

Foothills Academy Education Plan 2021 – 2024

May 26th 2021

Foothills Academy's Education Plan aims to demonstrate accountability of the society and provide assurance for all stakeholders, that there is a process of continuous improvement and the delivery of quality teaching, learning and support for our students and families, aligned with our mission and vision. Key priorities and outcomes for growth and improvement are identified in the five key domains of: Student Growth and Achievement, Teaching and Learning; Learning Supports; Governance; and the Local and Societal Context. The Education Plan is now a stand-alone document, separate from the Annual Education Results Report (AERR). The results obtained from implementing the Education Plan will be provided in the AERR.

The Education Plan focuses upon the next three years, and will roll over each year. The plan will be regularly reviewed to check and adjust where necessary based upon the measures and results gained from implementation. The priority of the plan focuses upon student growth and achievement, as well as quality teaching and leading. Results from the previous year's AERR and Three Year Plan measures are analysed (Results Analysis), although these are predominately from local measures in last year's plan, as COVID-19 limited the provincial achievement data available. Additionally, stakeholder engagement is embedded into the plan, as we recognize the importance of involving students, staff, board members, stakeholders and the wider community in our improvement planning process.

As we move forwards with this new process, we will continue to work with all stakeholders to refine Foothills Academy's Education Plan to be one which provides clear accountability and assurance so that we continue to evolve and keep on enhancing our outstanding support of, and service to, those students and families living with Learning Disabilities in the Foothills community.

Accountability Statement for the Education Plan

The Education Plan for Foothills Academy Society commencing May 31st was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the Education Plan for 2021-2024 on Thursday 27th May 2021.

A handwritten signature in blue ink, appearing to read "Hawbl 5", is written over a horizontal line.

Board Chair

May 31, 2021

Date

find understanding
build confidence
maximize potential

Stakeholders

Foothills Academy

Board, Faculty, Staff, Students, Parents, Alumni
Prospective parents and students
Community Service staff

Affiliates

Estelle Siebens Community Outreach

Donors and Sponsors

Foundations, Individual Donors

Associations

FAPA

Learning Disabilities Association of Alberta
Learning Disabilities Association of Canada

Government

Alberta Education
MLAs

Community Referrals

Speech Language Pathologists
Doctors, Psychologists, Orthodontists
Occupational Therapists

Vision

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

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.

Beliefs and Guiding Principles

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.

Guiding 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 in order to make this bursary sustainable.

Domain	Priorities and Outcomes	Performance Measures	Strategies	Result Analysis (Compared to 2020 Plan)	Strategic Priorities (In relation to the Ministry Business Plan)	Stakeholder Engagement
Student Growth and Achievement	Foothills Academy's students will continue to achieve student learning outcomes with significant achievements in standards of excellence in PATs and Diplomas.	<p>3% increase in PAT and Diploma results in standards of excellence</p> <p>Local CBM data will indicate all students are at or beyond an acceptable standard in literacy and numeracy by grade 9</p>	<p>Staff participation in the construction and marking of Diploma and PAT exams</p> <p>Team Lead participation in new curriculum engagement opportunities through Alberta Education</p> <p>School-wide development of consistent CBMs</p>	Despite the COVID-19 pandemic, 2020's plan to collect comparable data for acceptable standards on the PATs and Diplomas will remain in place for the coming year; although uncertainty about future achievement testing remains.	Priority is placed upon students achieving all of the required student learning outcomes to successfully contribute to society and be engaged, lifelong learners.	Teaching staff will be engaged in meetings, surveys and opportunities for feedback.
	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.	<p>All students will access skills/remediation class daily</p> <p>Remediation classes will be scheduled in elements of reading, writing and math.</p> <p>Over 30% of students will access supports at tier two on Foothills MTSS.</p> <p>Less than 10% of students will require tier 1 intervention supports on Foothills' MTSS.</p> <p>PAT and Diploma results will increase 10% at the acceptable standard.</p>	<p>Implement intentional remediation classes and programs into the high-school.</p> <p>Invest in evidence-based remediation and whole-class programs (Wilson Language)</p> <p>All staff will be trained in aspects of Wilson Language programs.</p> <p>All relevant staff will be trained in aspects of Lindamood-Bell Achieve 3000 Jump Math Math Minds</p> <p>Assign more personnel resources to support and deliver remediation time for small group or one-on-one supports.</p>	<p>Having re-engaged the Best-Practices team and the emerging Data-Team to review achievement at the local and provincial level, Foothills continues to invest resources to support intervention initiatives in literacy and numeracy.</p> <p>Skills classes were scheduled over the course of the year, and will continue to be embedded as a crucial daily element of the Foothills school day.</p> <p>As per the previous plan, LiPS training and support was provided to elementary teachers, and we focus upon Wilson Language programming as we move forwards. The plan to semester high-school has proven successful and will continue this coming year.</p>	<p>Safe and caring education programs are a priority of the Ministry's business plan, and Foothills Academy's focus upon a safe and caring school is integral to our purpose.</p> <p>Foothills Academy will engage, where appropriate, in providing feedback to the new curriculum.</p> <p>Online programming and assessments will be reviewed in response to the gap left by the loss of ADLC programs; alternatives will be sought, at a similar, low cost.</p>	<p>Community services staff will be engaged with surveys and meetings.</p> <p>Parents/families will be engaged via FAPA meetings, general meetings, regular newsletters and emails.</p> <p>Leadership/administration will meet regularly to review and measure the strategic priorities.</p> <p>Students will be engaged with regular feedback and reporting.</p> <p>Board members will be engaged</p>

