

# FOOTHILLS ACADEMY

*find* understanding

*build* confidence

*maximize* potential

## ANNUAL EDUCATION RESULTS REPORT (2019-2020) & EDUCATIONAL PLAN (2020-2023)



**Annual Education Results Report 2019 – 2020  
&  
Educational Plan 2020 - 2023**

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### Message from the Board Chair

Foothills Academy was built around the belief that all students with Learning Disabilities have exceptional potential and, with the right support and guidance, that they can achieve great success in school, post-secondary, and the workplace.

The pandemic caused significant programming challenges last year and, unfortunately, will likely cause more challenges this school year. In these unprecedented times, individuals living with disabilities can be disproportionately impacted. We have adjusted our programming to meet the new environment and will continue to provide exceptional school programming for students living with Learning Disabilities in Calgary and area. We also continue to serve the wider LD/ADHD community through our Community Services, providing psychological services, individual one-to-one remedial instruction, recreational programming, and educational opportunities for parents and professionals across Canada.

We are proud to see Foothills Academy as a leader in developing and implementing evidence-based teaching practices for students with Learning Disabilities. The core of our successful work with the LD/ADHD population stems from our foundational philosophy of Self-Determination Theory, as we help our students to Find Understanding, Build Confidence and Maximize Potential.

Foothills Academy's Board continues to provide sound oversight of the governance of the society. The broad range of skills and experience at the table provides us with a collective strength to continue moving forward and ensuring sustainability of our programs and outreach.

On behalf of the Board, I would like to thank our Executive Co-Directors and our faculty and staff for their efforts and dedication in ensuring our success. I would like to personally thank all of my fellow Board Members and members of the Board Committees who have volunteered their valuable time, effort and expertise on behalf of Foothills Academy over the past year.

Harold Esche

### Foundation Statements

**Mission:**

The mission of Foothills Academy is to facilitate learning in persons, primarily youth and children, identified as having a Learning Disability by providing quality educational programs and a supportive environment for families and staff. We also recognize that we are partners within a universal system of research, public education, in-service and advocacy through our Community Services.

**Vision:**

We will be recognized for our expertise in working with individuals identified as having Learning Disabilities locally, provincially, nationally and internationally.

**Principles:**

As a Designated Special Education Private School, we strive to ensure that Foothills Academy's school program is accessible to all students who are eligible for the program. As such, we have a substantial bursary to support families in need, which requires great commitment from stakeholders of Foothills Academy to make this bursary sustainable.

**Beliefs:**

We know that all children with Learning Disabilities have great potential, and Foothills Academy seeks first to **Find Understanding, Build Competence and Maximize Potential**. All individuals have relative strengths, and although these are not a result of any disability, they are an important focus for success in school; supported by the development of growth mindsets and evidence-based strategies and programs. We are aware that all of our students can become highly successful and contributing members of society, as they are expected to transition into post-secondary education or into meaningful sectors of the workplace.

### Accountability Statement

The Annual Education Results Report for the 2019/2020 school year and the Three-Year Education Plan commencing September 1, 2020 for Foothills Academy were prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans. The Board is committed to implementing the strategies in the plan to improve student learning and results.

On behalf of the Board of Governors, I approve this combined Annual Education Results Report for the 2019/2020 school year and the Three-Year Education Plan for 2020/2023.



Nov 30, 2020

Board Chair

Date

### **A Profile of the School Authority**

Foothills Academy is a Designated Special Education Private School, serving students with Learning Disabilities from grades 3 to 12. Foothills Academy Society also consists of the Estelle Siebens Community Services outreach department to work with individuals, families and professionals living and working with Learning Disabilities in the wider community locally, provincially, nationally and internationally.

The School Program is a full-time program for students with Learning Disabilities from grades 3 to 12 following the Alberta Education Curriculum. The staff to student ratio is typically around 1:6 with a teacher and part-time assistant, resulting in classes of around 12 to 14 students. With just less than 300 students, we focus upon a wide range of evidence based strategies and practices to help students find success; ensuring that students reach their full potential. As well as developing and implementing new strategies to help maximize our students' growth academically, socially and emotionally, we continually pursue research opportunities to strengthen our program development to support further success. The aim for our students is to go on to meaningful post-secondary education, or to successfully transition into the workforce. We build on students' strengths to enable them to become the great individuals whom they are all capable of being.

The mandate of Estelle Siebens Community Services is to assist children, youth, and adults who are experiencing difficulties in their school, work, and/or home environments as a result of Learning Disabilities and/or ADHD, and related social/emotional challenges. We offer assistance to these individuals as well as parents and relevant professionals through the provision of psychoeducational assessments; recreational and psychosocial programming for children and adolescents; counselling services; parent presentations; professional development workshops and intensive remedial instruction for reading, writing, and mathematics.



## **Trends, Issues and Accomplishments**

Find Understanding, Build Confidence, Maximize Potential.

The immense challenges imposed upon to all of education, and every other sector of society, during the 2019 – 2020 school year due to the COVID-19 pandemic make it more important than ever to reflect on the accomplishments of the year; before and during Alberta's classroom closure in March.

Foothills Academy continued to strive forwards, focusing upon the continuous development of our programs for students with Learning Disabilities. There had been a greater focus placed upon the sustainability of Foothills Academy's fundraising efforts, which ensure eligible students are able to join the school program regardless of their family's financial circumstances. As the provincial economy began to strain in 2019 Foothills started to evaluate the processes by which funds are raised to support the comprehensive bursary program.

At a provincial level, changes were made to the educational Funding Manual, and we commend Alberta Education's acknowledgement of the importance of choice in education, and the hugely important role Designated Special Education Private Schools, such as Foothills Academy, have to play in the educational landscape, and within the local community too. In school programming, ongoing trends and issues in education and Learning Disabilities often revolve around research and best practices. We continually strive to provide the most impactful learning experiences for all of our students; ensuring that we keep up with current research and meaningful evidence-based practices for Learning Disabilities. All staff completed Foothills Academy's 10-week intensive Learning Disabilities e-course as part of a school-wide reset on consistently identifying best-practices.

We are creating more collaborative opportunities within the agency and beyond, to enhance the effectiveness of the interventions and programs used throughout the school. The additional supports required by many students with Learning Disabilities are also successfully provided by Foothills Academy. Our strong counselling and assessment departments in Community Services support students in their social and emotional development, to impact their learning and growth.

Additional growth of the school program began as we developed opportunities for distributed leadership, and enhanced school leadership, which included the designated creation of staff leaders in Literacy and Numeracy. This helps with designing criteria supporting consistency and evaluating best practices throughout the school.

When classroom closures were announced throughout the province in response to COVID-19, we were able to nimbly switch to full-time online learning for all students within 24 hours of the announcement. Despite the swift transition to online learning, we did recognize the

importance of social and emotional supports for students working at-home. We were fortunate to have resources to support student needs, and over 94% of families were confident in Foothills Academy's ability to navigate the challenges of classroom closure and continue to support students' needs. Parents also noted that "the kids at Foothills had the best possible experience", and that through the uncertainty of it all, teachers and support staff were "adaptable" and "amazing" given the circumstances. Throughout the classroom closure we ensured to maintain our educational assistants, psychologists, occupational therapists and speech language therapists, as all of these roles are essential in the effective learning and development of our students at Foothills Academy.

Despite the disruption to the educational system, Foothills managed to continue with successful support for all students. It was a truly challenging year for all students, and especially the grade 12s across the province, who amongst other things, were disappointed at the lack of a traditional graduation. We were able to provide personalized graduation presentations for all of our grade 12 students and their families; a very unique experience in challenging times, but one that aimed to truly celebrate the incredible achievements our students made throughout their time at Foothills Academy.

We will continue to pursue plans for future growth as we strive to support as many individuals with Learning Disabilities as possible. Throughout all of our plans for sustainable growth, we continue to evaluate our processes so that we can keep growing towards the highest standards of excellence of which we are capable.

We would like to thank all of our students, parents, families, staff and stakeholders, without whom we could not achieve everything we do in support of our students and families.



Simon Williams MEd, PGCE (Cantab)  
Executive Co-Director

Find Understanding, Build Confidence, Maximize Potential.

**May 2020 Accountability Pillar Overall Summary**

| Measure Category  | Measure                                    | Foothills Academy |                  |                     | Alberta        |                  |                     | Measure Evaluation |             |            |
|---|--|-------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|-------------|------------|
|   |  | Current Result    | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement        | Improvement | Overall    |
| Safe and Caring Schools                                       | Safe and Caring                            | 92.6              | 94.7             | 94.1                | 89.4           | 89.0             | 89.2                | Very High          | Maintained  | Excellent  |
| Student Learning Opportunities                                | Program of Studies                         | 78.9              | 74.2             | 74.6                | 82.4           | 82.2             | 82.0                | High               | Improved    | Good       |
|   | Education Quality                          | 93.7              | 94.9             | 94.9                | 90.3           | 90.2             | 90.1                | Very High          | Maintained  | Excellent  |
|   | Drop Out Rate                              | 0.0               | 0.8              | 0.5                 | 2.7            | 2.6              | 2.7                 | Very High          | n/a         | n/a        |
|   | High School Completion Rate (3 yr)         | 80.8              | 90.4             | 88.3                | 79.7           | 79.1             | 78.4                | High               | Maintained  | Good       |
| Student Learning Achievement (Grades K-9)                     | PAT: Acceptable                            | n/a               | 70.6             | 70.1                | n/a            | 73.8             | 73.6                | n/a                | n/a         | n/a        |
|   | PAT: Excellence                            | n/a               | 8.3              | 11.2                | n/a            | 20.6             | 20.0                | n/a                | n/a         | n/a        |
| Student Learning Achievement (Grades 10-12)                   | Diploma: Acceptable                        | n/a               | 89.6             | 81.0                | n/a            | 83.6             | 83.4                | n/a                | n/a         | n/a        |
|   | Diploma: Excellence                        | n/a               | 11.7             | 8.2                 | n/a            | 24.0             | 23.5                | n/a                | n/a         | n/a        |
|   | Diploma Exam Participation Rate (4+ Exams) | 50.0              | 58.5             | 54.6                | 56.4           | 56.3             | 55.6                | Intermediate       | Maintained  | Acceptable |
|   | Rutherford Scholarship Eligibility Rate    | 65.2              | 65.7             | 72.8                | 66.6           | 64.8             | 63.5                | Intermediate       | n/a         | n/a        |
| Preparation for Lifelong Learning, World of Work, Citizenship | Transition Rate (6 yr)                     | 69.0              | 73.0             | 73.2                | 60.1           | 59.0             | 58.5                | Very High          | Maintained  | Excellent  |
|   | Work Preparation                           | 89.7              | 91.5             | 92.4                | 84.1           | 83.0             | 82.7                | Very High          | Maintained  | Excellent  |
|   | Citizenship                                | 89.7              | 89.4             | 89.1                | 83.3           | 82.9             | 83.2                | Very High          | Maintained  | Excellent  |
| Parental Involvement  | Parental Involvement                       | 94.9              | 95.7             | 95.5                | 81.8           | 81.3             | 81.2                | Very High          | Maintained  | Excellent  |
| Continuous Improvement  | School Improvement                         | 82.9              | 85.9             | 85.4                | 81.5           | 81.0             | 80.9                | Very High          | Maintained  | Excellent  |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.



