




Annual Education Results Report 2020/2021

Spring 2021 School Authority Results Summary for Planning and Reporting

The Annual Education Results Report for Foothills Academy for the 2020/2021 school year was prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2020/2021 was approved by the Board on November 25th, 2021.

A handwritten signature in blue ink, appearing to read "Harold Esche", is written over a horizontal line.

Harold Esche: Board Chair

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. Striving to enhance the lives of individuals with Learning Disabilities, by *Finding Understanding, Building Confidence and Maximizing Potential*.

Principles:

As a designated Special Education Private School, it is important 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 in order 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 then 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, as guided by their interests and strengths.

A PROFILE OF THE SCHOOL AUTHORITY

Foothills Academy is a Designated Special Education Private School (DSEPS), serving students with Learning Disabilities from grades 3 to 12. Foothills Academy also has a 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 educational assistant. With just less than 300 students, we focus upon a wide range of strategies to help students find success; ensuring that students reach their full potential. As well as creating and developing new strategies to help our students reach their potential, we are conducting research to support our program development. The aim for our students is to go on to successful post-secondary education or meaningful sectors of the workplace. 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.

This results report constitutes the required assurance domains of **Student Growth and Achievement, Teaching & Leading, Learning Supports** and **Governance**. Additionally local measures are reported to provide a societal context and give a fulsome insight into Foothills Academy's growth and evolution. The report acts to provide further assurance to stakeholders about the ongoing successful work Foothills Academy carries out to support individuals with Learning Disabilities.

Spring 2021 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	89.6	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	88.0	89.7	88.9	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	100.0	80.8	85.1	83.4	80.3	79.6	Very High	Improved Significantly	Excellent
	5-year High School Completion	95.2	92.7	93.4	86.2	85.3	84.8	Very High	Maintained	Excellent
	PAT: Acceptable	n/a	n/a	69.2	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	10.0	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	80.9	n/a	n/a	83.6	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	9.3	n/a	n/a	24.1	n/a	n/a	n/a	
Teaching & Leading	Education Quality	92.3	93.7	94.1	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.8	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	92.3	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	83.2	94.9	95.0	79.5	81.8	81.4	n/a	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. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. 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), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. 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, Social Studies 30-2.

STUDENT GROWTH AND ACHIEVEMENT

Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	306	89.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	60	96.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	220	77.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	26	94.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0

Comments on Results

Parents and teachers see that students at Foothills are engaged in their learning at school, with 96% and 95% respectively in agreement. Our student responses are higher than the provincial average, and considering our student population, are a testament to the confidence and belief our students develop in their learning and abilities. Students’ voices are crucial for us to hear when we evaluate our annual results.

If we examine the reports from grade 7-9 students, and the 10-12 students, the largest areas where students feel less engaged are in Language Arts and Mathematics. Given that 80% of students with Learning Disabilities have language-based struggles, and many have mathematical challenges such as dyscalculia, these results are understandable, and will remain a key focus in our evolution of supporting student with Learning Disabilities.

Although Learning Disabilities are lifelong, we strive to support and remediate all students’ areas of weakness, but this is not a short-term process. Therefore, although Foothills supports all students in their specific areas of need, it does not necessarily equate to an immediate engagement in that subject. The school program addresses the specific academic, social and emotional needs of the students, and ultimately our approach should foster an increased sense of self-efficacy in academics and greater engagement and motivation for all students. Motivation lies upon a continuum, and the inherent goal is for students to be intrinsically motivated to be successful based upon their sense of competence and ownership of their learning.

Foothills Academy’s programs are founded upon Self-Determination Theory, so all classes should engage students with things that are related to their personal interests and connections to staff and each other in their daily work. Classes also provide a strong sense of competence, giving students a sense of autonomy and ownership of their learning. All of these aspects of Self-Determination foster student engagement on a daily basis, and will continue to be developed, and remain at the forefront of everything we do at Foothills Academy.

The ongoing development of re-imagined Literacy and Numeracy strategies at Foothills Academy are further examples of our continued efforts to focus on best practices and ensure all students feel a sense of belonging, ownership and engagement in all aspects of their learning and school-life.

S.1 Student Learning Engagement Detail

Authority: 9107 Foothills Academy Society

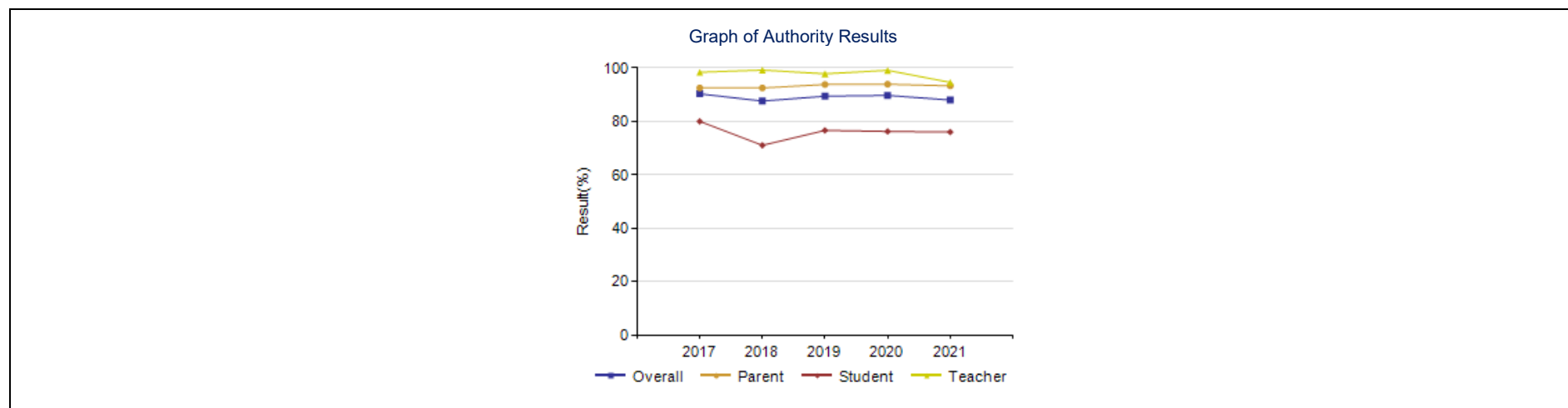
The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

Student - Grade 7-9

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
I understand how the language arts I am learning at school is useful to me	2021	90	28	49	13	2	8	77
I understand how the mathematics I am learning at school is useful to me	2021	91	26	57	7	3	7	84
I understand how the science I am learning at school is useful to me	2021	92	34	57	5	1	3	90
I understand how the social studies I am learning at school is useful to me	2021	91	35	43	14	4	3	78
The language arts I am learning at school is interesting to me	2021	91	13	43	27	7	10	56
The mathematics I am learning at school is interesting to me	2021	92	16	38	25	11	10	54
The science I am learning at school is interesting to me	2021	92	43	47	4	3	2	90
The social studies I am learning at school is interesting to me	2021	92	39	35	17	5	3	74

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	389	90.3	375	87.6	373	89.4	348	89.7	306	88.0	n/a	n/a	n/a	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2
Parent	105	92.5	102	92.5	88	93.8	79	93.9	60	93.3	n/a	n/a	n/a	32,863	82.7	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4
Student	259	80.0	247	71.0	258	76.6	246	76.2	220	76.0	n/a	n/a	n/a	235,647	74.4	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1
Teacher	25	98.4	26	99.2	27	97.8	23	99.1	26	94.6	n/a	n/a	n/a	31,462	94.0	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2019/20. Caution should be used when interpreting trends over time.
4. 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.