	<p>Foothills Academy continues to prioritize student health and wellness, especially in light of the COVID-19 pandemic.</p>	<p>Student survey data Staff survey Attendance data</p> <p>% of new student referrals will be 100% when identified at intake</p> <p>Response to counselling service provision: Time from referral to delivery of services will be within 24 hours (urgent need), to within 3 days for acute anxiety, to within 2 weeks for general referrals.</p> <p>OT & SLP referrals will meet the needs of all students referred.</p> <p>Over 90% of students will report they feel safe and cared for in the Alberta Education Assurance Measures (AEAM).</p>	<p>SEL committee addresses student wellness needs and sets initiatives for school wide events promoting wellness</p> <p>Wellness MTSS to review with monthly with staff for students exhibiting wellness needs</p> <p>Wellness surveys for staff and students.</p> <p>Professional development around trauma informed classrooms</p> <p>Engage with outside agencies (Empowering Minds, Calgary Centre for Sexuality, digital citizenship) to strengthen programming for Health/CALM classes</p> <p>Establishing intentional pragmatic language programming for Junior high and elementary students to bridge gaps in communication skills</p>	<p>Foothills Academy's response to COVID-19 has been positive as academic and social/emotional supports have remained in place. Online counselling supports were provided to all students with counselling referrals.</p> <p>Recent gaps in person to person interactions have highlighted a need for deliberate planning around digital citizenship and pragmatic language and advocacy, and this will be brought forwards into an item to implement this year.</p>	<p>Staff will explore/research hands on opportunities, such as in trades, vocation and other electives.</p>	<p>at regular board meetings, committee work, and general school newsletter communications.</p>
	<p>Foothills Academy will develop ongoing resources for post-secondary success and workplace transitions.</p>	<p>Local surveys of alumni will report >80 satisfaction of preparation for post-secondary and accessing learning supports.</p> <p>>80% of parents will report that students have the knowledge and skills for lifelong learning in the AEAM surveys.</p>	<p>Maintaining relationships with post-secondary partnerships specific to learning centres.</p> <p>Collaborating with U of A study into LD students accessing accommodations at post-secondary.</p> <p>Working with post-secondary partners to construct a Foothills specific guide for student transition to workplace/post-secondary experiences</p> <p>Develop life skills elective rotations in</p>	<p>We aimed to engage with more alumni from over the past three years, in order to develop student mentorships in high-school. COVID-19 regulations thwarted this effort, so it will be continued and carried over to next year.</p> <p>Additionally, developing more relationships with post-secondary institutions has been delayed due to COVID-19, so will remain a priority over the coming year.</p>		