## Measure Evaluation Reference (Optional)

### Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

| Measure                                    | Very Low      | Low           | Intermediate  | High          | Very High      |
|--|---------------|---------------|---------------|---------------|----------------|
| Safe and Caring                            | 0.00 - 77.62  | 77.62 - 81.05 | 81.05 - 84.50 | 84.50 - 88.03 | 88.03 - 100.00 |
| Program of Studies                         | 0.00 - 66.31  | 66.31 - 72.65 | 72.65 - 78.43 | 78.43 - 81.59 | 81.59 - 100.00 |
| Education Quality                          | 0.00 - 80.94  | 80.94 - 84.23 | 84.23 - 87.23 | 87.23 - 89.60 | 89.60 - 100.00 |
| Drop Out Rate                              | 100.00 - 9.40 | 9.40 - 6.90   | 6.90 - 4.27   | 4.27 - 2.79   | 2.79 - 0.00    |
| High School Completion Rate (3 yr)         | 0.00 - 57.03  | 57.03 - 62.36 | 62.36 - 73.88 | 73.88 - 81.79 | 81.79 - 100.00 |
| PAT: Acceptable                            | 0.00 - 66.07  | 66.07 - 70.32 | 70.32 - 79.81 | 79.81 - 84.64 | 84.64 - 100.00 |
| PAT: Excellence                            | 0.00 - 9.97   | 9.97 - 13.44  | 13.44 - 19.56 | 19.56 - 25.83 | 25.83 - 100.00 |
| Diploma: Acceptable                        | 0.00 - 71.45  | 71.45 - 78.34 | 78.34 - 84.76 | 84.76 - 87.95 | 87.95 - 100.00 |
| Diploma: Excellence                        | 0.00 - 9.55   | 9.55 - 12.59  | 12.59 - 19.38 | 19.38 - 23.20 | 23.20 - 100.00 |
| Diploma Exam Participation Rate (4+ Exams) | 0.00 - 31.10  | 31.10 - 44.11 | 44.11 - 55.78 | 55.78 - 65.99 | 65.99 - 100.00 |
| Rutherford Scholarship Eligibility Rate    | 0.00 - 47.98  | 47.98 - 55.78 | 55.78 - 68.95 | 68.95 - 74.96 | 74.96 - 100.00 |
| Transition Rate (6 yr)                     | 0.00 - 39.80  | 39.80 - 46.94 | 46.94 - 56.15 | 56.15 - 68.34 | 68.34 - 100.00 |
| Work Preparation                           | 0.00 - 66.92  | 66.92 - 72.78 | 72.78 - 77.78 | 77.78 - 86.13 | 86.13 - 100.00 |
| Citizenship                                | 0.00 - 66.30  | 66.30 - 71.63 | 71.63 - 77.50 | 77.50 - 81.08 | 81.08 - 100.00 |
| Parental Involvement                       | 0.00 - 70.76  | 70.76 - 74.58 | 74.58 - 78.50 | 78.50 - 82.30 | 82.30 - 100.00 |
| School Improvement                         | 0.00 - 65.25  | 65.25 - 70.85 | 70.85 - 76.28 | 76.28 - 80.41 | 80.41 - 100.00 |

#### Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e., lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

### Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

| Evaluation Category    | Chi-Square Range                                |
|------------------------|---|
| Declined Significantly | 3.84 + (current < previous 3-year average)      |
| Declined               | 1.00 - 3.83 (current < previous 3-year average) |
| Maintained             | less than 1.00                                  |
| Improved               | 1.00 - 3.83 (current > previous 3-year average) |
| Improved Significantly | 3.84 + (current > previous 3-year average)      |

### Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

| Improvement            | Achievement |            |              |            |            |
|------------------------|-------------|------------|--------------|------------|------------|
|                        | Very High   | High       | Intermediate | Low        | Very Low   |
| Improved Significantly | Excellent   | Good       | Good         | Good       | Acceptable |
| Improved               | Excellent   | Good       | Good         | Acceptable | Issue      |
| Maintained             | Excellent   | Good       | Acceptable   | Issue      | Concern    |
| Declined               | Good        | Acceptable | Issue        | Issue      | Concern    |
| Declined Significantly | Acceptable  | Issue      | Issue        | Concern    | Concern    |

### Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g., 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

## Overview

Due to the March 2020 classroom closure of schools across the Province in response to the COVID-19 pandemic, all summer diploma and Provincial Achievement Tests were cancelled. Despite the lack of provincial testing data, we have included 2019 results in this report, to provide a consistent benchmark for moving forward and goal setting. Other provincial data from student, parent and staff surveys, and school metrics such as completion rate, is current and provides an up to date measure of Foothills Academy's development.

This report follows an updated structure for reporting provincial and local measures and results, to provide assurance to our community, the public, and the Ministry of Education about the ongoing growth, development and support of our students, staff and community. The report focuses upon the annual education results, and combines them with an educational plan which reflects how we will strive for continuous growth and improvement in our educational services. We use this document to report on, and plan for how to continually develop the meaningful delivery of our school program, for all of our students living with Learning Disabilities. We know that all individuals with Learning Disabilities are able to thrive at school with the right supports, and our intention is to ensure high quality education specific to our students' needs. Through this report, we aim to provide context of how we can make further impacts on the lives of our students and families in the Foothills Academy community.

The report focuses upon educational results from a provincial and local level, and areas of success are identified, as are areas which require growth. Additionally, as we shift the focus of the report from accountability to assurance, we provide a local perspective around five domains:

1. Student Growth and Achievement
2. Teaching and Leading
3. Learning Supports
4. Governance
5. Local and Societal Context

Ultimately, we aim to deliver clear accountability for the publicly and privately funded components of Foothills Academy's successful and effective education and supports for students with Learning Disabilities. It is important that we provide assurance to the Minister of Education, and to our local school community, as we identify priority areas and meet the needs of our students, parents and community.

The key enabling processes indicated by Alberta Education for continuous improvement include:

**Evidence-informed decision making:** At Foothills Academy, we will be persistently attentive to gathering ongoing evidence to inform us of the next best-steps to take.

**Engagement:** Foothills Academy will continue to engage with education partners and stakeholders, to work together to bring about positive change.

**Learning and Capacity Building:** To provide assurance, Foothills Academy will continue to reflect upon our professional learning and systems. Through ongoing review, we will continue to build capacity for change and improvement, to help deliver assurance to all stakeholders of Foothills Academy.