Comments on Results

Students at Foothills Academy model the characteristics of active citizenship, with teachers and parents expressing 95% and 93% satisfaction respectively. It is impressive that our students report higher than the provincial average, although this is a reflection of the broad range of programming and supports provided at Foothills.

There are innumerable factors blanketing education which have been impacted by the COVID-19 pandemic. Active citizenship is one of these factors, as there have been reduced opportunities for student involvement in the wider community for them to model active

citizenship on a larger scale. Although active citizenship is an essential and expected part of every student’s day within the school itself, there are fewer opportunities for experiences such as leadership between high school and elementary, having student ambassadors at open houses, and opportunities for giving back to the community with connections to the neighbouring senior citizens’ home.

Student Growth and Achievement



A.6 Citizenship

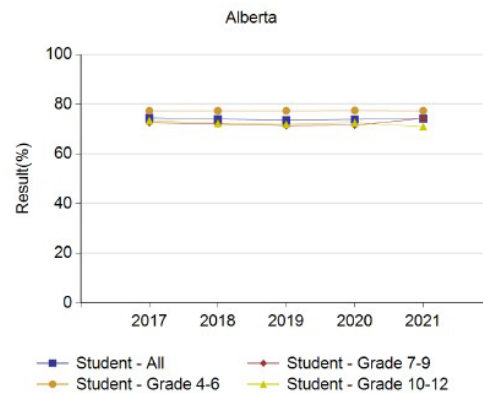
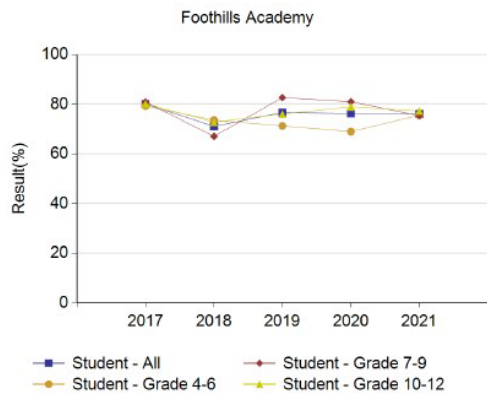
Measure History by Group - Students

Authority: 9107 Foothills Academy Society

Province: Alberta

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	Foothills Academy										Alberta									
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Student - All	259	80.0	247	71.0	258	76.6	246	76.2	220	76.0	235,647	74.4	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1
Student - Grade 4-6	71	79.2	65	73.5	61	71.2	67	68.9	49	75.5	92,758	77.3	77,988	77.3	83,891	77.3	80,145	77.4	72,683	77.3
Student - Grade 7-9	111	80.8	94	67.0	100	82.6	74	80.9	93	75.3	78,949	72.5	58,821	72.0	63,855	71.3	63,667	71.5	56,939	74.2
Student - Grade 10-12	77	80.1	88	72.7	97	76.0	105	78.9	78	77.2	63,940	73.4	48,814	72.3	49,344	71.9	49,765	72.5	40,119	70.9

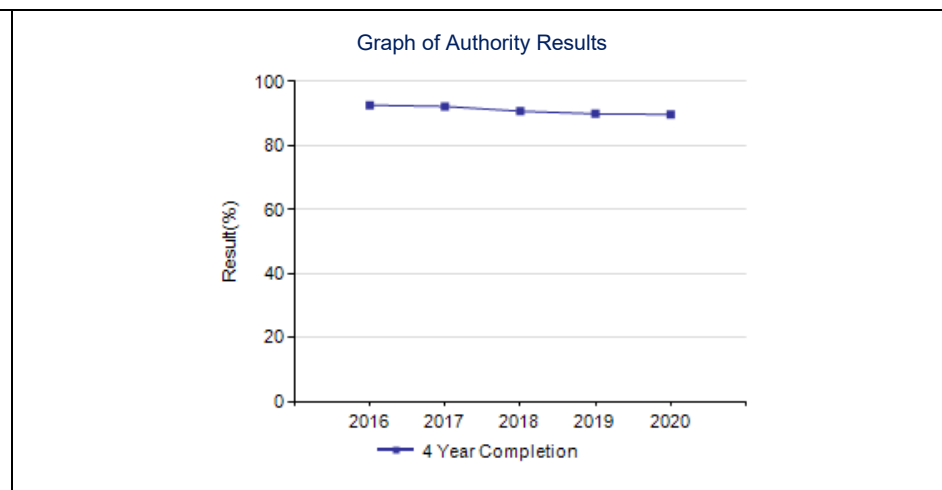
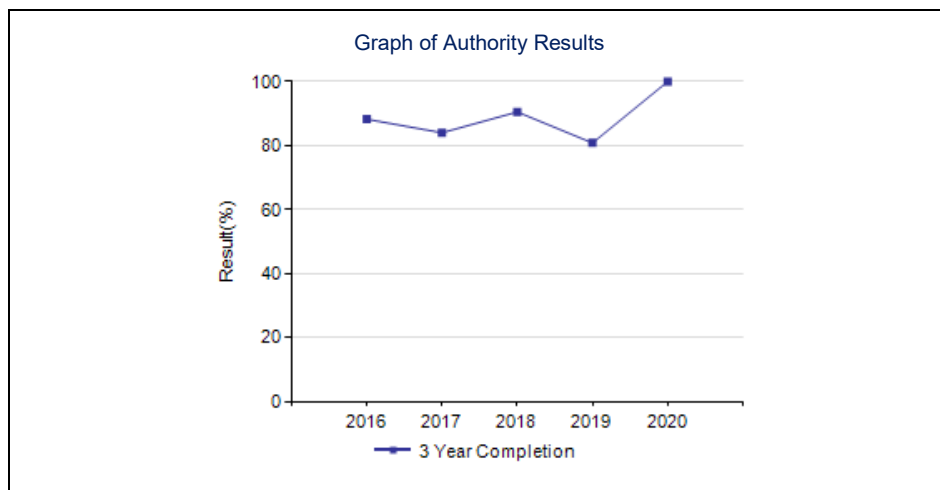


Despite the limited opportunities, students have been engaged in collaborations, such as the design of an outdoor classroom space. As we move out of the pandemic, we will enrich leadership opportunities for senior students to work with younger classes and groups. We also intend to formalize the process by which alumni students return to school to speak and present to the current student groups and promote active citizenship in the wider community.

In terms of recent decline, the 7-9 students' satisfaction levels for active citizenship dropped by 5%. These junior high years are crucial for engagement and opportunities for developing citizenship skills. Therefore, as we come out of the pandemic, these grades will be a priority with this measure.