		High-school to Post-secondary transition rates are >55% (4 year rate) and >75% (6 year rate).	Teams 2-3 to scaffold skills necessary for independent living Establishing Alumni committee for student mentoring in transitions to post-secondary specific to institutions in Calgary.			
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Domain	Priorities and Outcomes	Performance Measures	Strategies	Result Analysis (Compared to 2020 Plan)	Strategic Priorities (In relation to the Ministry Business Plan)	Stakeholder Engagement
Teaching and Leading	<p>Foothills Academy will continue to enhance the evidence-based intervention programs targeted at students with Learning Disabilities. Literacy and Numeracy will be consistent school-wide, guided by science and embraced with a whole-school agreement.</p>	<p>Wilson Language training will be conducted in Foundations and Just Words for all relevant staff.</p> <p>Efficacy of Wilson Language programming in remediation classes and humanities lessons will be presented by the Data-Team.</p> <p>All staff will report a clear understanding of the literacy supports provided at FA.</p> <p>Wilson Language resources will be implemented in all skills classes and ELA classes, with >90% satisfaction in end of year local surveys.</p> <p>Satisfaction of the overall quality of education will be reported at >95% (teachers), >90% (parents), >90% (students).</p>	<p>Provide comprehensive professional development on targeted programs</p> <p>Continue research through the Best Practices Committee on evidence-based programming</p> <p>Implement specific evidence-based strategies into all Language Arts and Math classes</p> <p>All students will receive skills and remediation classes daily, and all staff will be trained to support students with evidence-based interventions.</p> <p>Develop a data base of pre and post assessment to monitor student growth in reading and math</p>	<p>Foothills Academy began the process to enhance consistency of evidence based practices for intervention strategies to support the LD population. The Best-Practices committee developed and created the first phase of the literacy and numeracy strategies for Foothills Academy.</p>	<p>High standards for teachers and school leaders remain a priority at Foothills Academy, with changes being made in the leadership structure to support the high expectations for all staff. Effective learning and teaching are achieved through collaborative and distributed leadership at Foothills Academy.</p> <p>This aligns with Alberta having excellent teachers, school leaders and school authority leaders. We maintain high standards in policy and regulations.</p> <p>We continue to support staff development in a manner which guides teachers to engage in life-long learning and become expert practitioners in their fields of Learning Disabilities.</p>	<p>Teaching staff will be engaged in meetings, surveys and opportunities for feedback.</p> <p>Community services staff will be engaged with surveys and meetings.</p> <p>Parents/families will be engaged via FAPA meetings, general meetings, regular newsletters and emails.</p> <p>Leadership/administration will meet regularly to review and measure the strategic priorities.</p>
	<p>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.</p>	<p>Student surveys will demonstrate >85% satisfaction with the programs offered</p> <p>Parent surveys will demonstrate >85% satisfaction with the programs offered</p> <p>100% of high-school students will have access to a new STEM lab, and associated lesson.</p> <p>Junior-high students will rotate through a trial robotics program</p> <p>Satisfaction at the opportunity for a broad program of studies will be reported at > 92% (teachers),</p>	<p>Review current programming including electives for all grades</p> <p>Develop alternative programming to replace the courses formerly delivered by ADLC.</p> <p>Continue to explore the expansion of electives in homebuilding and outdoor education</p>	<p>The broad program of students was a focus last year, and resulted in the homebuilding elective continuing, as well as the first phase of the new STEM lab being activated.</p> <p>Additionally the Makerspace and Robotics program identified in the previous plan remain underway.</p>		<p>Students will be engaged with regular feedback and reporting.</p> <p>Board members will be engaged at regular board meetings, committee work, and general school newsletter communications.</p>