## STUDENT GROWTH AND ACHIEVEMENT

### Diploma Examination Results – Measure Details

| Diploma Exam Course by Course Results by Students Writing. |           |                          |      |       |      |      |      |       |      |      |     |        |   |
|--|-----------|--------------------------|------|-------|------|------|------|-------|------|------|-----|--------|---|
|  |           | Results (in percentages) |      |       |      |      |      |       |      |      |     | Target |   |
|  |           | 2016                     |      | 2017  |      | 2018 |      | 2019  |      | 2020 |     | 2020   |   |
|  |           | A                        | E    | A     | E    | A    | E    | A     | E    | A    | E   | A      | E |
| English Lang Arts 30-1                                     | Authority | 100.0                    | 0.0  | 88.2  | 5.9  | 82.6 | 0.0  | 100.0 | 7.7  | n/a  | n/a |        |   |
|  | Province  | 86.8                     | 10.7 | 86.5  | 11.7 | 87.5 | 13.2 | 86.8  | 12.3 | n/a  | n/a |        |   |
| English Lang Arts 30-2                                     | Authority | 100.0                    | 42.9 | 100.0 | 16.7 | 70.0 | 0.0  | 100.0 | 11.1 | n/a  | n/a |        |   |
|  | Province  | 89.1                     | 12.3 | 89.5  | 11.4 | 88.0 | 13.1 | 87.1  | 12.1 | n/a  | n/a |        |   |
| French Lang Arts 30-1                                      | Authority | n/a                      | n/a  | n/a   | n/a  | n/a  | n/a  | n/a   | n/a  | n/a  | n/a |        |   |
|  | Province  | 93.8                     | 8.7  | 94.7  | 9.4  | 93.8 | 11.0 | 91.5  | 10.1 | n/a  | n/a |        |   |
| Français 30-1  | Authority | n/a                      | n/a  | n/a   | n/a  | n/a  | n/a  | n/a   | n/a  | n/a  | n/a |        |   |
|  | Province  | 99.3                     | 20.3 | 98.1  | 18.6 | 97.4 | 23.0 | 98.6  | 29.5 | n/a  | n/a |        |   |
| Mathematics 30-1   | Authority | 83.3                     | 50.0 | 50.0  | 0.0  | 64.3 | 14.3 | 100.0 | 33.3 | n/a  | n/a |        |   |
|  | Province  | 70.7                     | 25.9 | 73.1  | 30.7 | 77.8 | 35.3 | 77.8  | 35.1 | n/a  | n/a |        |   |
| Mathematics 30-2   | Authority | 83.3                     | 16.7 | 77.8  | 11.1 | 37.5 | 0.0  | 87.5  | 12.5 | n/a  | n/a |        |   |
|  | Province  | 75.4                     | 16.8 | 74.7  | 15.9 | 74.2 | 16.4 | 76.5  | 16.8 | n/a  | n/a |        |   |
| Social Studies 30-1  | Authority | 90.9                     | 0.0  | 85.7  | 0.0  | 85.0 | 15.0 | 90.9  | 0.0  | n/a  | n/a |        |   |
|  | Province  | 84.9                     | 14.3 | 86.0  | 14.8 | 86.2 | 17.7 | 86.6  | 17.0 | n/a  | n/a |        |   |
| Social Studies 30-2  | Authority | 100.0                    | 37.5 | *     | *    | 80.0 | 6.7  | 80.0  | 0.0  | n/a  | n/a |        |   |
|  | Province  | 81.1                     | 13.1 | 80.6  | 12.6 | 78.8 | 12.2 | 77.8  | 12.2 | n/a  | n/a |        |   |
| Biology 30   | Authority | 85.7                     | 0.0  | 50.0  | 0.0  | 58.3 | 4.2  | 76.9  | 0.0  | n/a  | n/a |        |   |
|  | Province  | 85.1                     | 32.4 | 84.2  | 32.3 | 86.6 | 36.6 | 83.9  | 35.5 | n/a  | n/a |        |   |
| Chemistry 30   | Authority | *                        | *    | 100.0 | 14.3 | 87.5 | 12.5 | *     | *    | n/a  | n/a |        |   |
|  | Province  | 81.5                     | 34.5 | 83.1  | 38.6 | 83.6 | 38.3 | 85.7  | 42.5 | n/a  | n/a |        |   |
| Physics 30   | Authority | *                        | *    | 88.9  | 0.0  | 71.4 | 14.3 | n/a   | n/a  | n/a  | n/a |        |   |
|  | Province  | 85.8                     | 39.8 | 85.7  | 41.8 | 86.2 | 43.6 | 87.5  | 43.5 | n/a  | n/a |        |   |
| Science 30   | Authority | 83.3                     | 16.7 | *     | *    | n/a  | n/a  | *     | *    | n/a  | n/a |        |   |
|  | Province  | 84.4                     | 27.6 | 84.9  | 28.4 | 85.4 | 31.5 | 85.7  | 31.2 | n/a  | n/a |        |   |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

### Provincial Achievement Test Results – Measure Details

| PAT Course by Course Results by Number Enrolled. |           |                          |      |      |      |      |      |      |      |      |     |        |   |
|--|-----------|--------------------------|------|------|------|------|------|------|------|------|-----|--------|---|
|  |           | Results (in percentages) |      |      |      |      |      |      |      |      |     | Target |   |
|  |           | 2016                     |      | 2017 |      | 2018 |      | 2019 |      | 2020 |     | 2020   |   |
|  |           | A                        | E    | A    | E    | A    | E    | A    | E    | A    | E   | A      | E |
| English Language Arts 6                          | Authority | 88.9                     | 5.6  | 88.5 | 15.4 | 77.8 | 3.7  | 88.0 | 0.0  | n/a  | n/a |        |   |
|  | Province  | 82.9                     | 20.4 | 82.5 | 18.9 | 83.5 | 17.9 | 83.2 | 17.8 | n/a  | n/a |        |   |
| French Language Arts 6 année                     | Authority | n/a                      | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a |        |   |
|  | Province  | 87.7                     | 14.2 | 85.1 | 13.5 | 85.2 | 12.3 | 87.7 | 15.7 | n/a  | n/a |        |   |
| Français 6 année                                 | Authority | n/a                      | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a |        |   |
|  | Province  | 91.4                     | 17.2 | 92.1 | 21.6 | 93.3 | 23.1 | 90.3 | 24.6 | n/a  | n/a |        |   |
| Mathematics 6                                    | Authority | 55.6                     | 2.8  | 57.7 | 0.0  | 63.0 | 3.7  | 60.0 | 4.0  | n/a  | n/a |        |   |
|  | Province  | 72.2                     | 14.0 | 69.4 | 12.6 | 72.9 | 14.0 | 72.5 | 15.0 | n/a  | n/a |        |   |
| Science 6  | Authority | 72.2                     | 11.1 | 80.8 | 46.2 | 85.2 | 33.3 | 84.0 | 12.0 | n/a  | n/a |        |   |
|  | Province  | 78.0                     | 27.1 | 76.9 | 29.0 | 78.8 | 30.5 | 77.6 | 28.6 | n/a  | n/a |        |   |
| Social Studies 6                                 | Authority | 75.0                     | 16.7 | 73.1 | 34.6 | 81.5 | 22.2 | 84.0 | 8.0  | n/a  | n/a |        |   |
|  | Province  | 71.4                     | 22.0 | 72.9 | 21.7 | 75.1 | 23.2 | 76.2 | 24.4 | n/a  | n/a |        |   |
| English Language Arts 9                          | Authority | 61.5                     | 15.4 | 80.5 | 4.9  | 64.3 | 2.4  | 52.6 | 7.9  | n/a  | n/a |        |   |
|  | Province  | 77.0                     | 15.2 | 76.8 | 14.9 | 76.1 | 14.7 | 75.1 | 14.7 | n/a  | n/a |        |   |
| K&E English Language Arts 9                      | Authority | n/a                      | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a |        |   |
|  | Province  | 59.8                     | 6.2  | 58.8 | 5.9  | 55.7 | 5.9  | 57.4 | 5.4  | n/a  | n/a |        |   |
| French Language Arts 9 année                     | Authority | n/a                      | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a |        |   |
|  | Province  | 83.0                     | 10.8 | 83.1 | 11.2 | 81.4 | 9.8  | 82.9 | 12.3 | n/a  | n/a |        |   |
| Français 9 année                                 | Authority | n/a                      | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a |        |   |
|  | Province  | 86.4                     | 26.8 | 88.9 | 26.1 | 82.7 | 22.3 | 88.6 | 26.0 | n/a  | n/a |        |   |
| Mathematics 9                                    | Authority | 57.7                     | 23.1 | 53.7 | 7.3  | 45.2 | 4.8  | 52.6 | 7.9  | n/a  | n/a |        |   |
|  | Province  | 67.8                     | 17.5 | 67.2 | 19.0 | 59.2 | 15.0 | 60.0 | 19.0 | n/a  | n/a |        |   |
| K&E Mathematics 9                                | Authority | n/a                      | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a |        |   |
|  | Province  | 61.2                     | 13.0 | 57.5 | 13.3 | 57.4 | 13.6 | 59.6 | 13.2 | n/a  | n/a |        |   |
| Science 9  | Authority | 76.9                     | 23.1 | 80.5 | 7.3  | 73.8 | 9.5  | 81.6 | 10.5 | n/a  | n/a |        |   |
|  | Province  | 74.2                     | 22.4 | 74.0 | 21.4 | 75.7 | 24.4 | 75.2 | 26.4 | n/a  | n/a |        |   |
| K&E Science 9                                    | Authority | n/a                      | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a |        |   |
|  | Province  | 63.8                     | 14.3 | 63.9 | 13.3 | 64.6 | 12.3 | 61.7 | 10.7 | n/a  | n/a |        |   |
| Social Studies 9                                 | Authority | 73.1                     | 15.4 | 65.9 | 9.8  | 64.3 | 19.0 | 73.7 | 13.2 | n/a  | n/a |        |   |
|  | Province  | 64.7                     | 18.0 | 67.0 | 20.2 | 66.7 | 21.5 | 68.7 | 20.6 | n/a  | n/a |        |   |
| K&E Social Studies 9                             | Authority | n/a                      | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a |        |   |
|  | Province  | 58.0                     | 11.6 | 56.3 | 12.7 | 55.2 | 14.2 | 55.9 | 15.0 | n/a  | n/a |        |   |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

### Citizenship – Measure Details

| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. |           |      |      |      |      |          |      |      |      |      |
|---|-----------|------|------|------|------|----------|------|------|------|------|
|   | Authority |      |      |      |      | Province |      |      |      |      |
|   | 2016      | 2017 | 2018 | 2019 | 2020 | 2016     | 2017 | 2018 | 2019 | 2020 |
| Overall   | 91.9      | 90.3 | 87.6 | 89.4 | 89.7 | 83.9     | 83.7 | 83.0 | 82.9 | 83.3 |
| Teacher   | 100.0     | 98.4 | 99.2 | 97.8 | 99.1 | 94.5     | 94.0 | 93.4 | 93.2 | 93.6 |
| Parent  | 93.9      | 92.5 | 92.5 | 93.8 | 93.9 | 82.9     | 82.7 | 81.7 | 81.9 | 82.4 |
| Student   | 81.8      | 80.0 | 71.0 | 76.6 | 76.2 | 74.5     | 74.4 | 73.9 | 73.5 | 73.8 |