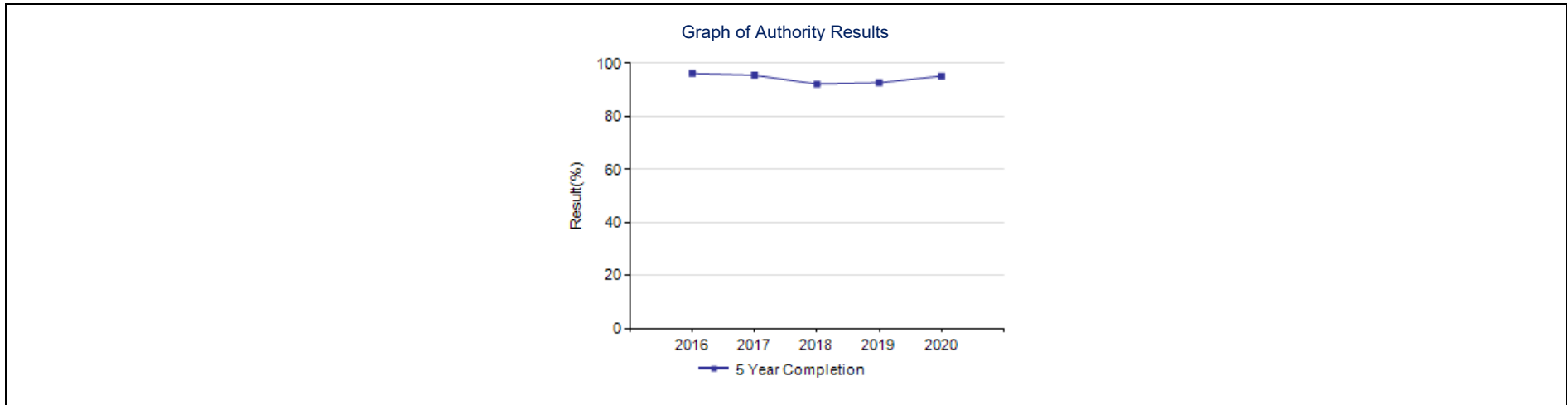
High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.																							
	Authority										Measure Evaluation			Province									
	2016		2017		2018		2019		2020		Achievement	Improvement	Overall	2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	25	88.2	25	84.0	38	90.5	26	80.8	41	100.0	Very High	Improved Significantly	Excellent	44,823	78.5	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4
4 Year Completion	32	92.6	25	92.2	25	90.7	38	89.9	25	89.7	High	Maintained	Good	43,739	81.6	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0
5 Year Completion	26	96.2	32	95.5	25	92.2	24	92.7	38	95.2	Very High	Maintained	Excellent	44,191	83.6	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. 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.
 3. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
 4. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
 5. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

High School Completion Rate – Measure Details



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.

Comments on Results

Setting students up for success in school and for post-secondary or the workplace is so important, and our high school completion rates are a measure that continue to show student growth and success. We find that it is typical for all of our students to graduate high school, and this is a testament to the belief each student develops within themselves, and the guidance and support of teachers, classroom staff and school leadership.

It is important to note that during these challenging years of COVID-19, every student was able to graduate, despite the disruption to everyone’s lives and the interruptions and unpredictability of at-home and in-person learning. Foothills Academy pivoted with great speed to switch to at-home learning when needed, without missing instructional days. Additionally, students continued to receive support for their needs if they were required to isolate or quarantine at home.

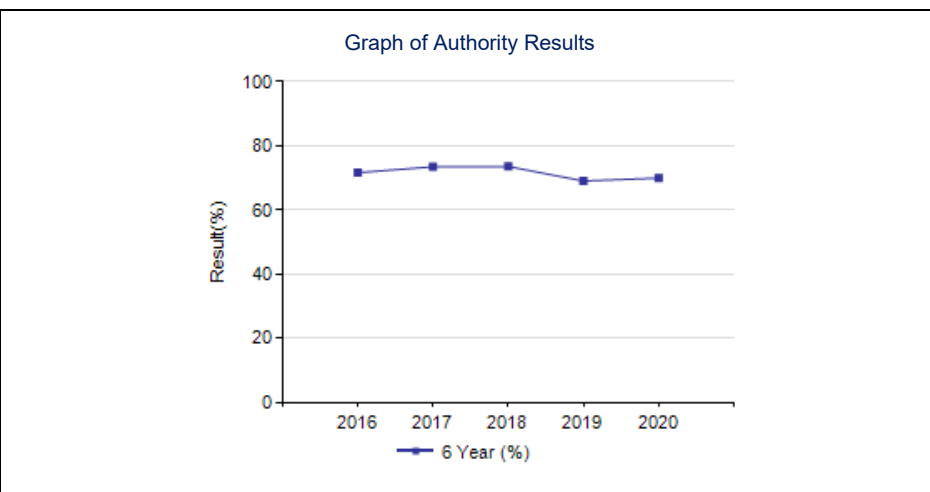
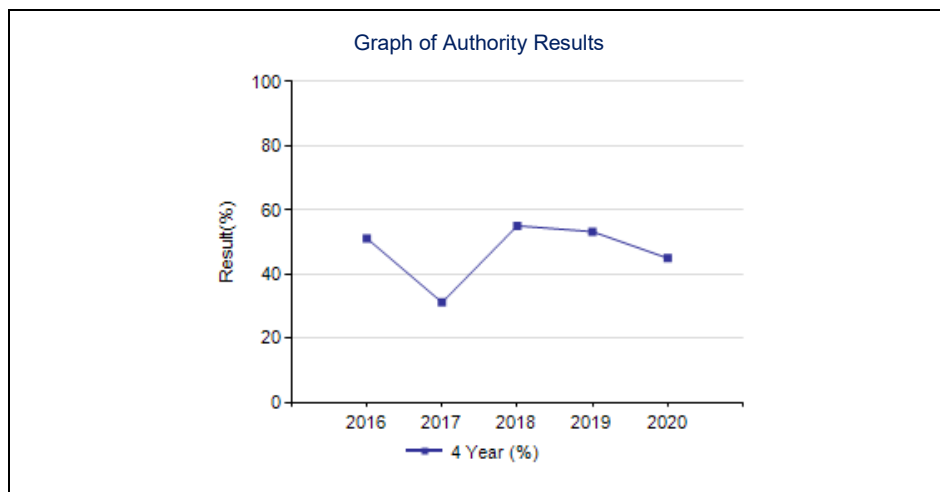
It is interesting to note that anecdotal evidence suggests that junior-high and high-school students were able to minimize academic losses; perhaps due to the preparation and intensive dedication of school staff. However, based on the Curriculum-Based Measures and other assessments completed in September, we found that the students’ skills in terms of Executive Functioning skills, time management, organization and task initiation proved to be most difficult.

Some students struggled to reengage with the structure of schedules and regular routines of lunch and recess. It was difficult for some to follow a schedule again and they required reminders for recess and lunch. We responded by targeting supports to help them

to focus and build up their focusing stamina. Independent organizational skills were difficult because there were more things and activities to remember and task initiation was hard because there was a schedule and students had to start lessons, independent work, and activities when it was time, not necessarily when they wanted to. Many Executive Functioning skills needed to be brought back to basics and we are engaging in reviewing and almost re-teaching these essential skills for our students to be happy, successful and reach their all-round potential.