		>80% (parents), >70% (students).				
	Foothills Academy will enhance the onboarding program for new staff	<p>All new staff will be required to participate in a two-year onboarding program that includes Foothills Academy's policies, procedures, the online LD and ADHD courses, and the new-staff study of neuroscience in the classroom.</p> <p>>90% of staff will report satisfaction in local surveys at receiving ongoing support from Administration, Community Services and colleagues throughout the course of the year.</p>	<p>Develop a new onboarding program with input from senior and new staff, and administration.</p> <p>New staff will meet bi - monthly for professional development.</p> <p>New staff will be partnered with a senior "buddy" teacher for support; followed by further steps in the future to be mentor teachers.</p>	<p>Staff onboarding processes are continuing to be refined as a 2-year onboarding program becomes more defined. Distributed leadership also moves into its second year of being, as more opportunities arise for staff support and development.</p>		
	Foothills Academy will enhance and expand expectations for ongoing growth and development for all staff.	<p>All staff will participate in all on-site professional learning, and >35% will participate in external professional learning opportunities.</p> <p>Staff will have one observation and multiple walk-throughs; with follow up goals provided.</p> <p>Reports that the school has improved or stayed the same in the last three years will be >90% (teachers), >90% (parents), >80% (students).</p>	<p>Deliver ongoing specific constructive expectations rubric and associated feedback from observations and walk troughs</p> <p>Develop a document of Foothill Academy Teacher protocols based on the TQS</p> <p>Continue to ensure TPGPs are meaningful to teacher and school needs in relation to Learning Disabilities.</p>			

	<p>Foothills Academy will introduce opportunities for distributed leadership</p>	<p>Each learning team will have a clearly designed leader to work closely with administration.</p> <p>All staff who have undertaken external professional learning courses will present to groups of staff during the semester.</p>	<p>Define clear roles as they relate to specific core subject areas within each team to keep relevant with curriculum and instruction in those areas</p>	<p>Continue with the roles of Team Leaders</p> <p>Recruit staff for professional development and for partner 'buddy' teachers.</p>		
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Domain	Priorities and Outcomes	Performance Measures	Strategies	Result Analysis (Compared to 2020 Plan)	Strategic Priorities (In relation to the Ministry Business Plan)	Stakeholder Engagement
Learning Supports	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.	<p>All student referrals for counselling will be met within ten days of the referral; priority based upon levels of seriousness and urgency.</p> <p>All student referrals for OT and SLP will be met within three weeks of the referral being submitted.</p> <p>OT/SLP will provide detailed reports for all referred students.</p> <p>Over 90% of students will report they feel safe and cared for in the Alberta Education Assurance Measures (AEAM).</p>	<p>Regular monthly meetings with Community Services and admin to review services</p> <p>Establish systematic communication process to inform, share feedback, listen and respond to concerns with timely follow up</p>	The amount of student support provided by wrap around services continues to be a crucial element of Foothills Academy's success in supporting students to thrive. During COVID-19, wrap-around services continued to support all students online.	<p>Develop a system to monitor staff use and student engagement in the MTSS, to ensure student support in a safe and caring school environment.</p> <p>Year end and startup professional development allows staff collaboration for goals and outcomes of remedial instruction, to ensure all students are successful in the outcomes in the program of studies.</p> <p>Staff working groups will continue to engage in continuous professional learning, including gathering resources, organizing events and engaging the student population and local community.</p>	<p>Teaching staff will be engaged in meetings, surveys and opportunities for feedback.</p> <p>Community services staff will be engaged with surveys and meetings.</p> <p>Parents/families will be engaged via FAPA meetings, general meetings, regular newsletters and emails.</p> <p>Leadership/administration will meet regularly to review and measure the strategic priorities.</p> <p>Students will be engaged with regular feedback and reporting.</p> <p>Board members will be engaged at regular board meetings, committee work, and general school newsletter communications.</p>
	Ensure all students receive essential individualized programming supports to focus upon areas of need in relation to Learning Disabilities, and as a complement to the overall program of studies.	<p>Every student will receive one skills or remediation class per day; focus upon elements of reading, writing and numeracy.</p> <p>All students will have appropriate literacy and numeracy assessments, and related interventions, beginning in September 2021. The efficacy of 90% of programs and strategies will be proven by evidence of scientific research.</p> <p>AEAM measures will show >92% students belong and are supported and successful in learning.</p> <p>AEAM measures will report that >95% families are encouraged and supported in helping their children be successful learners.</p>	<p>All staff will be trained in elements of literacy and numeracy remediation; whole-class, small groups, and one to one intervention.</p> <p>All staff will have consistent communication with students and families regarding the whole-school approach to literacy and numeracy.</p>	The initiation of skills classes began, although the fluctuating at-home learning schedule created some challenges with ensuring consistency for all. Skills classes will continue to be an integral part of the school day.		