### Rutherford Eligibility Rate – Measure Details

| Percentage of Grade 12 students eligible for a Rutherford Scholarship. |           |      |      |      |      |          |      |      |      |      |
|--|-----------|------|------|------|------|----------|------|------|------|------|
|  | Authority |      |      |      |      | Province |      |      |      |      |
|  | 2015      | 2016 | 2017 | 2018 | 2019 | 2015     | 2016 | 2017 | 2018 | 2019 |
| Rutherford Scholarship Eligibility Rate                                | 66.7      | 70.0 | 82.6 | 65.7 | 65.2 | 60.8     | 62.3 | 63.4 | 64.8 | 66.6 |

| Rutherford eligibility rate details. |                |                             |                              |                             |                              |                             |                              |                             |                              |
|--------------------------------------|----------------|-----------------------------|------------------------------|-----------------------------|------------------------------|-----------------------------|------------------------------|-----------------------------|------------------------------|
| Reporting School Year                | Total Students | Grade 10 Rutherford         |                              | Grade 11 Rutherford         |                              | Grade 12 Rutherford         |                              | Overall                     |                              |
|                                      |                | Number of Students Eligible | Percent of Students Eligible | Number of Students Eligible | Percent of Students Eligible | Number of Students Eligible | Percent of Students Eligible | Number of Students Eligible | Percent of Students Eligible |
| 2015                                 | 33             | 19                          | 57.6                         | 20                          | 60.6                         | 9                           | 27.3                         | 22                          | 66.7                         |
| 2016                                 | 20             | 13                          | 65.0                         | 12                          | 60.0                         | 11                          | 55.0                         | 14                          | 70.0                         |
| 2017                                 | 23             | 15                          | 65.2                         | 17                          | 73.9                         | 9                           | 39.1                         | 19                          | 82.6                         |
| 2018                                 | 35             | 20                          | 57.1                         | 20                          | 57.1                         | 10                          | 28.6                         | 23                          | 65.7                         |
| 2019                                 | 23             | 13                          | 56.5                         | 15                          | 65.2                         | 13                          | 56.5                         | 15                          | 65.2                         |

### High School to Post-secondary Transition Rate – Measure Details

| High school to post-secondary transition rate of students within four and six years of entering Grade 10. |           |      |      |      |      |          |      |      |      |      |
|---|-----------|------|------|------|------|----------|------|------|------|------|
|   | Authority |      |      |      |      | Province |      |      |      |      |
|   | 2015      | 2016 | 2017 | 2018 | 2019 | 2015     | 2016 | 2017 | 2018 | 2019 |
| 4 Year Rate   | 47.8      | 50.4 | 31.1 | 55.0 | 53.2 | 37.0     | 37.0 | 39.3 | 40.1 | 40.8 |
| 6 Year Rate   | 95.5      | 70.3 | 76.3 | 73.0 | 69.0 | 59.4     | 57.9 | 58.7 | 59.0 | 60.1 |

### Summary

The previous year’s 2018-2019 data for our high-school students shows consistent trends of positive achievement across the academic ranges of each subject. Considering the challenges many individuals with Learning Disabilities face in education, we remain steadfastly proud of our students, staff and program, for being able to support Foothills Academy students become highly successful learners in the Alberta curriculum. In light of the high-school diploma trends, it is positive to see a significant number of our students move on to post-secondary education. The rate of transition to post-secondary for Foothills Academy students has been consistently above that of the provincial average. This is a testament to the success of students in the Foothills program, considering that statistics would suggest close to 50% of individuals with Learning Disabilities in North America would not graduate high-school.

Despite the positive numbers of students transitioning to post-secondary education, we have great pride in all of our students, whether they move onto further education or into the work-place. The skills our students hone in their time at Foothills helps them successfully transition

into the adult world, regardless of where their path takes them. All Foothills students are hugely capable, impactful and contributing members of society. Futures planning begins in grade 10 and students earn Job Preparation credit as enhancement to CALM. Each grade 10 has an authentic job interview experience and in November 2019 all grade 10s attended SAIT's Career Exploration Centre.

In grade 11, students attended the Empowering Minds leadership retreat in October 2019. Building on these leadership skills, grade 11 and 12 students were involved with Foothills Academy's Inside Out Conference and participated in a panel discussion with alumni Foothills students; helping to advise student about transitions after high-school. Additionally, students have career focused presenters come into school every month for 'Future's Fridays'.

Further collaborations for student learning and growth were experienced with our dual credit pilot with SAIT, including dual credit courses in carpentry, welding and management. We also partnered with Canadian Rockies Outdoor Learning Centre, for 20 high-school students to complete credits in Winter Travel. Like many experiences at the end of the school year, COVID-19 interrupted them, although this is a course we hope to reengage with upon school re-entry. All grade 11 and 12 students (and families) had access to Guidance and Graduation support, and every grade 12 student had an individual post-secondary transition workshop with assessment psychologists to help plan for high-school transition. This is in collaboration with Foothills Academy's Community Services; providing an excellent, and cost-effective service to student growth and learning.

### **Areas for Growth**

It is apparent that a continued trend over the years has been the lower number of students accessing standards of excellence in Diplomas and Provincial Achievement Tests. Although not out of reach to all students, the numbers in this area are typically lower than provincial average. This is not to be unexpected, especially in all Provincial Achievement Tests as younger students arriving at Foothills Academy may have significant challenges in reading and literacy. This, coupled with anxieties around learning (especially during standardized test situations), and impacted self-efficacy, compound to make Provincial Achievement Test data at the standard of excellence more difficult to attain. We acknowledge that this data is one piece of the puzzle, but is an area to focus upon; without compromising the quality of the rest of the program.

Similar patterns are seen with diplomas too, and over the years the standards of excellence have been challenging areas to access for some students. We must celebrate the fact that historical data up to last year does show Foothills Academy students match or exceed provincial averages in diplomas at the acceptable standards in many subjects. The standard of excellence in English Language Arts 30-2 exceeded provincial averages last year, another testament to our program for Learning Disabilities.

It is important for us to note that the datasets provided here are reflective of a pre-COVID-19 world. With the cancelation of diplomas in June 2020, there are possible ramifications to student learning that we have yet to bear witness to. The unseen stresses and anxieties

imposed upon children during the pandemic may well resonate into their future learning experiences. Current research is suggesting that younger students have lost half a year of reading development, and so they are lagging behind in the system compared to their peers of the previous years. Such academic impacts could have consequences upon students across all grades as we move forwards. This is an important consideration to factor in as we move into the 2020-2021 school year. It will be important to closely monitor these provincial measures of student achievement in coming years.

Moving forwards, we will review data from local standardized tests such as from Weschler Fundamentals: Academic Skills. We will also utilize other measures and programs to collect data for student growth and development, from Precision Reading, Achieve 3000, ST Math, LiPS, Lexia, Fountas and Pinell, Handwriting without Tears and other appropriate programs. Further local measures to focus on as we move forwards are our internal awards for first and second class students, citizenship and perseverance, digital leadership, and personal growth.

**Local Measures:**

**1<sup>st</sup> Class Awards:** 80% or more on avg 4 core subjects; 2 have to be above 80%.: **87 students**

**2<sup>nd</sup> Class Awards:** 75% or more on avg 4 core subjects, 2 have to be above 75%: **54 students**

**Citizenship Award:** Student who exemplifies qualities of initiative, cooperation, leadership and respect

**Perseverance Award:** Consistently applies strategies, good work habits, applies supports they have been taught so they develop a mindset to keep trying to find the way to success.

**Digital Leadership:** Most consistently supported and encouraged other students, consistently attended classes and tutorials and hit the ground running

**Personal Growth: 31 students**

**PRIORITIES/GOALS, OUTCOMES AND STRATEGIES**

**Foothills Academy will continue to achieve comparable acceptable standards in relation to the provincial averages, in all subjects in Provincial Achievement Tests and in diplomas.**

It is a priority for Foothills to maintain the successful outcomes of student learning in PATs and Diplomas. In the ever changing world of education and society (and currently health too), the learning needs of all students change from year to year. With further developments in technology and research, we are able to better understand the development of the LD brain. Targeting effective interventions is crucial. Although this goal is to continue meeting comparable standards to the provincial average, it will require growth in our understanding and implementation of the research (and technology) to allow us to keep supporting our students so effectively in their own academic growth.

**Foothill Academy will focus upon further skills development and remediation programs through high-school to make further gains on our students' standards of excellence in diplomas.**

This area of growth will focus upon diplomas, as we strive to implement more skills and remediation classes and programs into the high-school. Much research and intervention development is done in younger grades, and is limited for high-school students. We plan to source evidence based remediation programs, to focus more attention targeted at high-school. Some research suggests that individuals with ADHD (of which many of our students are diagnosed), develop symptoms of reading comprehension disabilities later on in their school life. This is due in part to the taxing demands placed upon older students' cognitive load as focusing, processing information and holding concepts in their working memory becomes exhausting. These difficulties arise in the older grades when the complexity of the curriculum increases, and the demands for comprehension rise. High-school interventions are critical, and they may not be interventions that would have been required or even identified in the younger grades. We will re-structure student schedules with specific skills and remediation classes, and continue to work in high-school with an increased number of courses being semestered. Having all high-school classes semestered will afford us to be able to reduce demands on students' cognitive load, as we reduce the different subjects and course contents which they have to focus upon. The workload for students will be the same, but will be more focused upon specific subjects. This change in scheduling may require some additional personnel resources as the skills and remediation time will provide more opportunity for small group or one-on-one supports. However, this is also managed through schedule re-design too. Programs to support high-school remediation will include Lindamood-Bell's Visualizing and Verbalising, Achieve 300 and ST Math. Additional program research will be conducted into Jump Math and Math Minds.