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										Measure Evaluation			Province									
	2016		2017		2018		2019		2020		Achievement	Improvement	Overall	2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
4 Year Rate	32	51.1	25	31.1	25	55.0	38	53.2	25	44.9	High	Maintained	Good	43,739	37.1	44,841	39.4	44,994	40.2	44,980	40.9	45,351	40.5
6 Year Rate	21	71.6	26	73.4	32	73.5	25	69.0	24	69.9	High	Maintained	Good	44,848	58.1	44,182	59.0	43,728	59.1	44,832	60.3	44,983	60.0



- Notes:
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 2. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

Comments on Results

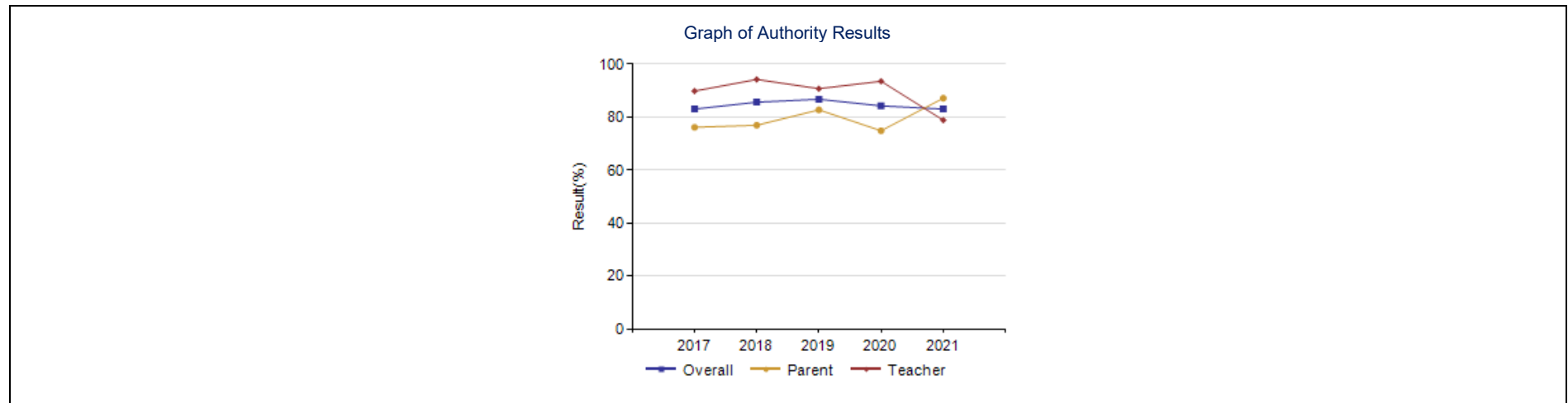
It is important to note that around 85% of our students were actually accepted into a post-secondary program after graduating from Foothills Academy. However, due to the challenges of COVID-19 and uncertainties about the immediate future, a number of students elected to defer programs for a year. Additionally, many of our students go on to post-secondary institutions or apprenticeship programs out of province, and this data is not collected or represented in the provincial results.

It is important for us to further formalize our internal data collection measures around transition rates for our graduates, to give a clearer picture of student success after graduation. We know that our students have great potential and are successful, and with heightened data collection, tracking and alumni engagement, we should be able to demonstrate this in coming years.

We are currently involved with a research partnership with the University of Calgary “Transitions to Post-Secondary”. This is a pilot program researching and supporting students with Learning Disabilities and ADHD who are transitioning to post-secondary education.

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	129	83.0	123	85.6	114	86.7	100	84.2	84	83.0	n/a	n/a	n/a	62,589	71.0	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1
Parent	104	76.1	97	76.9	87	82.7	77	74.8	58	87.1	n/a	n/a	n/a	31,326	64.8	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3
Teacher	25	89.8	26	94.2	27	90.7	23	93.5	26	78.8	n/a	n/a	n/a	31,263	77.3	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comments on Results

The challenges presented by the pandemic had a significant impact upon all students. The unpredictability of whether schools would go back to at-home learning, and the interruptions caused in student learning had an impact upon all students. It is essential to provide students with clear structure and routine, and predictability in their day to day lives at school. This was not always possible all of the time when working online with students, and could therefore have resulted in impacts upon student skills for lifelong learning. As already recognized in this report, the staff at Foothills Academy have identified the need to address the executive functioning skills of all students, as this is where most students showed the greatest need for their own learning. It is interesting to note the increase in parent satisfaction to 87%, compared to the decrease in teacher satisfaction to 79%. These two fields are reversed from the previous year. This could be due to some teachers possibly feeling that students could have missed out on specific elements of their regular learning due to at-home learning experiences interrupting the year. Whereas the parental increase could be a result of parents being more exposed to the day to day skills and learning of their children.

It is a testament to the exacting supports provided to students during the pandemic, that every student was sent home with a device or had a device delivered to them, or collected, so that no instructional days were missed by students due to a lack of resources or available support. Therefore, all of our students were engaged in learning during at-home learning, which also resulted in staff experiencing all of the needs and challenges facing every one of our students online. Additionally, occupational therapy, speech language support and counselling all continued online without interruption.

We recognize that students are lacking in certain skills after COVID-19, namely independence. Since all of our students had access to the devices we provided, no student could go unnoticed, and we were able to address all of their needs and challenges, to support their ongoing education.



A.7 Lifelong Learning

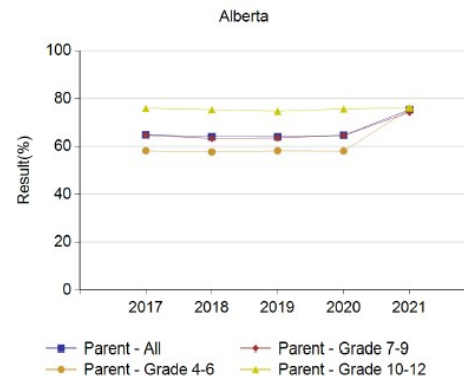
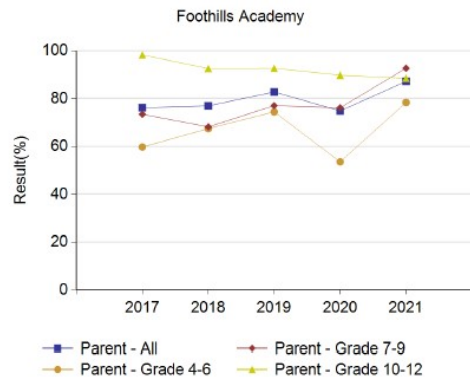
Measure History by Group - Parents

Authority: 9107 Foothills Academy Society

Province: Alberta

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

	Foothills Academy										Alberta									
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Parent - All	104	76.1	97	76.9	87	82.7	77	74.8	58	87.1	31,326	64.8	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3
Parent - Grade 4-6	34	59.7	24	67.4	20	74.4	23	53.5	17	78.3	13,957	58.1	15,058	57.6	15,170	58.1	15,686	58.0	12,985	75.5
Parent - Grade 7-9	42	73.4	39	68.1	33	77.0	25	76.1	19	92.6	9,653	64.6	10,474	63.3	10,525	63.5	11,253	64.5	9,574	74.3
Parent - Grade 10-12	28	98.2	34	92.5	34	92.6	29	89.7	22	88.4	7,716	75.9	8,182	75.3	8,181	74.7	8,513	75.6	7,134	76.1



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

There was significant growth in parent satisfaction for grade 4-9 students having the skills and knowledge for lifelong learning. This may be a reflection of the ongoing program supports for these students. We had more Educational Assistants in the elementary school, to provide greater student supports for Executive Functioning. In junior high, and high school, we implemented more Executive Functioning assessments, for staff to support student skills and promote self-reflection and understanding.