	<p>As an agent of reconciliation, Foothills Academy will further embed FNMI culture, history and education across the curriculum.</p>	<p>All subjects will have deliberate and appropriate resources to incorporate FNMI culture, history and education throughout the year.</p> <p>Partnerships with local FNMI communities will be fostered and encouraged to participate in school related events.</p>	<p>Develop shared resources for teams and/or departments to access appropriate FNMI resources</p> <p>Provide support (resources) to staff members showing interest in FNMI professional learning</p> <p>Increase staff knowledge and confidence in utilizing FNMI resources</p> <p>Embed FNMI resources and conversation into daily classroom practice</p>	<p>A staff working group was developed and successfully sourced and integrated a range of FNMI resources and into the curriculum across grade levels. The working group will continue to develop appropriate FNMI projects and plans to further embed FNMI culture, history and education across the curriculum, acting as an agent of reconciliation.</p>		
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Domain	Priorities and Outcomes	Performance Measures	Strategies	Result Analysis (Compared to 2020 Plan)	Strategic Priorities (In relation to the Ministry Business Plan)	Stakeholder Engagement
Governance	<p>Articulate the desired culture and environment for Foothills to establish itself as an expert in the field</p>	<p>Staff surveys will indicate a high level of confidence in the program, interventions, and associated professional learning opportunities.</p> <p>Students and parents will report in surveys a high level of satisfaction in relation to opportunities for success and appropriate support and intervention.</p> <p>External stakeholders in related professional fields (education, health care, social services), and parents, will report a high level of confidence and satisfaction towards the expertise provided and delivered by Foothills Academy workshops.</p> <p>Leadership and teachers develop and deliver regular (at least monthly) common message(s) to reinforce the desired culture</p>	<p>Establish a remedial representative from each team</p> <p>Create clear processes for leadership to provide continued support for all literacy, numeracy and social/emotional remediation.</p> <p>Provide consistent, planned and sustainable professional learning to all staff at a minimum of two Fridays per month over the school year.</p> <p>Monthly meetings to review assessment and remedial programs.</p> <p>Review Mission and Vision statements with stakeholder groups.</p>	<p>Foothills Academy will continue to collaborate with stakeholders to impact the lives of students and families living with Learning Disabilities.</p> <p>Foothills continues to be a strong advocate in the Learning Disabilities community, including being involved with the LD/ADHD Network to provide services to other stakeholders and school boards. Additional work is conducted with the Learning Disabilities Association of Alberta and the Learning Disabilities Association of Canada.</p>	<p>Evidence based strategies focusing upon the support of professional learning for staff will inform decisions. Professional Learning supports will be delivered in-house. External offers will be provided at a minimal, cost recovery basis. Ongoing engagement of stakeholders and supporters of Foothills Academy's mission, vision and philosophy will assist with sustaining the fundraising capacity for the bursary.</p> <p>Alberta's K-12 system is well governed and managed, and the progressive nature of education at Foothills is based upon evidence, and developed at minimal cost.</p> <p>As a DSEPS, Foothills Academy's education is an example of the essential need for choice in education in Alberta's education system.</p> <p>Foothills Academy will continue to follow a robust long-term plan for maintenance and operations, as directed by the board of governors.</p>	<p>All staff will be engaged in meetings, surveys and opportunities for feedback.</p> <p>Parents/families will be engaged via FAPA meetings, general meetings, regular newsletters and emails.</p> <p>Senior admin' will meet regularly to review and measure the strategic priorities.</p> <p>Board members will be engaged at regular board meetings, committee work, and general school newsletter communications.</p> <p>Collaboration with external stakeholders will continue throughout the year to share best practices and supports for the LD population.</p>
	<p>Foothills Academy will continue to collaborate with stakeholders to enhance the lives of students and families living with Learning Disabilities.</p>	<p>Foothills Academy's Case for Support will be distributed throughout the community.</p> <p>There will be a 25% increase in the number of external professionals from education, health, social services, taking Foothills Academy's online professional courses.</p>	<p>Foothills will provide professional learning opportunities for other independent and public school teachers; at least three PL sessions over the course of the year will include external stakeholders from other school jurisdictions.</p> <p>Foothills will play an active role in</p>			