**Foothills Academy will not sacrifice student achievement at the expense of student health and wellness after the COVID-19 pandemic.**

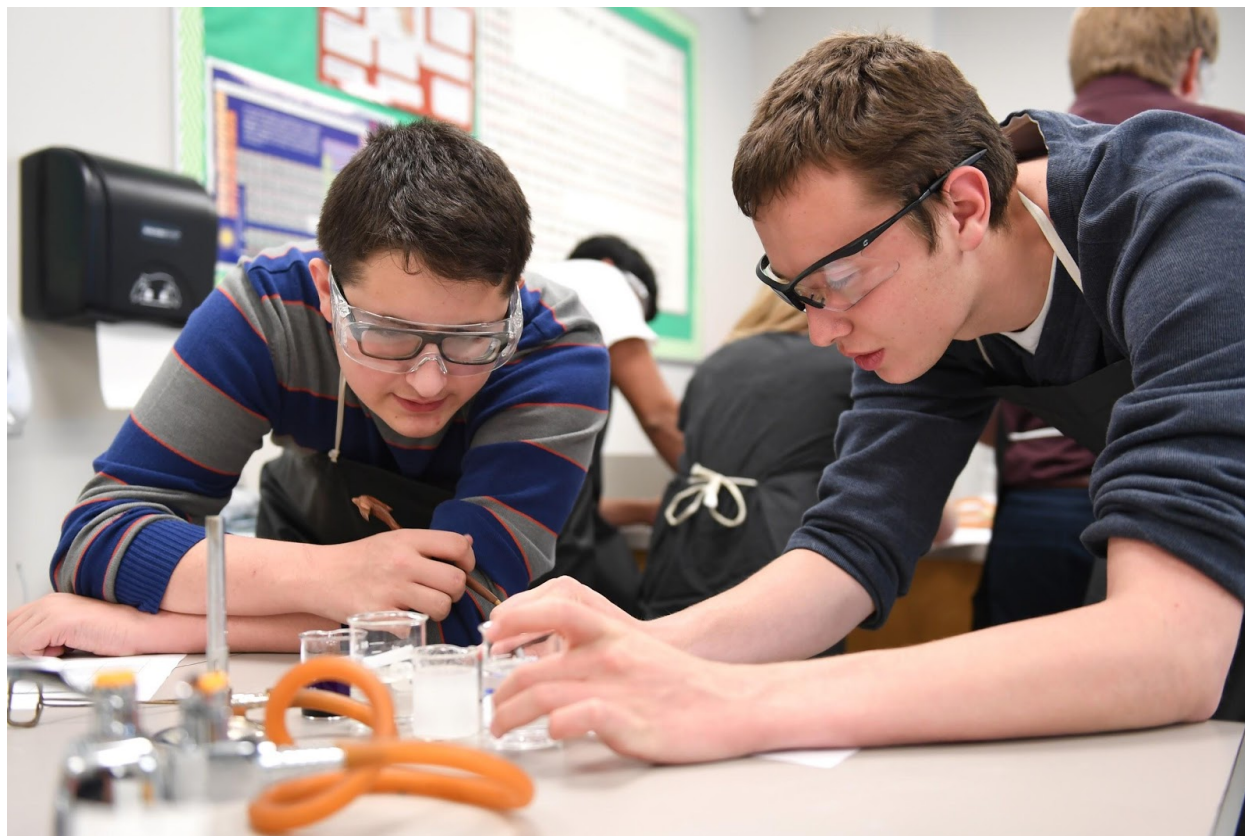
The impacts of COVID-19 may still resonate in education for months and possibly years to come. Therefore, despite the goal of striving to close the gap in high-school standards of excellence, and maintain outstanding performances in PATs, each student may respond differently to a return to full-time education in a post-pandemic world. We do not know exactly what gaps have developed in student learning or in a social and emotional context. We will continue to provide strong counselling supports, train teachers and support staff to support anxieties and other mental health impacts of the pandemic. Additionally, professional development supports will be identified for staff to manage student, and their own, wellbeing. Without teacher



and student wellness we will not be delivering our program 100% effectively.

**Foothills Academy will develop ongoing resources for post-secondary and workplace transitions.**

We have developed extensive resources and experiences for students in high-school to successfully plan for their lives after Foothills. With experiences in dual-credit programs, transition supports in collaboration with other agencies, and exposure to career professionals from different fields, we plan to continue developing resources for successful transitions after high-school. We are looking at establishing an Alumni Engagement program to help support students with mentorship, job shadowing and work experience. Additionally, we will pursue the development of more partnerships with Alberta post-secondary institutions, dual-credit opportunities and youth in trade initiatives. It is also important for individuals with Learning Disabilities to begin planning for life after high-school as early as possible, to develop a sense of 'urgency of reality'. Therefore, we will explore transition programming supports and opportunities for grades 5 – 9.



## TEACHING AND LEADING

### Education Quality – Measure Details

| Percentage of teachers, parents and students satisfied with the overall quality of basic education. |           |       |      |      |      |          |      |      |      |      |
|---|-----------|-------|------|------|------|----------|------|------|------|------|
|   | Authority |       |      |      |      | Province |      |      |      |      |
|   | 2016      | 2017  | 2018 | 2019 | 2020 | 2016     | 2017 | 2018 | 2019 | 2020 |
| Overall   | 96.9      | 96.1  | 93.6 | 94.9 | 93.7 | 90.1     | 90.1 | 90.0 | 90.2 | 90.3 |
| Teacher   | 100.0     | 100.0 | 98.1 | 96.9 | 97.8 | 96.0     | 95.9 | 95.8 | 96.1 | 96.4 |
| Parent  | 96.5      | 96.5  | 93.8 | 95.2 | 93.9 | 86.1     | 86.4 | 86.0 | 86.4 | 86.7 |
| Student   | 94.2      | 91.8  | 88.9 | 92.5 | 89.3 | 88.0     | 88.1 | 88.2 | 88.1 | 87.8 |

### Program of Studies – Measure Details

| Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education. |           |      |      |      |      |          |      |      |      |      |
|--|-----------|------|------|------|------|----------|------|------|------|------|
|  | Authority |      |      |      |      | Province |      |      |      |      |
|  | 2016      | 2017 | 2018 | 2019 | 2020 | 2016     | 2017 | 2018 | 2019 | 2020 |
| Overall  | 77.5      | 76.7 | 72.9 | 74.2 | 78.9 | 81.9     | 81.9 | 81.8 | 82.2 | 82.4 |
| Teacher  | 87.9      | 84.9 | 81.4 | 82.2 | 92.9 | 88.1     | 88.0 | 88.4 | 89.1 | 89.3 |
| Parent   | 79.4      | 78.4 | 78.3 | 78.8 | 78.5 | 80.1     | 80.1 | 79.9 | 80.1 | 80.1 |
| Student  | 65.4      | 66.6 | 58.9 | 61.4 | 65.2 | 77.5     | 77.7 | 77.2 | 77.4 | 77.8 |

### School Improvement – Measure Details

| Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. |           |      |      |      |      |          |      |      |      |      |
|--|-----------|------|------|------|------|----------|------|------|------|------|
|  | Authority |      |      |      |      | Province |      |      |      |      |
|  | 2016      | 2017 | 2018 | 2019 | 2020 | 2016     | 2017 | 2018 | 2019 | 2020 |
| Overall  | 82.4      | 84.3 | 86.0 | 85.9 | 82.9 | 81.2     | 81.4 | 80.3 | 81.0 | 81.5 |
| Teacher  | 72.0      | 84.0 | 92.3 | 92.6 | 87.0 | 82.3     | 82.2 | 81.5 | 83.4 | 85.0 |
| Parent   | 90.4      | 88.6 | 92.2 | 92.0 | 89.7 | 79.7     | 80.8 | 79.3 | 80.3 | 80.0 |
| Student  | 85.0      | 80.5 | 73.4 | 73.1 | 72.1 | 81.5     | 81.1 | 80.2 | 79.4 | 79.6 |

### Summary

The offering of a broad program of studies at Foothills Academy has grown over the years, moving from specific core subject focus, to a wider, typical range of program of studies. There has been consistency over the past five years in the perception of this delivery of programs, although the notable growth in teachers' perceptions of program growth is evident this year. This could be attributed to the ongoing development of our elective programs, as we invested in more fine arts and construction for junior-high electives. Having identified a need for our students to have more access to hands-on activities in electives, and recognizing that a number of our students enter the trades (as noted by last year's development of the SAIT dual-credit program), we began construction and homebuilding in electives. The success of this elective complemented the wide range of other electives including art, fine art, drama, photography, outdoor education, fitness, and foods.

Additionally, we are able to provide a broad range of academic courses throughout high-school to prepare students for post-secondary education at university, college or the workplace.

It is also important to recognize the specific aspects of teaching and leading at Foothills Academy. Working with LQS and TQS competencies, classroom observations incorporate these into Foothills Academy's standards. Observations and evaluations are carried out informally as walk-through observations and teacher coaching, and formally as lesson evaluations.

### **Maintaining Ongoing Supervision and Evaluation**

As per Alberta Education's **Teacher Growth, Supervision and Evaluation Policy**, the Program Co-ordinators and/or Executive Director(s) provide ongoing supervision of teachers. This includes:

- Providing support and guidance to teachers.
- Observing and receiving information from any source about the quality of teaching a teacher provides to students.
- Identifying the behaviours or practices of a teacher that for any reason may require an evaluation.

All teachers will receive supervision support and feedback throughout the course of the year. Formal evaluations will occur when:

- A teacher is in their first year of teaching at Foothills Academy.
- A teacher is operating on an Interim Certificate, Letter of Authority or Temporary Letter of Authority.
- The teacher has requested an evaluation in writing.
- There are purposes of gathering information related to a specific employment decision.
- When a teacher has gone three years without an evaluation.
- On the basis of information received through supervision, the Program Coordinator or Executive Director(s) has reason to believe that the teaching of the teacher may not meet the teaching quality standard (TQS).

Formal evaluations are typically conducted by:

- Three separate observations, each comprised of a pre-observation meeting, to ascertain the specific goals and planning of the lesson; the observation itself; and a post-observation meeting/reflection, to discuss the lesson, provide feedback, note areas of strength and areas for growth. The evaluation will be written formatively from the three observations. All evaluations (and observations) ensure teaching is aligned with Foothills Academy's expectations and each competency of Alberta Education's **Teaching Quality Standard**.

Evaluations may consist of a week-long observation, where administration observe one lesson per day, providing feedback mid-week, and observing the applications from the feedback through the end of the week.

Administration also regularly conduct drop in observations, or walk-throughs, sometime accompanied by other staff.