Local Reporting

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

40% of our of student population are accessing tier two supports on our MTSS, and less than 10% of students need to access tier one supports.

Homeroom teachers maintain connections with each family at least once a month to share examples of student achievement in one of the areas of Executive Functioning, Interpersonal skill development, academics, advocacy, literacy and numeracy.

We are also currently in our second round of literacy and numeracy support for grades 3 to 9 this year. Students in grades 3 to 6 all participate in a scheduled morning remediation block that organizes students based on need and grouped on where their skill level is at. Grades 7 to 9 are participating during a period each afternoon and students are grouped in literacy and numeracy supports within their grade levels. Those students receiving tier one supports are pulled out individually at this time so as not to interrupt any student from their regular programming. These groupings are placed based on initial assessments that bookend the year. These assessments are a combination of evidence-based literacy/numeracy batteries of tests as well as curriculum based assessments. For our grade 12 students, each student has a designated block assigned for a 5 credit Learning Strategy course throughout the year. Along with considerations for skill and knowledge objectives, particular to the courses, numeracy, literacy and EF considerations are made as well through instructional support with emphasis on study strategies.

Foothills Academy continues to prioritize student health and wellness, especially in light of the COVID-19 pandemic.

Performance Measures:

Encountering our first full school year during the COVID pandemic created unexpected circumstances for us to navigate, but our community wide diligence and emphasis on keeping staff and students safe greatly helped us finish out our year with student cases at two, without any in school transmission. Maintaining familiar routines in an uncertain year was also a focus, and staff worked diligently to keep many of our typical offerings in place for students. Physical fitness continued to be an important part of the school year, and our physical education department pivoted successfully between in school, online and streaming options for students daily. We also explored increasing our semestered programming for our high school students that found so much success that we extended this throughout the core subject grades for the current school year.

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.

Team 2 skills classes are built into the daily schedule with a focus on reading, writing and numeracy. Team 3 learning strategies classes are now built into the daily schedule and allow students extra time to work through academic subjects to prepare for cumulative assessments. Schedules remain flexible so that staff and students can adjust programming throughout the year to achieve specific goals that might include diploma preparation, successful completion of curricular outcomes, or building up numeracy, literacy and reading skills.

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

Learning strategies specialists are available daily to work with high school students on researching and pursuing areas of interest after graduation, post secondary and job applications, access to training programs and instruction on self-advocacy and supports available to individuals with learning disabilities in post secondary programs and the workplace.

Parent information nights are held to provide information on post secondary applications and job training programs, obtaining up to date psych-ed assessments.

We also provide drivers education programs are to our students, which are readily available and are facilitated by the school.

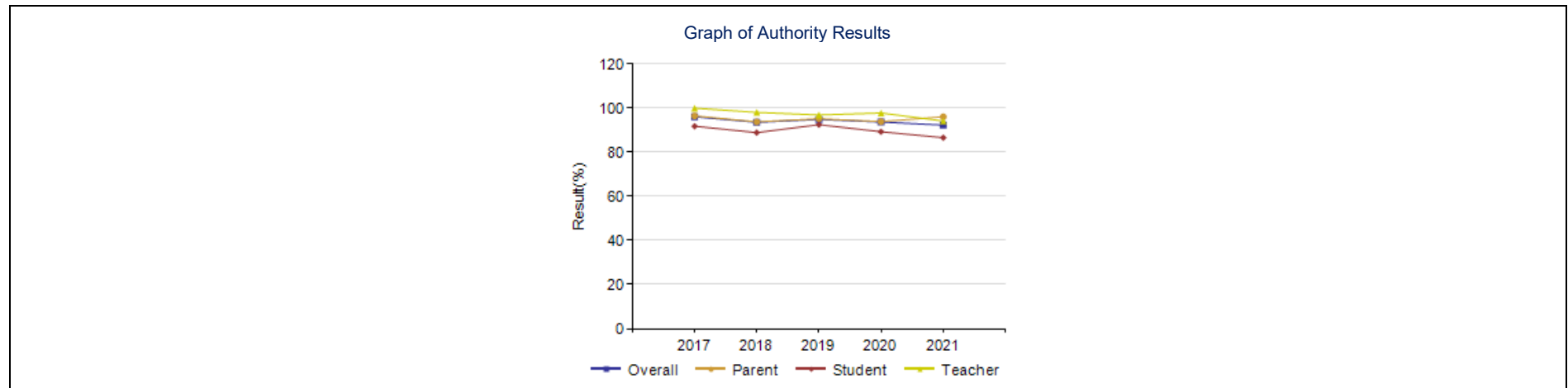
We are involved with a University of Alberta research study, following our graduating class of 2021, tracking their outcomes during their transition to post-secondary education.

We have a collaboration with the University of Calgary, with the development of the Transitions to Post-Secondary program.

TEACHING AND LEADING

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	389	96.1	375	93.6	373	94.9	348	93.7	306	92.3	n/a	n/a	n/a	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6
Parent	105	96.5	102	93.8	88	95.2	79	93.9	60	96.1	n/a	n/a	n/a	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7
Student	259	91.8	247	88.9	258	92.5	246	89.3	220	86.6	n/a	n/a	n/a	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3
Teacher	25	100.0	26	98.1	27	96.9	23	97.8	26	94.2	n/a	n/a	n/a	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7



Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
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.

Comments on Results

The strength and quality of education at Foothills Academy continues to be well recognized, with 96% of parents satisfied, 94% of teachers satisfied, and 87% of students satisfied. As is apparent from the teacher specific data, a small percentage of teachers did

not know how to respond, rather than being dissatisfied. This may be explained by the virtue of Foothills Academy having some new staff members who do not necessarily have a reference point for the overall education in the school beyond their classrooms. This would have been compounded by teachers working at home online for part of the year, and being restricted to working in small cohorts with less in-person staff interaction. However, since this number is still very small, we have recognized the importance for ensuring quality onboarding and support of new teachers, and this is something that we will continue to develop. Enhancing the Foothills onboarding process will always be a priority, as we are aware of the need to maintain a strong, clear and supportive community within the school. It is a testament to the outstanding and committed teachers at Foothills Academy that we have been able to work through the pandemic and maintain such a professionally positive, supportive and collaborative working community and culture.

