

FOUNDATIONS FOR THE FUTURE CHARTER ACADEMY

Vision and Mission

Vision:

"Excellence in student achievement and character development through distinctive teaching and learning."

Mission:

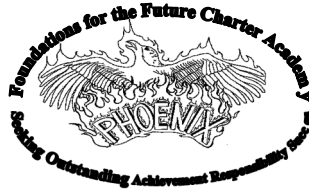
"To provide a safe and caring environment where academic excellence, character development, parental involvement and staff leadership are valued and fostered."

The mascot of FFCA is

the Phoenix.

FOSTERING

Evolution of



STUDENT ACHIEVEMENT

an FFCA Learner

Vision of an FFCA Graduate

With intentional thought given to the design of the learning experience at FFCA, graduates will leave us with core knowledge competencies, skills and abilities that are both essential and timeless. As creators of knowledge, students will have achieved the ability to think critically, care deeply and act ethically so that they can contribute to creating a world that cares and nurtures the diversity of cultures, celebrates personal contributions, and inspires others to reach their true potential. Proficient in their technological communications, FFCA graduates will be able to work independently or interdependently in a globalized society where partnerships and relationships strengthen the capacity to solve problems in collaborative ways. Possessing the attributes of life-long learners, graduates will be reflective and self-aware as they continue to evolve as successful individuals guided by moral purpose.

The FFCA Learning Experience

Directed by distinctive approaches to teaching and learning within a safe and caring culture, this charter school is committed to providing a successful learning experience that values the contributions of all partners. FFCA is a supportive learning community that cares about students' learning needs and their unique talents and has a strong desire to see each student achieve personal excellence. Over the course of 13 years with FFCA, each learner will experience:

- A coherent approach to curriculum that scaffolds to build deeper understanding of core knowledge and skills associated with the learning outcomes stated in the Alberta Programs of Study.
- A learning culture where teacher professional learning and collaboration are valued and supported as key elements in optimizing academic achievements and personal growth of students.
- A strong partnership among students, teachers and parents to positively support the growth and development of learners.
- A caring and inclusive school culture where the development of positive relationships and effective interpersonal skills are the foundations for success.
- An appreciation for the value of learning goals and their relevance, and the criteria necessary to achieve success.
- An environment that focuses on maximizing learning opportunities through high levels of engagement.
- Ongoing assessment of learning in which the student, teacher and parent partner to use feedback to move learning forward.
- A multi-sensory approach to learning that allows students to augment their learning styles in achieving the desired learning targets.

- An opportunity for application of understandings about character development through active engagement in service-learning projects and leadership opportunities.
- An opportunity to learn collaboratively and independently, to communicate effectively, to think critically and to express themselves creatively.
- Being part of a community that celebrates personal uniqueness through the wearing of school uniforms.

Teaching and Learning at FFCA

While following the Alberta Programs of Study, the FFCA's approach to curriculum empowers students to own and lead the learning process as a means of helping them to achieve academic excellence. FFCA strives for excellence and is purposeful and strategic in the selection and utilization of teaching methods and resources. Through the mindful approach embedded in the FFCA DI Framework, teaching and learning is characterized by a safe and caring environment, high expectations for all and frequent monitoring of student progress that maximizes learning opportunities for all students.

MIDDLE SCHOOL VISION STATEMENT

Each FFCA Middle School campus will maintain and build upon a structured approach to teaching and learning as enunciated in the Vision, Mission and Guiding Principles of Foundations for the Future Charter Academy. The Middle School experience will be the second phase of a consistent and coherent K-12 orientation to teaching and learning that provides students with a foundation of optimal academic achievement and strong character development. Each Middle School campus will be transitional in nature, continuing the experiences of students who are moving from teacher-directed behavior and performance towards ultimate status as independent learners and self-directed responsible adults.

Culture and Environment

Each FFCA Middle School campus is envisioned to be a place where all stakeholders take pride in, and demonstrate respect for, their school, themselves and others. Meaningful parent involvement will enhance the education of students. Staff will provide educational leadership, model collegial relationships and foster a sense of pride and ownership in the FFCA Middle School community.

Transitional and Expanding Opportunities

Students will be provided with a variety of learning opportunities in order to permit them to explore career interests, acquire essential life skills and experience enriching leisure pursuits. Students will have increased opportunities for self-directed learning, higher-order thinking and for applying the use of technology in every-day life.

Homework

Homework is an essential part of learning at FFCA and is assigned daily. Reading is a part of this homework. Students are expected to complete all homework on time and to the best of their ability. Parents are asked to support their child in completing this work. Students at each grade level should expect the following amounts of homework per night on average.