Executive Co-Directors will formally evaluate administration (Program Co-ordinators) bi-annually. The evaluation will be conducted based upon Alberta Education’s **Leadership Quality Standard** and associated regulations, and Foothills Academy’s Administration evaluation measures.

**Areas for Growth**

We will focus upon ensuring to invest appropriately in electives to further build the program of studies and support to the success and wellbeing of our students. Further investment will be made with time and resources to implement targeted and relevant, evidence based teaching resources to support students with Learning Disabilities. Also, despite the constraints of COVID-19 leading to the cancellation of many professional development opportunities for staff growth and development, we have been able to continue supporting staff development with internal supports and online developments. Foothills Academy developed a publicly available online professional development course which is a required to be completed by all staff. It is an important part of onboarding for new staff, and as we evolve, we will continue to invest resources into this course, and others like it, incorporating our own best practices in the classroom at Foothills Academy.

Building greater capacity in all staff is essential, and finding ways to support teachers and staff to grow in all professional competencies is an ongoing requirement. It is important for us to ensure that resources are allocated to maximize student learning, success and wellbeing. We are creating opportunities for distributed leadership throughout all staff teams and through dedicated roles for leaders of Literacy and Numeracy.

We will continue to identify cost effective measure for meaningful professional development in the area of Learning Disabilities. The number of internal sessions delivered by staff, to staff, will be a valuable measure as we move forwards. Additionally, a measure of informative and summative teacher observations and evaluations will be a valuable measure for teacher and leader development.

|  |  |
|--|--|
| <p>PRIORITIES/GOALS, OUTCOMES AND STRATEGIES</p> | <p><b>Foothills Academy will continue to enhance the consistency of evidence based intervention programs targeting students with Learning Disabilities.</b></p> <p>With regards to teaching developments, it is our priority to invest appropriately in evidence based programs targeted at the specific needs of our students with Learning Disabilities. The creation of the Best Practices Committee brings educators and psychologists together to collaborate and assess the most appropriate and informed programs to implement consistently throughout the school. A key priority is to reengage the Data Team with educators and psychologists to evaluate</p> |
|--|--|

and assess the implementation and success of each evidence based program or approach.

**Foothills Academy will continue to review the needs of the students in the school and create opportunities for appropriate learning experiences to enhance their future goals through a broad program of studies.**

Foothills Academy has invested significantly over the past five years in developing partnerships with post-secondary institutions to provide exceptional experiences for our students to discover their path after high-school. These partnerships have been valuable experiences, although some are now too cost prohibitive. We will continue to explore opportunities for more students to work on dual credit courses with post-secondary institutions, in a cost effective manner. Additionally, learning experiences at Foothills will expand as we review the program of studies and develop where possible. Such an opportunity would be to review how we can transfer the home-building elective into high-school. In addition to this, the program of studies can be further enhanced as we investigate the possibility of developing a school-wide cross curricular STEM initiative through a potential LEGO robotics lab and maker-space.

**Foothills Academy will enhance the onboarding of new staff and expand expectations for ongoing growth and development for all staff.**

From the outlined expectations of all staff, appropriate professional development supports will enhance teaching, leading, and impact the growth and development of every student. Collaboration between staff will be structured with more peer mentoring with new staff and sharing of best practices. Collaboration will be fostered when opportunities are identified to create group Teacher Professional Growth Plans.

Leadership opportunities will be presented with distributed leadership throughout teaching teams and with educational assistants.

Additionally, two new roles for a leader of literacy and a leader of numeracy will be re-imagined. These positions will create a focus for consistent evidence-based approaches throughout the school. These leadership roles will also support targeted intervention and remediation strategies.

Foothills Academy's Staff Teaching Manual provides a concise structure for working with our student population. The manual will be updated to incorporate more of Foothills Academy's e-course and it will include re-developed philosophies around literacy and numeracy which is ongoing in the 2020-2021 year.



## LEARNING SUPPORTS

### Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

|         | Authority |       |      |      |      | Province |      |      |      |      |
|---------|-----------|-------|------|------|------|----------|------|------|------|------|
|         | 2016      | 2017  | 2018 | 2019 | 2020 | 2016     | 2017 | 2018 | 2019 | 2020 |
| Overall | 95.5      | 95.0  | 92.5 | 94.7 | 92.6 | 89.5     | 89.5 | 89.0 | 89.0 | 89.4 |
| Teacher | 100.0     | 100.0 | 98.5 | 99.3 | 96.5 | 95.4     | 95.3 | 95.0 | 95.1 | 95.3 |
| Parent  | 97.2      | 96.7  | 95.9 | 97.0 | 95.9 | 89.8     | 89.9 | 89.4 | 89.7 | 90.2 |
| Student | 89.3      | 88.2  | 83.3 | 87.8 | 85.5 | 83.4     | 83.3 | 82.5 | 82.3 | 82.6 |

### Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

|         | Authority |      |      |      |      | Province |      |      |      |      |
|---------|-----------|------|------|------|------|----------|------|------|------|------|
|         | 2016      | 2017 | 2018 | 2019 | 2020 | 2016     | 2017 | 2018 | 2019 | 2020 |
| Overall | 86.0      | 83.0 | 85.6 | 86.7 | 84.2 | 70.7     | 71.0 | 70.9 | 71.4 | 72.6 |
| Teacher | 96.0      | 89.8 | 94.2 | 90.7 | 93.5 | 77.3     | 77.3 | 77.8 | 78.8 | 80.6 |
| Parent  | 76.1      | 76.1 | 76.9 | 82.7 | 74.8 | 64.2     | 64.8 | 64.0 | 64.0 | 64.6 |

**Work Preparation – Measure Details**

| 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. |           |      |      |      |      |          |      |      |      |      |
|--|-----------|------|------|------|------|----------|------|------|------|------|
|  | Authority |      |      |      |      | Province |      |      |      |      |
|  | 2016      | 2017 | 2018 | 2019 | 2020 | 2016     | 2017 | 2018 | 2019 | 2020 |
| Overall  | 94.2      | 94.1 | 91.5 | 91.5 | 89.7 | 82.6     | 82.7 | 82.4 | 83.0 | 84.1 |
| Teacher  | 100.0     | 96.0 | 92.3 | 88.9 | 91.3 | 90.5     | 90.4 | 90.3 | 90.8 | 92.2 |
| Parent   | 88.5      | 92.2 | 90.7 | 94.2 | 88.2 | 74.8     | 75.1 | 74.6 | 75.2 | 76.0 |

**Inclusion – Measure Details**

| Each child and youth belongs, is supported and is successful in his/her learning. (Based on student, parent and teacher results) |                   |                      |                     |                |                      |                     |
|--|-------------------|----------------------|---------------------|----------------|----------------------|---------------------|
|  | Foothills Academy |                      |                     | Province       |                      |                     |
|  | Current Result    | Previous Year Result | Prev 3 Year Average | Current Result | Previous Year Result | Prev 3 Year Average |
| Student Inclusion  | 91.8              | 93.7                 | 93.3                | 86.5           | 86.2                 | 86.2                |

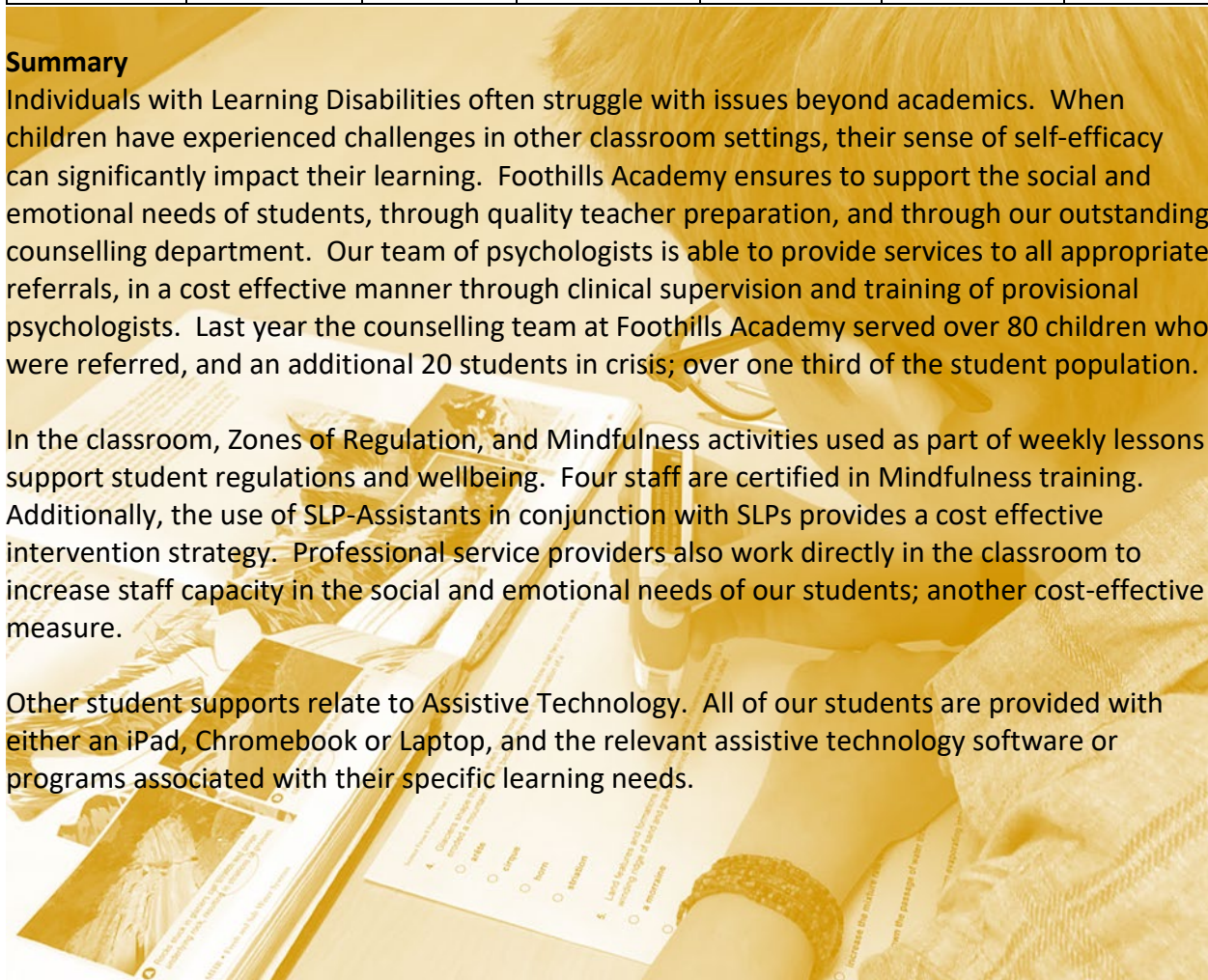
| Families are encouraged and supported in helping their children be successful in their learning. |                   |                      |                     |                |                      |                     |
|--|-------------------|----------------------|---------------------|----------------|----------------------|---------------------|
|  | Foothills Academy |                      |                     | Province       |                      |                     |
|  | Current Result    | Previous Year Result | Prev 3 Year Average | Current Result | Previous Year Result | Prev 3 Year Average |
| Supported Families   | 96.4              | 98.6                 | 97.7                | 84.9           | 84.9                 | 84.8                |