A.4 Education Quality Detail

Authority: 9107 Foothills Academy Society

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

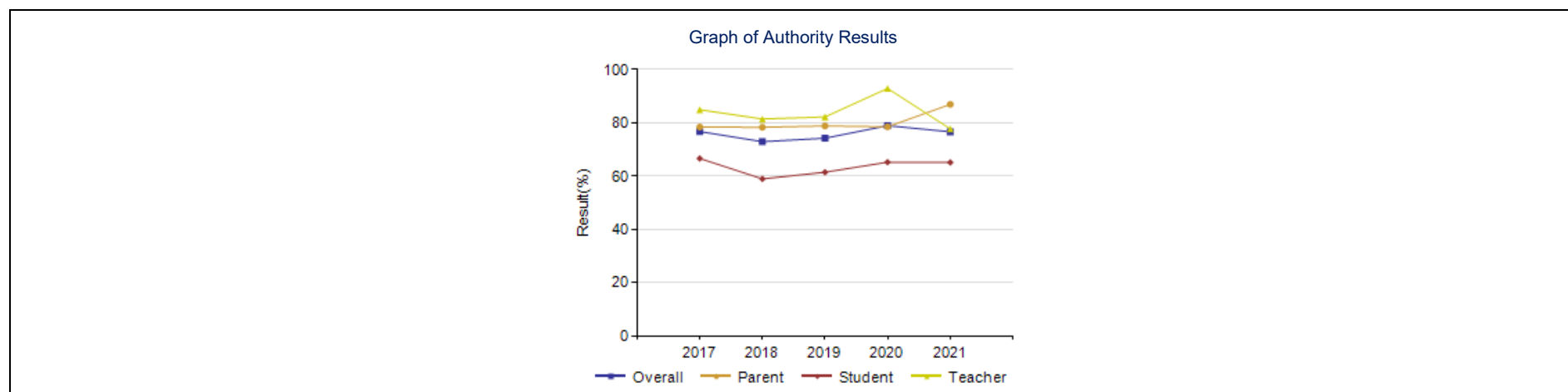
Teacher - All

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Students at your school are learning what they need to know	2017	25	72	28	0	0	0	100
	2018	26	65	35	0	0	0	100
	2019	27	70	26	4	0	0	96
	2020	23	74	22	4	0	0	96
	2021	26	42	54	0	0	4	96
Students at your school clearly understand what they are expected to learn at school	2017	25	56	44	0	0	0	100
	2018	26	42	54	4	0	0	96
	2019	26	54	46	0	0	0	100
	2020	23	61	39	0	0	0	100
	2021	26	31	62	4	0	4	92
Students at your school find school work challenging	2017	25	60	40	0	0	0	100
	2018	26	46	50	4	0	0	96
	2019	27	59	41	0	0	0	100
	2020	23	74	26	0	0	0	100
	2021	26	38	62	0	0	0	100
Students at your school find school work interesting	2017	25	40	60	0	0	0	100
	2018	26	31	65	4	0	0	96
	2019	27	41	52	7	0	0	93
	2020	23	48	52	0	0	0	100
	2021	26	31	50	8	0	12	81

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied or dissatisfied are you with the quality of education students at your school are receiving	2017	25	84	16	0	0	0	100
	2018	26	69	31	0	0	0	100
	2019	27	70	26	4	0	0	96
	2020	23	74	22	0	4	0	96
	2021	26	46	54	0	0	0	100

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										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	318	76.7	310	72.9	312	74.2	281	78.9	257	76.6	n/a	n/a	n/a	207,304	81.9	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9
Parent	105	78.4	102	78.3	88	78.8	79	78.5	60	86.9	n/a	n/a	n/a	32,874	80.1	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7
Student	188	66.6	182	58.9	197	61.4	179	65.2	171	65.1	n/a	n/a	n/a	142,957	77.7	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9
Teacher	25	84.9	26	81.4	27	82.2	23	92.9	26	77.7	n/a	n/a	n/a	31,473	88.0	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2



Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
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.

Comments on Results

Foothills Academy is a Designated Special Education Private School for students with learning disabilities, and our focus is upon supporting students’ needs with regards to their learning disability. This creates a strong focus upon literacy and numeracy interventions throughout the school. However, the regular program of studies is followed for all subjects, and a wide range of electives and options are provided throughout the school. Our PE program is run by specialized PE teachers and staff, working in the gym, wellness centre or fitness gym. We have a fine arts program in a dedicated art room, and we are currently developing a maker-space room for further cross-curricular artistic opportunities across the school. In addition to this, we have just finished the development of our new STEM space. Also, technology is embedded into every class, and electives are offered in 3D printing and coding, and we are investigating the development of a robotics program. Careers continue to be an important part of high-school at

Foothills, and our dedicated careers staff work to support all students with their growth plans for post-secondary education or the workplace.

Local Reporting

Foothills Academy will continue to enhance the evidence-based intervention programs targeted at students with Learning Disabilities.

Team 1 & 2 implementation of evidence-based literacy (reading and writing) and numeracy programs, built into the daily schedule. Data collected at the beginning of the school year to be compared to data collected once the remediation program is completed within the same school year. Increased number of educational assistants in team 1 allows for more opportunity for small group work, and access to specialists within our read-write program provides more intensive intervention for students in need.

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.

Wide range of extracurricular activities offered both at lunch and after school. Opportunity for team 3 students to enrol in online learning courses with in school support to meet their unique needs and interests. Electives programs in teams 2 & 3 caters to student interests.

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

Onboarding program required to new staff through our manager of Professional Development and Community Outreach. Monthly meetings and discussions.

Foothills Academy supports the professional learning of their teachers in several ways. Every year Foothills choose a “theme” for their professional development that supports the mission, culture or educational need of the school as a whole. This “theme” is discussed with Administration and with the Division Team Leads for their input before introducing to the whole staff. In August the “theme” is introduced to all staff and is supported by an overall plan of how it will be addressed throughout the year and what the expected outcomes will be. In addition to the school theme, professional development for curriculum needs and staff wellbeing are included.

For the last few years Foothills Academy has engaged in a comprehensive review of Literacy and Numeracy. This has included reviewing evidenced based research, 12 additional hours of professional development time to learn specific programs and finally division specific professional development time on how to apply these evidence based strategies for all students grades 3 – 12.

At the beginning of every year the Teacher Quality Standards document is reviewed with all staff. From this the teachers complete a self-reflection and their Teacher Professional Growth Plans. Teachers meet with Administration twice a year to review their plan which must culminate with a goal that can be shared with all staff. These meetings also serve as an opportunity to review teacher progress.

Foothills Academy also supports teachers to engage in webinars, attend conferences, and courses and purchase materials to advance their professional growth in specific areas. Classroom observations and feedback are both informal and formal. Informal observations consist of regular “walk through” of classrooms and talking to students and watching lessons.

Formal observations are booked for all teachers who have been teaching less than 3 years and they receive written feedback. Teachers who have been teaching more than 3 years are observed and evaluated on a rotating basis and upon request. Teachers at Foothills Academy have an open door policy which means that all staff are welcome to watch lessons. This is reflected in Foothills Academy’s [policy and philosophy for teacher growth, supervision and evaluation](#).

New Teachers are introduced to an onboarding process that includes completing the 10 week on line course “Learning Disabilities 101”. They are guided through this course by a mentor and they also meet regularly as a group to help them navigate through their first year. New teachers are also assisted on their journey to achieve their Permanent Certification which includes a formal evaluation.

LEARNING SUPPORTS

Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.																								
	Authority										Measure Evaluation			Province										
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	306	91.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	60	97.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	220	82.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	26	95.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3

W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) Detail

Authority: 9107 Foothills Academy Society

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

Parent - Grade 7-9

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Students at your child's school care about each other	2021	19	63	37	0	0	0	100
Students at your child's school respect each other	2021	19	47	47	0	0	5	95
Students treat each other well at your child's school	2021	19	47	47	0	0	5	95
Teachers care about your child	2021	19	79	21	0	0	0	100
Your child is safe at school	2021	18	72	28	0	0	0	100
Your child is safe on the way to and from school	2021	17	59	41	0	0	0	100
Your child is treated fairly by adults at school	2021	19	74	26	0	0	0	100
Your child's school is a welcoming place to be	2021	19	79	21	0	0	0	100

Comments on Results

The results clearly show that Foothills Academy is a welcoming, caring, respectful and safe learning environment. Significant resources, supports and training are provided on an ongoing basis throughout the school year to make school a 'happy place' for all students to thrive. All of these results continue to be above the provincial average, which exemplifies the success of our wrap-around supports for our vulnerable student population.