		<p>There will be a 25% increase in the number of parents from the wider community, taking Foothills Academy's online parent workshops.</p> <p>>95% of teachers will report satisfaction with parental involvement in decisions about their child's education. >92% of parents will report the same.</p>	<p>the LD/ADHD Network, with staff representing on committees.</p> <p>At least two school staff members will represent Foothills Academy's priorities through committees relating to the LDAA and/or LDAC.</p>			
	<p>Foothills Academy will evaluate and develop new mechanisms for fundraising to maintain universal access to the Foothills Academy school program.</p>	<p>Foothills Academy's bursary support will continue to support around 50% of the student/family population.</p> <p>Successful resource development outcomes will contribute to the bursary to support students and families in need.</p> <p>Enhanced community profile and positive reputation</p>	<p>The golf tournament will be carried out under COVID appropriate protocols.</p> <p>School spirit will engage the school community (students, parents, staff) with the Calgary marathon in 2022; COVID regulations considered.</p> <p>Staff will share best practices, which will be compiled into possible resource development or research opportunities; to share best practices with the wider community.</p>	<p>Fundraising initiatives are reviewed, and phase one of the Case for Support has been conducted.</p>		

Domain	Priorities and Outcomes	Performance Measures	Strategies	Result Analysis (Compared to 2020 Plan)	Strategic Priorities (In relation to the Ministry Business Plan)	Stakeholder Engagement
<p>Local and Societal Context</p>	<p>Foothills Academy will develop and provide outstanding professional development through in-house courses, to train all staff at for minimal expense.</p> <p>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.</p> <p>Foothills Academy will continue to be a leader in the realm of Learning Disabilities.</p>	<p>All staff have through and ongoing policy and procedure reviews, including professional practice documents.</p> <p>Student re-registration rates will be an indicator of the demand and satisfaction in the school program.</p>	<p>Regularly scheduled meetings</p> <p>Co-development of messages</p> <p>Regular administrative review of processes and decision making, and staff feedback of satisfaction and growth.</p>	<p>Continuous growth and professional development remained an important priority for Foothills Academy. The in-house LD courses were conducted with all new staff in the new onboarding process, and provide exceptional training at minimal expense. Additionally, the same courses are used in professional learning situation in other schools and jurisdictions.</p> <p>Foothills Academy also partnered to create an LD course for the University of Calgary.</p>	<p>Contribute to communities</p> <p>Adjust for local and societal considerations – relevance to the LD world</p>	<p>All Foothills staff will be engaged in meetings, surveys and opportunities for feedback.</p> <p>Collaboration with other LD specific agencies and school boards/societies, will continue to share and disseminate best practices for the LD population.</p> <p>Parents/families will be engaged via FAPA meetings, general meetings, regular newsletters and emails.</p> <p>Senior admin will meet regularly to review and measure the strategic priorities.</p>
	<p>Ensure opportunities for ongoing, meaningful stakeholder engagement.</p>	<p>Parent feedback will be sought from end of year satisfaction surveys.</p> <p>Parents, and board members will be directly engaged in annual meetings and monthly FAPA meetings.</p> <p>Student enrollment will remain high.</p>	<p>Establish schedules for newsletters, focus groups, surveys, etc.</p> <p>Provide opportunities for families to become familiar with evidence based programs and new research regarding learning disabilities.</p>	<p>Foothills supported other school boards and independent schools with PD requirements – minimizing expenses through collaboration, maximizing quality through evidence-based research and practice.</p>		<p>Board members will be engaged at regular board meetings, committee work, and general school newsletter communications.</p>

