of revenues over expenses (surplus only)	\$0	\$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)	\$491,230	\$0	\$0		\$0	\$0			
Budgeted capital revenue recognized, including ARO assets amortization	(\$157,210)	\$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)									
Unsupported amortization to capital reserves	\$0	(\$350,000)	\$0	\$0	\$0	\$0	\$0	\$350,000	\$0
Projected assumptions/transfers of operations									
Techonology asset renewal	\$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			
Grid creep, net salary increases	\$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			
Increased insurance costs - unsupported	\$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
Techonology asset renewal	\$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	\$0	\$0	\$0	\$0	\$0	\$0
Capital Costs - Furniture & Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
New High School Building Supplemental Invest.	(\$1,800,000)	(\$350,000)	\$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
budget deficits for the next few years due to new highschools	\$0	(\$350,000)	(\$450,000)		\$0	\$0		\$0	\$0
above did not account for projected deficit in 2023 budget to offset unrestricted	(\$178,185)	\$0	\$0		\$0	\$0		\$0	\$0
Estimated closing balance for operating contingency	\$1,495,038	\$445,038	(\$4,962)	\$371,196	\$371,196	\$371,196	\$0	\$350,000	\$350,000

Total surplus as a percentage of 2024 Expenses	4.18%	2.61%	1.60%
ASO as a percentage of 2024 Expenses	4.18%	1.83%	0.82%

**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/transferring ASO
Estimated Operating Surplus (Deficit) Aug. 31, 2024	\$ (178,185)	
PLEASE ALLOCATE IN BLUE CELLS BELOW	(178,185)	OVERALLOCATED - PLEASE ALLOCATE
Estimated Operating Deficit Due to:		
Amortization of board funded ARO capital assets	\$0	
Amortization of board funded capital assets	\$334,020	
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	334,020	
Projected board funded tangible capital assets additions (including ARO) using both unrestricted surplus and operating reserves	1,800,000	New High School Building Supplemental Investments
Budgeted disposal of unsupported tangible capital assets, including board funded ARO	-	
Budgeted amortization of board funded tangible capital assets	(334,020)	
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	-	
Total final projected amount to access ASO in 2023/24	1,800,000	

This section will appear only if B7 is in a deficit position. If it is a deficit, it will show in blue.



PROJECTED STUDENT STATISTICS
FULL TIME EQUIVALENT (FTE) ENROLLED STUDENTS

Budgeted **Actual** **Actual**
2023/2024 **2022/2023** **2021/2022**
(Note 2)

Grades 1 to 12Eligible Funded Students:

Grades 1 to 9	2,829	2,816	2,826	Head count
Grades 10 to 12	638	635	593	Head count
Total	3,467	3,451	3,419	Grade 1 to 12 students eligible for base instruction funding from Alberta Education.
Percentage Change	0.5%	0.9%		

Other Students:

Total	-	-	-	Note 3
-------	---	---	---	--------

Total Net Enrolled Students	3,467	3,451	3,419	
Home Ed Students	-	-	-	Note 4
Total Enrolled Students, Grades 1-12	3,467	3,451	3,419	
Percentage Change	0.5%	0.9%		

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 program hours is 475 Hours
FTE Ratio	0.500	0.500	0.500	Actual hours divided by 950
FTE's Enrolled, ECS	155	155	155	
Percentage Change	0.0%	0.0%		

Home Ed Students	-		-	Note 4
Total Enrolled Students, ECS	309	309	309	
Percentage Change	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 2023/2024 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. Home Education Kindergartens, under ECS, do not apply to charter schools.

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

	Budget 2023/24		Actual 2022/23		Actual 2021/22		Notes
	Total	Union Staff	Total	Union Staff	Total	Union Staff	
School Based	203	-	194	-	186	-	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	204.9	-	196.3	-	188.4	-	FTE for personnel possessing a valid Alberta teaching certificate or equivalency.
Percentage Change	4.4%		4.2%		8.8%		
If an average standard cost is used, please disclose rate:	-		-		-		
Student F.T.E. per certificated Staff	18.42850171		1915%		1979%		

Certificated Staffing Change due to:

Please Allocate Below	8.6						If there is a negative change impact, the small class size initiative is to include any/all teachers retained.
Enrolment Change	2	-					
Other Factors	7	-					
Total Change	8.6	-					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.)	-	-					
Total Negative Change in Certificated FTEs	-	-					Breakdown required where year-over-year total change in Certificated FTE is 'negative' only.

Please note that the information in the section below only includes Certificated Number of Teachers (not FTEs):

Certificated Number of Teachers

Permanent - Full time	180	-	155	-	163	-
Permanent - Part time	6	-	11	-	10	-
Probationary - Full time	10	-	4	-	1	-
Probationary - Part time	2	-	3	-	-	-
Temporary - Full time	8	-	23	-	27	-
Temporary - Part time	7	-	7	-	2	-

NON-CERTIFICATED STAFF

Instructional - Education Assistants	20	-	12	-	12	-	Personnel support students as part of a multidisciplinary team with teachers and other support personnel to provide meaningful instruction
Instructional - Other non-certificated instruction	41	-	30	-	30	-	Personnel providing instruction support for schools under 'Instruction' program areas other than EAs
Operations & Maintenance	18	-	17	-	18	-	Personnel providing support to maintain school facilities
Transportation - Bus Drivers Employed	-	-	-	-	-	-	Bus drivers employed, but not contracted
Transportation - Other Staff	1	-	1	-	2	-	Other personnel providing direct support to the transportation of students to and from school other than bus drivers employed
Other	4	-	4	-	3	-	Personnel in System Admin. and External service areas.
Total Non-Certificated Staff FTE	83.6	-	64.7	-	65.8	-	FTE for personnel not possessing a valid Alberta teaching certificate or equivalency.
Percentage Change	29.2%		-1.6%		27.1%		

Explanation of Changes to Non-Certificated Staff:

The increase in support staff consists of additional specialized learning assistants, general learning assistants, as well as increases in FTE for existing support staff. It also reflects a shift from contract positions to a number of permanent positions.

Additional Information

Are non-certificated staff subject to a collective agreement?

No

Please provide terms of contract for 2022/23 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	4.29%

DRAFT



Standing or Ad Hoc COMMITTEE REPORT

Committee: _____

Meeting Date: _____

Members in attendance (include Chairperson and Secretary Titles):

Meeting Summary:

Please summarize discussions and list any resolutions that the majority of the committee adopted. The minority, if any, may submit a report consisting of their views on any resolution adopted by the majority.

The Committee Chairperson (or designate) will report the work of the committee to the Board and Society at the next Public Board Meeting in accordance with Policy 8 – CHARTER BOARD COMMITTEES and REPRESENTATIVES.