All parents from grades 7-10 agreed that the learning environment at Foothills Academy is welcoming, caring, respectful and safe. A parent of an elementary student reported differently. It is important to note that although a parent had some concerns, they also noted that teachers do care about students and that their children are treated fairly by all adults at school.

Younger students in any population have less developed regulation, communication and problem solving skills. In student populations where all have Learning Disabilities, as well as some other associated disorders such as ADHD and Generalized Anxiety, developmental lags in regulation are greater. We strive to ensure all students feel safe and respected, and we continue to increase resources and supports for all students; but especially for those in younger grades who are challenged more by their regulation skills.

GOVERNMENT

W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) Detail

Authority: 9107 Foothills Academy Society

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

Parent - Grade 4-6

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Students at your child's school care about each other	2021	19	68	26	5	0	0	95
Students at your child's school respect each other	2021	19	63	32	5	0	0	95
Students treat each other well at your child's school	2021	19	68	26	5	0	0	95
Teachers care about your child	2021	18	89	11	0	0	0	100
Your child is safe at school	2021	19	84	11	5	0	0	95
Your child is safe on the way to and from school	2021	19	68	26	5	0	0	95
Your child is treated fairly by adults at school	2021	18	67	33	0	0	0	100
Your child's school is a welcoming place to be	2021	19	79	16	0	5	0	95

We spent additional professional development time on Executive Functions and helping our students during this time. Additionally, we increased the number of Educational Assistants in the elementary grades to provide greater support for Executive Functioning and regulation in students.

Access to Supports & Services – Measure Details

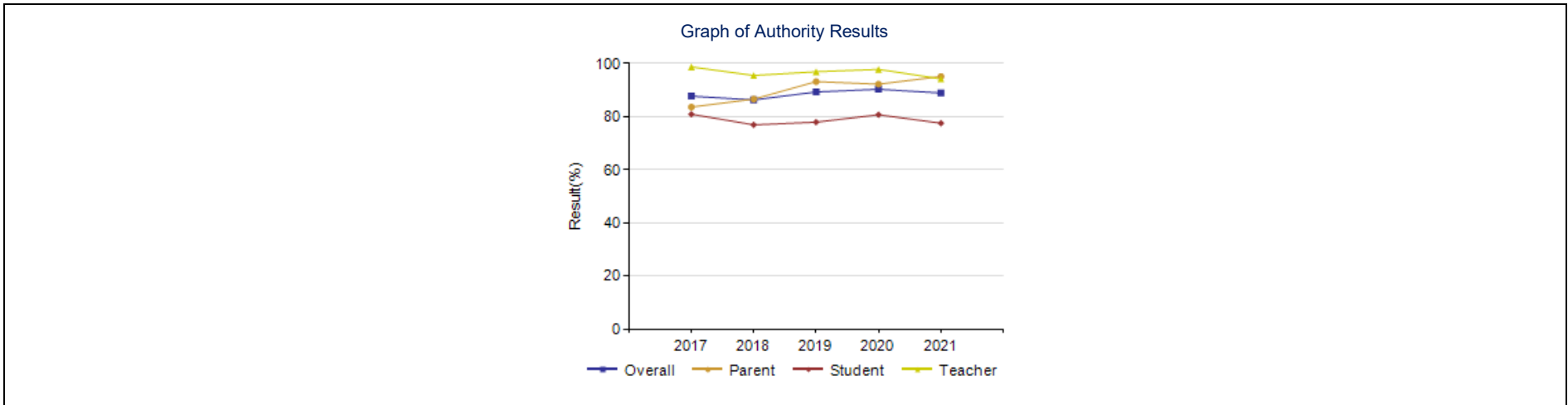
The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																								
	Authority										Measure Evaluation			Province										
	2017		2018		2019		2020		2021					2017	2018		2019		2020		2021			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	306	92.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	60	95.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	220	86.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	26	95.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7

It is important to note that 25% of our student population is supported by counselling psychological services, and also many students are seen ‘in-the-moment’ crisis situations. Where grade 12 students are struggling with their wellbeing, they are seen expeditiously by onsite counselling services. Teaching staff and administration regularly collaborate and consult with psych counselling staff to support student wellness and to develop teacher capacity.

It is imperative that all schools continue to develop a better understanding of First Nations, Metis and Inuit perspectives and experiences, agreements and history of the legacy of residential schools. We continue to provide opportunities for ongoing learning for staff and students. Staff have completed the University of Alberta course on Indigenous History, and we continue to build our indigenous library for staff and student access and programming. Last year we piloted a Social Justice club that assisted students in developing their understanding and skills in recognizing multiple perspectives. We continue to recognize and plan for school wide events and activities marking important dates such as the most recent national Day for Truth and Reconciliation, as well we are engaging with the larger community to build capacity, with staff sitting on a board specifically tasked with enriching educational programming and careful consideration of instructional practices relating Indigenous education.

Satisfaction with Program Access – Measure Details

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021					2017	2018		2019		2020		2021		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	389	87.7	372	86.3	371	89.3	347	90.3	306	88.9	n/a	n/a	n/a	159,543	73.2	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8
Parent	105	83.6	102	86.6	88	93.2	79	92.2	60	95.1	n/a	n/a	n/a	31,898	61.6	34,350	61.2	34,371	61.1	35,963	68.4	29,417	65.7
Student	259	80.9	244	76.9	256	77.9	245	80.7	220	77.5	n/a	n/a	n/a	96,258	80.0	184,949	78.9	196,411	78.8	192,861	79.0	168,839	71.9
Teacher	25	98.7	26	95.5	27	96.9	23	97.8	26	94.2	n/a	n/a	n/a	31,387	78.1	32,537	78.3	33,196	79.3	33,838	78.1	30,025	77.8



Notes:

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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.

Comments on Results

Satisfaction with all of the supports - counselling, assessment (PASS), OT, SLP. Maintained high levels of access throughout online learning, rapidly creating schedules and ensuring all students and families had access to devices.

Local Reporting

Wrap-around services and resources to support the academic, social and emotional wellness and development of students, will be provided to all of those in need.

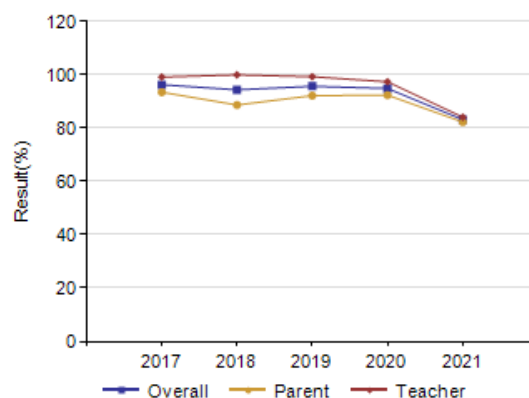
Regardless of external circumstances, student health and wellness is always a strong component of Foothills Academy’s ongoing wrap around supports. We have been consistent with timely response to interventions and we have expanded the options of support to meet a broader population of students that may not be viable in a typical counselling setting. We also build capacity with the instructional practices and social emotional learning for our teachers. This is achieved through the efforts made to consult with our team of assessment and counselling psychologists for evidence based, student specific instructional and behavioural strategies.