<u>Grade</u>	<u>Time</u>
5-6	30-60 min.
7-8	60-75 min.

Attendance

Regular attendance is required of all students at FFCA. Student success in school is directly tied to attendance. Parents are asked to report all absences to the office.

Lates

It is the responsibility of each student to arrive for class on-time. Tardiness will be dealt with by classroom teachers in accordance with the severity of the problem.

Extended Leaves

Extended leaves and unexcused absences are not in the best interest of students and will not be approved. FFCA's position on unexcused absences is outlined on our website in AP-I-201.1 (<https://www.ffca-calgary.com/download/160146>).

Student Reporting

The school year is divided into three academic terms. Formal report cards are distributed at the end of each term.

Pre-year and Learning Conferences

A mandatory pre-year conference is held with each student, parent and homeroom teacher. At this conference, expectations for stakeholders are reviewed and goals for the year are discussed.

Learning conferences are held three times during the year within each term. The first conference is mandatory.

Provincial Achievement Tests

Grade 6 students participate in the provincial achievement testing (PAT) program each May and June.

The testing dates for grade 6 for the 2020-2021 school year are as follows:

Gr. 6 Language Arts Writing Part A

Scheduled between May 18, 2021

Gr. 6 Language Arts Part B

Scheduled between June 13 and 22, 2021

Gr. 6 Mathematics Part A and B

Scheduled between June 13 and 22, 2021

Gr. 6 Science

Scheduled between June 13 and 22, 2021

Gr. 6 Social Studies

Scheduled between June 13 and 22, 2021

Expectations of Parents

Ongoing communication between home and school helps to set students up for success in learning. We will keep parents informed of student progress through conferences, report cards, phone calls, notes, Edsby, and school agendas.

Parents are encouraged to become familiar with the "Being Heard" document. Copies are available at each campus office.

Agendas

Each student is provided with this agenda that contains valuable school information for both students and parents. In addition, the agenda is used as the primary communication tool between the teachers and parents. With students who are experiencing difficulty in meeting work requirements, the agenda is initialed daily by the teacher after the student has recorded any homework assignments to be completed. Parents are asked to sign the agenda under the teacher's initials after viewing the student's completed homework. The agenda can be used for any other messages between the school and home as well.

At the beginning of the school year, parents are asked to review the agenda with their children. Parents and students are asked to sign the agenda to signify their support of the expectations and procedures outlined here. A copy of the commitment page is kept on record at the school.

FFCA Parent/Guardian Partnership Commitment

Foundations for the Future Charter Academy is a school where parents and staff build strong relationships that support the academic achievement and character development of students. When parents engage as partners, students learn more, classrooms are enriched, the school improves and the entire community benefits.

Parent partnerships are the cornerstone of the culture at FFCA. FFCA expects that 100% of families will engage in 20 extended parental partnership hours per school year per family. To this end, each FFCA campus will offer an array of opportunities through which parents can share their time, talents and abilities at home, at the campus and in our FFCA community. FFCA challenges parents on a yearly basis to demonstrate this commitment in support of their child's learning experience.

FFCA requires parents to take seriously their responsibility for being effective partners in their child's formal education. As partners, everyone shares in supporting FFCA learners in their pursuit of personal excellence within our community. **This is the commitment that is expected when parents choose FFCA as their school.**

Expectations of Students

Guidelines for Success

Students at FFCA are expected to demonstrate their commitment to our school-wide guidelines for success. These are:

1. Always try
2. Do your best
3. Be responsible
4. Treat everyone with dignity and respect
5. Cooperate with others

Classroom Expectations

FFCA values maximizing learning time and creating a respectful and caring learning environment. Teachers work with students to make expectations clear and understood in order to create an optimum learning environment.

Bus Expectations

FFCA strives to maintain a clean, safe and friendly environment for everyone riding our buses to and from school each day. Please arrive at your bus stop five minutes ahead of the scheduled departure time. Drivers will only pick up or drop off students at designated stops. Please do not attempt to board the bus at non-designated stops. Therefore, it is extremely important to make every attempt to arrive at the bus stop on time to ensure that you are not causing the bus to be delayed.

FFCA encourages all parents to read through the "Parent Transportation Handbook" which is available on our website (www.ffca-calgary.com) and at each campus.

Bus inquiries are to be made in writing to the Director of Transportation at: susan.goldsmith@ffca-calgary.com.

Uniform Expectations:

Uniforms serve many purposes. At FFCA, our school uniforms help students arrive at school with an attitude conducive to learning and work. Secondly, our uniforms help to create a sense of culture and belonging. When our students are in uniform outside the school, they represent FFCA and everything that FFCA stands for. Lastly, uniforms help eliminate socioeconomic differences and the tendency toward competition between students in the areas of dress and appearance. FFCA is a uniform school. All students arrive at school dressed in either their full gala uniform or their daily wear uniform as directed/required. The only exceptions will occur on predetermined casual days.