	<p>Foster advocates to champion Foothills Academy.</p>	<p>Encourage stakeholders to promote FA attributes and successes.</p> <p>Board members will deliver stakeholder information sessions to prospective donors, supporters and committee members.</p> <p>Senior Administration (Executive Directors) will meet quarterly with potential donors and supporters of Foothills Academy.</p> <p>Increase frequency of Alumni engagement and promotion - with regular postings on social media, surveys, and annual mail outs.</p> <p>Administration (School Program Coordinators) will develop consistent messaging for all teacher and EAs to be able to deliver effective 'elevator pitches' lauding the merits, successes and mission of Foothills Academy.</p>	<p>Clarify the ongoing mission and vision of Foothills Academy, and embed it into all staff and board meetings.</p> <p>Formal administration meetings throughout the year to consolidate the consistency of the required messaging for promoting the mission and vision of Foothills Academy.</p> <p>Access Alumni for post-secondary and mentoring opportunities for existing students for transitions and career exploration</p>	<p>Continue to be a leader, champion and resource for supporting students living with Learning Disabilities.</p>		
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FOOTHILLS ACADEMY SOCIETY

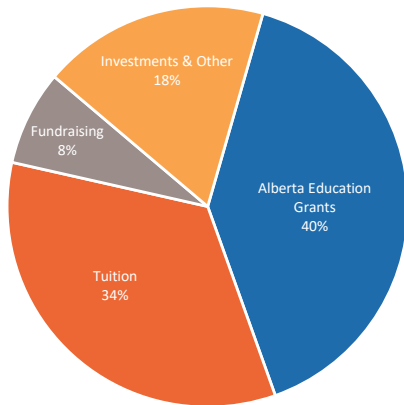
745 - 37th Street N.W.

Calgary, Alberta T2N 4T1

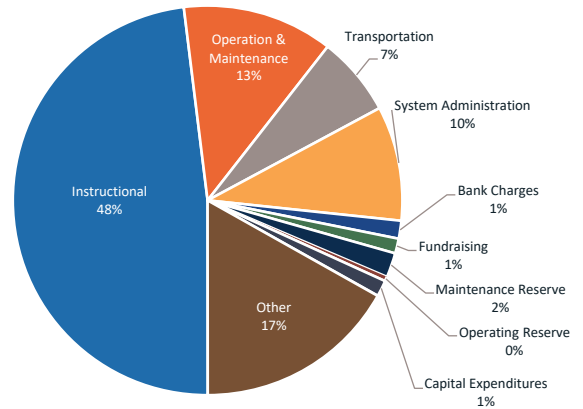
OPERATING BUDGET 2020 - 2021

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

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.

FINANCIAL STATEMENTS

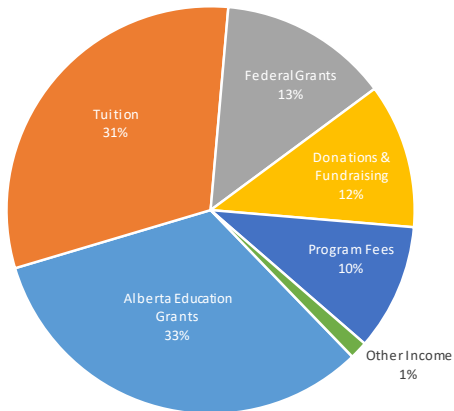
2019 - 2020

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

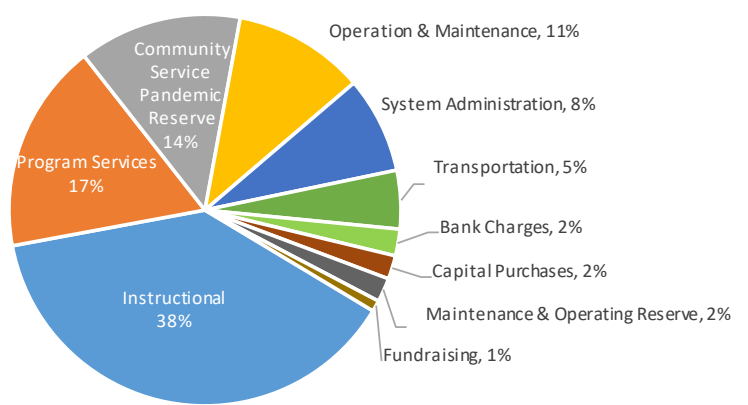
Foothills Academy Society

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

Revenue: \$11,083,150



Allocations: \$11,083,150



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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.