**Summary**

Individuals with Learning Disabilities often struggle with issues beyond academics. When children have experienced challenges in other classroom settings, their sense of self-efficacy can significantly impact their learning. Foothills Academy ensures to support the social and emotional needs of students, through quality teacher preparation, and through our outstanding counselling department. Our team of psychologists is able to provide services to all appropriate referrals, in a cost effective manner through clinical supervision and training of provisional psychologists. Last year the counselling team at Foothills Academy served over 80 children who were referred, and an additional 20 students in crisis; over one third of the student population.

In the classroom, Zones of Regulation, and Mindfulness activities used as part of weekly lessons support student regulations and wellbeing. Four staff are certified in Mindfulness training. Additionally, the use of SLP-Assistants in conjunction with SLPs provides a cost effective intervention strategy. Professional service providers also work directly in the classroom to increase staff capacity in the social and emotional needs of our students; another cost-effective measure.

Other student supports relate to Assistive Technology. All of our students are provided with either an iPad, Chromebook or Laptop, and the relevant assistive technology software or programs associated with their specific learning needs.



PRIORITIES/GOALS,  
OUTCOMES AND  
STRATEGIES

**Foothills Academy will create financially sustainable access to wrap-around services and resources to support the academic, social and emotional wellness and development of students.**

The structure of the psychological counselling services creates a highly cost effective method of service delivery and support; as does the SLP and SLP-A approach. Further avenues for financially sound professional service provisions will be explored, such as expanding the current transitions program with assessment psychologists working with grade 12 students. This cost-effective two-hour consultation for each student is hugely impactful in their approach to post-secondary supports. Similar programs can be considered for other grades with specific focus upon transition.

**Foothills Academy will consolidate the daily schedule to embed defined skills classes into each day.**

Focusing up specific remediation needs of each student, there will be a process of Curriculum Based Measurement testing and other student assessment information, to design a clear learning path for each student. The top three needs of each student will be prioritized, and programming will be chosen to meet these needs (reading, writing, math). The program will then be delivered, with a monitoring and reassessment process every ten weeks.

**As an agent of reconciliation, Foothills Academy will further embed FNMI culture, history and education across the curriculum.**

Inclusion of FNMI culture, traditions and education into the curriculum at Foothills Academy has been an important aspect of our program in our teaching and learning for a considerable time. However, like other aspects of the program, COVID-19 impacted some of the FNMI integration into school curriculum this year. National Indigenous Peoples Day guest speakers and events were put on hold due to the classroom closure. However, we did continue programming throughout the year to better develop an understanding of local communities. We were able to participate in Orange Shirt Day, and we hosted a two spirited person who spoke with our students and facilitated a drum circle for our youngest students. Despite the uncertainties this year, we continue to seek and develop FNMI resources for students and staff. Additionally, we will continue to find opportunities to build relationships within our local indigenous community to support us in our learning and collaboration in this area. As we continue to build this community, we will be afforded the opportunity to transfer perspectives crucial for acceptance into core subject areas.



## GOVERNANCE

### Parental Involvement – Measure Details

| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. |           |      |       |      |      |          |      |      |      |      |
|--|-----------|------|-------|------|------|----------|------|------|------|------|
|  | Authority |      |       |      |      | Province |      |      |      |      |
|  | 2016      | 2017 | 2018  | 2019 | 2020 | 2016     | 2017 | 2018 | 2019 | 2020 |
| Overall  | 94.9      | 96.3 | 94.4  | 95.7 | 94.9 | 80.9     | 81.2 | 81.2 | 81.3 | 81.8 |
| Teacher  | 98.4      | 99.2 | 100.0 | 99.3 | 97.4 | 88.4     | 88.5 | 88.9 | 89.0 | 89.6 |
| Parent   | 91.4      | 93.5 | 88.7  | 92.2 | 92.4 | 73.5     | 73.9 | 73.4 | 73.6 | 73.9 |

### Engaging Stakeholders

Foothills Academy involves and engages stakeholders in the vision of Foothills Academy, and to steward the system and resources as we maintain our emphasis on student success, community engagement, transparency and accountability.

- Foothills Academy’s Parent Association (FAPA) conducts monthly meetings with FAPA members and school administration. This provides the parents an opportunity to ask questions and have input regarding school matters, and hear from school administration about current events, initiatives and overall school vision.
- Foothills Academy General Meetings are held throughout the year for all parents and staff. In these meetings, Foothills Academy Society administration provide high-level over view of current trends and future direction, and school administration provide information and updates, and seek feedback, about immediate school matters.
- The President of FAPA is an ex-officio member of Foothills Academy’s Board of Governors, providing further engagement of parents at the board level for two-way communication and feedback. and the board meet.
- Throughout the course of the year, staff and parents are provided with local surveys to assist school administration with future planning; such as a parent survey at the end of the school year regarding the impact of online learning at home.
- General staff meetings are opportunities for administration to share current information and updates, and to seek staff input and collaboration.
- Stakeholders in the wider Learning Disabilities community are engaged too, through channels such as the LD/ADHD Network, for which Foothills Academy Society is the backbone agency. This network allows Foothills Academy to collaborate on educational matters pertaining to Learning Disabilities in schools directly with other Designated Special Education Private Schools, as well as the Calgary Board of Education, Calgary Separate Schools Division, and Rocky View School Division.
- Foothills Academy engages parent and professional stakeholders through the development of online courses to support students and families living with Learning Disabilities.
- Foothills Academy works with post-secondary institutions to recognize the importance of special education training in the area of Learning Disabilities for trainee teachers. This has resulted in the acceptance and development of a credit course in Learning Disabilities being developed in conjunction with the University of Calgary’s faculty of education.

- Foothills Academy continues to engage stakeholders through advocacy work for students with Learning Disabilities at school and across the province through the Learning Disabilities Association of Alberta, the now defunct Regional Collaborative Services Delivery, Centre for ADHD Awareness Canada, and the Learning Disabilities Association of Canada.

**Further Parent and Guardian Involvement**

Parent, guardian and family involvement is an essential foundation of Foothills Academy. We strive to build positive relationships with all parents and guardians, as they are integral support systems to their child’s success. They require direct communication with homeroom teachers and academic teachers, open, honest and regular communication is important between the school and home. Parents and guardians can provide feedback to help us develop individual programs for some students. It is important to have parents and guardians thoroughly involved in the IPP process so that collaboration between the student, teacher and parents makes a difference to each child’s learning. Parents can bring concerns, ideas and initiatives to administration or the parents’ association (FAPA), from where the ideas of the parents can be used when developing our Three-Year Plan. Parent and guardian feedback from the Alberta Education Parent surveys helps us to continue planning for a successful future. The positive culture generated parents is also evident in the significant efforts parents and guardians make to fundraise and advocate for Foothills Academy and for individuals with Learning Disabilities.

|   |   |
|---|---|
| <p><b>PRIORITIES/GOALS, OUTCOMES AND STRATEGIES</b></p> | <p><b>Foothills Academy will continue to collaborate with stakeholders to impact students and families living with Learning Disabilities.</b><br/>                 Our advocacy work engages Foothills Academy with a wide range of stakeholders in the Learning Disabilities field. Collaborating with all stakeholders and other agencies in education, health and social welfare allows Foothills Academy to remain at the forefront of Learning Disability issues. By ensuring we remain relevant in the Learning Disabilities landscape, we are able to proactively, or reactively, address matters which arise that impact children and learning. Such advocacy and collaboration is a financially efficient way to keep high standards of teaching and learning for students with Learning Disabilities.</p> <p><b>Foothills Academy will evaluate and develop ways to maintain universal access to the Foothills Academy school program.</b><br/>                 Foothills Academy has always been financially inclusive for all students and families; so long as they meet the intake criteria to be at the school. If a student with Learning Disabilities requires our program, then we should ensure we can meet their educational needs. Such a philosophy requires a significant fundraising commitment. As fundraising events change, and with the onset of COVID-19, it has become more evident that we must explore new ways to provide stability to the bursary fund.</p> |
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# FINANCIAL STATEMENTS