View the PDF document of the FFCA Uniform Policy and Requirements at Policy 14 - Uniforms. With the passing of this uniform policy, the new uniform expectations are officially in place. However, current uniform clothing items that do not meet the new policy expectations will be permitted to be worn until the 2019-2020 school year as we transition to the new standards with a new supplier. If you have questions concerning the new uniform requirements, please read the Frequently Asked Questions below which should address your questions or concerns.

Where do I purchase my uniforms from?

The contact information for our school uniform supplier is:

InSchoolwear, Calgary
Philips Park, Building A, Unit A9E
6120-2nd Street SE, Calgary, Alberta, T2H 2L8
Tel: 403-640-1032
Email: calgary@inschoolwear.com
Character Education and Student Leadership at FFCA

FFCA fosters **strong, positive, respectful partnerships** among students, staff, parents and community. Character education is the foundation upon which student success is built. It is the means to foster sustainable communities that are safe, caring, supportive, respectful and inclusive. FFCA endeavours to prepare students to be strong and engaged citizens who care deeply, think critically and act courageously. Students engage in learning experiences in relation to five character development foundations—virtues education (compassion, respect, responsibility, self-discipline, integrity) values awareness, ethical decision making, building relationships, personal and team based leadership.

DIGITAL CITIZENSHIP RESPONSIBILITIES

Digital Citizenship (DC) is defined as the norms of appropriate responsible ethical behavior with regard to technology use. In 2012, Alberta Education released a *Digital Citizenship Policy Guide*, which outlines key areas as well as expectations and conduct for all students in Alberta.

At FFCA, Digital Citizenship is an essential skill that we seek to model and develop so that **students are able to create a digital identity and digital footprint that will be a demonstration of their character in an online environment**. We foster the character of our students as global digital citizens through focusing on the FFCA Technology Student Acceptable Use Protocol and the intentional teaching of the nine elements of Digital Citizenship embedded in the FFCA Character Education Program.

The nine elements of DC can be organized into three key themes:

- Respect and protect yourself: Digital Wellbeing;
- Respect and protect others: Digital Interactions;
- Respect and protect intellectual property and others property: Digital Preparedness.

Inherent in these themes, is the student's responsibility to use technology while at school and for any work connected to school in ways that are consistent with the FFCA Student Acceptable Use Protocol and the nine elements of digital citizenship. In the event a student acts in a way that is contrary to the elements of digital citizenship, FFCA will work with the student involved and their parents/guardians with the intention of remedying any damage done and preventing future occurrences.

FFCA

The Nine Elements of Digital Citizenship

As members of a digital society, it is our responsibility to create digital citizens who learn to use technology responsibly.

RESPECT AND PROTECT YOURSELF: DIGITAL WELLNESS



Digital Wellness

I understand that technology can impact my health and relationships.

Users understand possible physical and physiological health risks associated with the over-use of technology.



Digital Rights & Responsibilities

I understand that everyone has the responsibility to use technology with integrity.

Users understand the privileges, freedoms and behavioral expectations associated with technology use.



Digital Security

I understand how to keep myself and others safe when using technology.

Users understand electronic precautions that can be implemented to guarantee safety. They take the time to protect information and data of themselves and of others.

RESPECT AND PROTECT OTHERS: DIGITAL INTERACTIONS



Digital Communication

I understand how to choose appropriate digital tools to communicate responsibly.

Users understand the variety of digital communication mediums available to them.



Digital Etiquette

I demonstrate strong character when accessing technology and know that my actions impact others.

Users understand contextually appropriate situations to use technology and the importance of considering others.



Digital Access

I know where and how I can access technology.

Users understand how to participate in a digital society in an acceptable manner.

RESPECT AND PROTECT INTELLECTUAL PROPERTY AND OTHERS' PROPERTY: DIGITAL PREPAREDNESS



Digital Law

I am responsible for my digital actions and deeds.

Users are aware of laws, rules and policies that govern the use of digital technology. Users understand plagiarism and give credit to the work of others.



Digital Literacy

I understand the digital basics, such as browsers, search engines, uploads, downloads, email, and text.

Users understand how to evaluate the accuracy of online resources and are aware that digital tools can be used innovatively and creatively.



Digital Commerce

I know how to buy and sell safely in a digital world.

Users understand how to be informed consumers and have the knowledge to conduct financial transactions and business online in ways that protect themselves.