GOVERNANCE

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	130	96.3	128	94.4	115	95.7	102	94.9	86	83.2	n/a	n/a	n/a	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5
Parent	105	93.5	102	88.7	88	92.2	79	92.4	60	82.3	n/a	n/a	n/a	32,505	73.9	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2
Teacher	25	99.2	26	100.0	27	99.3	23	97.4	26	84.1	n/a	n/a	n/a	31,400	88.5	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8

Graph of Authority Results



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comments on Results

Despite some limitations and challenges created by interruptions of at-home learning during the pandemic, our parents continue to report above the provincial average with regards to their involvement in decisions about their child’s education. We had maintained all school communications with parents, but much had to move to on-line rather than in-person; such as parent-teacher interviews and IPP interviews. Although there was no deliberate reduction in parental involvement, the problem of not having as much in-person access to teachers and administrators in the school setting could have contributed to a sense of disconnect. This is something which school administration is reviewing to ensure parental involvement remains a high priority to support student learning, wellness and success. Pre-COVID parents had the opportunity to participate and be involved in school activities and therefore offer insights, and since there were no activities this could also contribute to feeling like they did not have as much of a say.

In addition to IPP & parent-student-teacher interviews, staff will be contacting homeroom families once each month to share updates and highlight positives with student success.

It is also important to note that despite the pandemic, Foothills Academy proceeded to implement updated learning and intervention structures and systems for literacy and numeracy. There are more deliberate interventions, supports and programs planned into every school day for each student's individual needs. However, parents have not been able to be in the physical space of school to clearly understand how the updated approaches to learning operate and impact their children. This could be another reason for the decreased results at this time. Communication and involvement with parents will remain a priority for our ongoing strengthening of the school program at Foothills Academy.

Timelines and Communication

The AERR and Education Plan are available on our website: www.foothillsacademy.org/aboutfoothills/reports/

For more information, visit our website, call 403 270 9400, or email info@foothillsacademy.org

Whistleblower Protection

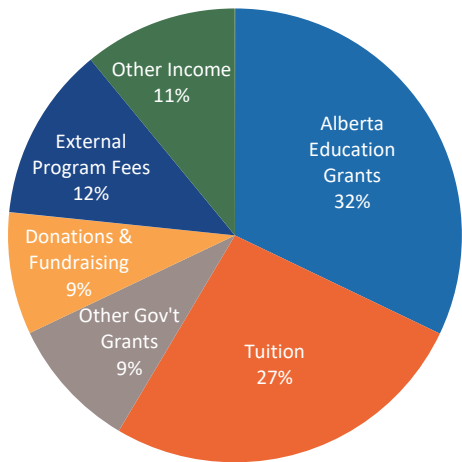
Foothills Academy has developed a clear and effective Whistleblower policy and procedure document, which is in accordance with Alberta Education's requirements. There are no Whistleblower disclosures to report at this time.

FINANCIAL STATEMENTS 2020 - 2021

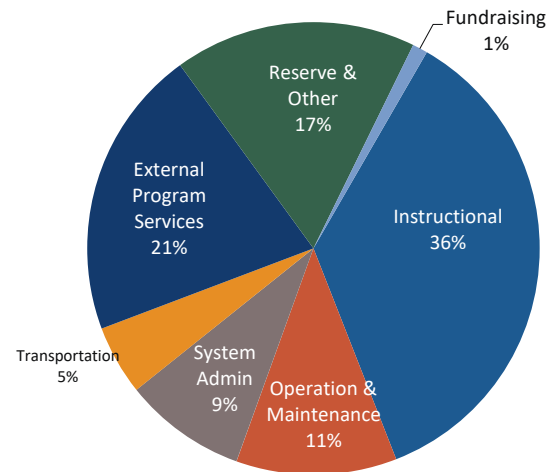
For the period September 1, 2020 to August 31, 2021

Foothills Academy Society

Revenue: \$12,117,624



Allocations: \$12,117,624



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

Audited statements are available upon request.
Auditor: Sihota Taylor

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 completion of the replacement of the stucco siding and roofing, the upgrading of two high school STEM lab classrooms as well as the creation of a science storage room plus five additional breakout instruction rooms.

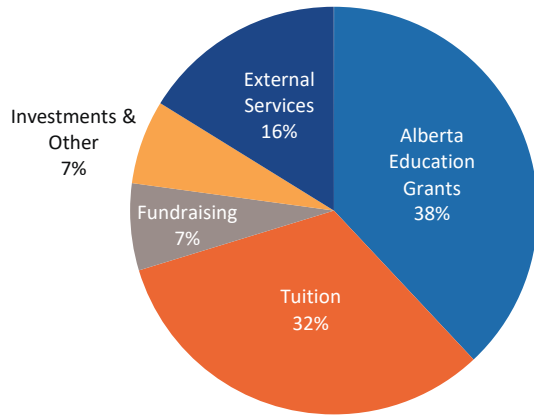
Although the pandemic caused a dramatic reduction in our ability to hold fundraising events this year, thankfully, due to the generous support of our community, we were still able to award 302 bursaries for the school and Community Services programs in 2020/21. The economic downturn and the pandemic has led to a 26% increase in bursary funds provided this year. This financial assistance to families accessing our programs is valued at \$ 1,381,296.

FOOTHILLS ACADEMY SOCIETY

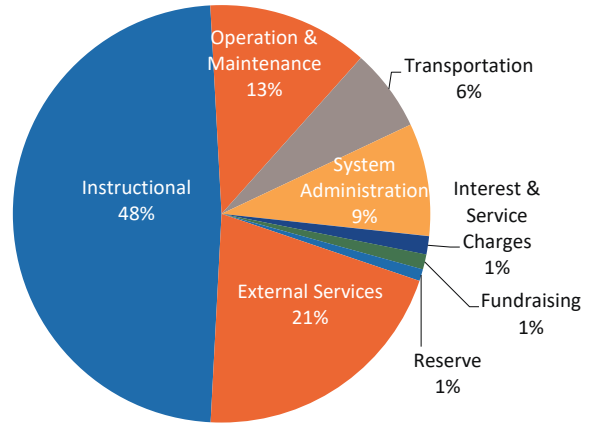
OPERATING BUDGET 2021 - 2022

For the period September 1, 2021 to August 31, 2022

Revenue: \$10,230,298



Allocations: \$10,230,298



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

Audited statements are available upon request.
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Budget 2021/22

Revenue Summary

Alberta Education Grants	\$3,888,653
Tuition	\$3,300,000
Fundraising	\$704,250
Investments & Other	\$682,415
External Services	\$1,654,980

Total Revenue \$10,230,298

Allocation Summary

Instructional	\$4,942,436
Operations & Maintenance	\$1,274,790
System Administration	\$892,674
Transportation	\$652,670
Fundraising	\$119,000
Interest & Service Charges	\$144,000
Reserve	\$93,218
External Services	\$2,111,510

Total Allocations \$10,230,298

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.