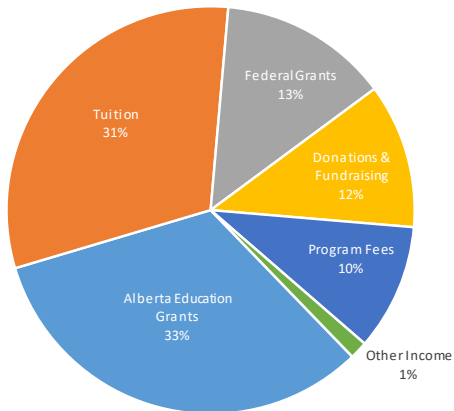
## 2019 - 2020

For the period September 1, 2019 to August 31, 2020

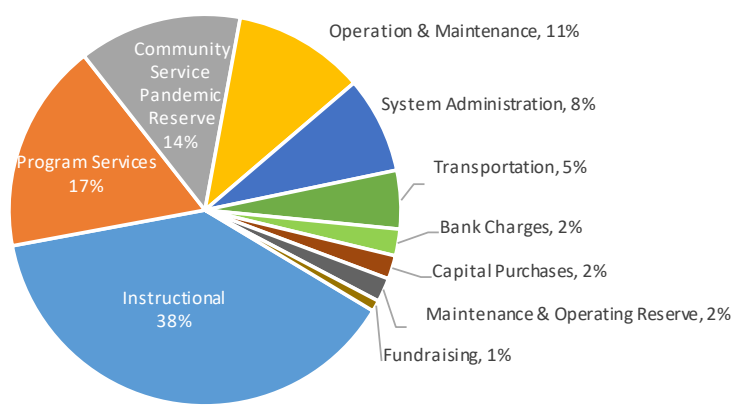
# Foothills Academy Society

745 - 37th Street N.W.  
Calgary, Alberta T2N 4T1

### Revenue: \$11,083,150



### Allocations: \$11,083,150



As directed by Alberta Education, Foothills Academy has incorporated the accrual method of accounting. Capital assets are being amortized. For detailed financial information contact the Business Office at (403) 270-9400. Information can also be found on our website: [www.foothillsacademy.org](http://www.foothillsacademy.org)

Audited statements are available upon request.  
Auditor: Sihota Taylor

Fiscal 2019-2020 brought new challenges to Foothills Academy as well as the world. The global pandemic and subsequent shut down cancelled all in-class instruction in mid-March. Our staff in the school programs adapted quickly and transitioned as much as possible to online learning. While that meant we did not see a reduction of school tuition revenue, it did cause a major disruption to our fundraising and donations.

The board directed that \$196,500 be allocated to the building Maintenance Reserve fund as per a building life cycle review conducted by an engineering firm and that the remaining surplus be allocated to an Operating & Bursary Program reserve. Capital spending this year included the upgrading of technology - especially Loftboards, the creation of a sports field on the west side of the property, and the replacement of the stucco siding on the north side of our facility. A significant amount of money was also spent on technology and licenses to have all our staff able to operate remotely when all programs moved to online delivery.

The pandemic shut down has caused a dramatic reduction in our fundraising. All events were cancelled starting March 2020 and to date we are unable to plan for the future. Thankfully, due to the generous support of our community, we were still able to award 108 bursaries for the school program in 2019/20. The economic downturn and the pandemic has led to continued high demand for bursary funds. This financial assistance to families accessing our programs is valued in excess of \$ 1,090,359.

Budget Summary

# FOOTHILLS ACADEMY SOCIETY

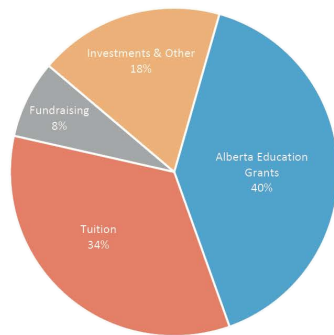
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Calgary, Alberta T2N 4T1

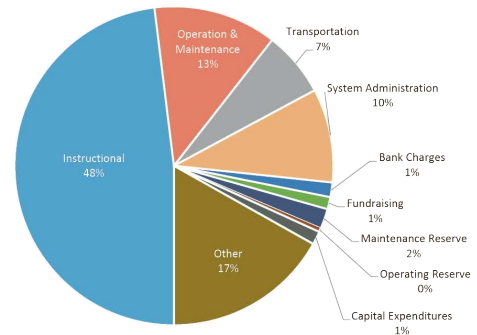
## OPERATING BUDGET 2020 - 2021

For the period September 1, 2019 to August 31, 2020

**Revenue: \$9,702,418**



**Allocations: \$9,702,418**



As directed by Alberta Education, Foothills Academy has incorporated the accrual method of accounting. Capital assets are being amortized. For detailed financial information contact the Business Office at (403) 270-9400. Information can also be found on website: [www.foothillsacademy.org](http://www.foothillsacademy.org)

Audited statements are available upon request.  
Auditor: Sihota Taylor

**Budget 2020/21**

**Revenue Summary**

|                                 |             |
|---------------------------------|-------------|
| Alberta Education Grants        | \$3,888,653 |
| Tuition                         | \$3,300,000 |
| Fundraising                     | \$742,207   |
| Investments & External Services | \$1,771,558 |

**Total Revenue \$9,702,418**

**Allocation Summary**

|                             |             |
|-----------------------------|-------------|
| Instructional               | \$4,661,175 |
| Operations & Maintenance    | \$1,213,800 |
| System Administration       | \$922,660   |
| Transportation              | \$641,450   |
| Fundraising                 | \$119,000   |
| Bank Charges                | \$144,000   |
| Maintenance Reserve         | \$196,500   |
| Operating & Bursary Reserve | \$37,418    |
| Capital Expenditures        | \$130,000   |
| Other                       | \$1,636,415 |

**Total Allocations \$9,702,418**

We are not budgeting for any major changes from the previous year. We expect fundraising revenue to remain weak due to the current economic situation and the COVID-19 pandemic.

Capital expenditures will primarily be for building renewal projects as per the life cycle assessment report.

## LOCAL AND SOCIETAL CONTEXT

### Summary

It is apparent that Foothills Academy strives to be a leader in Learning Disabilities beyond the walls of the school. As we continually reflect upon our best practices, we make informed decisions to change and develop our system to be the most effective way to support the development of students with Learning Disabilities. Without excellent, passionate and knowledgeable staff, we would not be able to directly and effectively address all of the needs of our students, and similarly support our families too. Therefore, impactful and relevant professional development is of paramount importance. Considerations of cost are hugely influential with professional development, and a significant amount of our professional development is created at low-cost, in-house, from evidence-based research. Such professional development is accessible to other schools and districts to support teachers across the province to work successfully with students with Learning Disabilities. Our ongoing partnerships within the LD/ADHD community provide excellent opportunities for collaboration on a larger scale. Such opportunities have little financial commitment and enormous educational reward for our students and staff.

|  |  |
|--|--|
| <p>PRIORITIES/GOALS, OUTCOMES AND STRATEGIES</p> | <p><b>Foothills Academy will develop and provide outstanding professional development through in-house courses, to train all staff for minimal expense.</b></p> <p>With the successful development of our online courses on Learning Disabilities for professionals, and for parents, we will ensure all staff are well trained in the expected practices and standards required to be successful working with students with Learning Disabilities. The low cost of these courses allows all staff to receive excellent training to support their own growth. Future course developments will focus on ADHD. Also, staff will continue to share best practices with peers. The considerable talent of outstanding staff at Foothills Academy affords us an excellent opportunity to have continual professional development sessions to support teacher growth in Learning Disabilities.</p> <p><b>Foothills Academy will support other school boards and independent schools with professional development requirements, to minimize expenses through collaboration, and maximizing quality through thorough, evidence-based research and practice.</b></p> <p>Through our online course developments, we will continue to work with other organizations and agencies to collaborate and support teachers develop a strong understanding of the best practices for teaching students with of Learning Disabilities.</p> |
|--|--|

**Foothills Academy will continue to be a leader in the Learning Disabilities, and student re-registration rates will be an indicator of the demand and satisfaction in the school program.**

The demand for the school program is significant and our wait lists fill up rapidly. Re-registration is a key indicator of student and parent satisfaction of the supports we are able to offer students to be successful in their school life; and to set them up for success in the future.

**Future Challenges**

There are many future challenges which are not necessarily unique to Foothills Academy, or to education as a whole. The impacts of the COVID-19 pandemic may be felt for some considerable time throughout the province, socially, emotionally, academically and financially. It is therefore more important than ever to ensure we provide the strong supports for the whole-child at Foothills Academy, and continue to search for ways to do so which are financially prudent and cost-effective. Continuing to assure the Ministry of Education and our stakeholders about the ongoing quality and affordability of our programs is important, and it always has been. As the uncertainties of the future loom over all sectors, it is crucial that we continue to strongly support, and advocate for, vulnerable populations such as Learning Disabilities; who may be more affected by the ongoing impact of the pandemic than others. As the economic implications in the province take hold, it is important that we continue to support special education and Designated Special Education Private Schools. The new weighted moving average funding model provides clarity on the future direction of government funding, and we acknowledge the government's support for special education in Alberta.

In accordance with financial challenges, we must evolve parts of our fundraising mandates in order to provide ongoing, long-term sustainability of our bursary program, to keep access open to all eligible students.

The world in which young people are developing, is changing at a much faster rate than ever before, and mental health challenges are becoming more influential in student learning at school and home. In addition to this, the pandemic simply multiplies the problem. Therefore, being able to support the ever changing complexity of children and youth with Learning Disabilities, is very important for us all to remain focused upon. Additionally, we do not know the ongoing academic impact of classroom closure during the pandemic, and is something we are going to have to continue to monitor as we move forwards.

Ultimately, we always want to be able to support as many children and families as possible, and an ongoing challenge is how to explore further avenues to be able to provide sustainable and effective supports for as many students with Learning Disabilities as possible.

### Timelines and Communication

The AERR and Three-Year Plan are available on our website:

[www.foothillsacademy.org/aboutfoothills/reports/](http://www.foothillsacademy.org/aboutfoothills/reports/)

For more information, visit our website, call 403 270 9400, or email

[info@foothillsacademy.org](mailto:info@foothillsacademy.org)

### Whistleblower Protection

Foothills Academy has developed a clear and effective Whistleblower policy and procedure document, which is in accordance with Alberta Education's requirements. There are no Whistleblower disclosures to report at this time.

