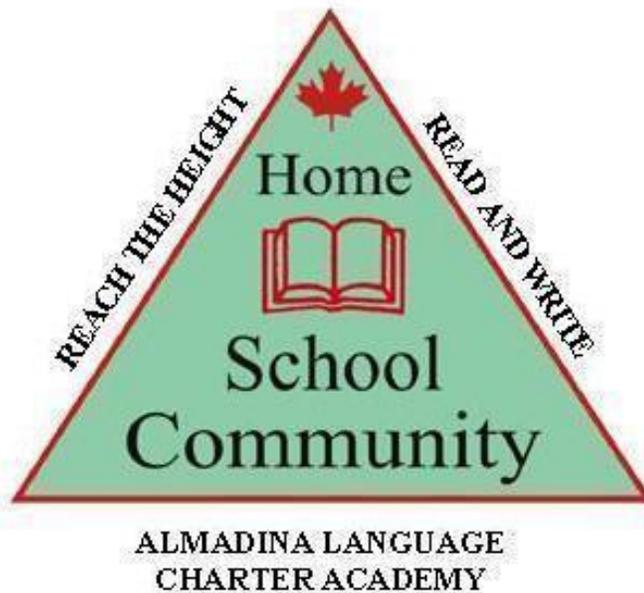


# Almadina Language Charter Academy Combined Three Year Plan 2015 – 2018 and Alberta Education Results Report 2014-2015



Submitted: November 30, 2015

### Message from the Board Chair

The Board of Directors of Almadina Language Charter Academy (Almadina School Society) is pleased to present our combined AERR of 2014– 2015 and 3Year Education Plan for 2015-2018. We are proud that we have maintained great results over the last year. We also recognize that as systems grow systems must change. We want our stakeholders to understand that we are analyzing our Accountability Pillar results yearly and we are consulting with all stakeholders in terms of recommendation from the pillar results. We continue to be fully engaged in continuous improvement and problem solving.

We have shown our commitment to developing student supports over the last three years. This has been evidenced through the hiring of additional staff to support student learning needs. For example, a counsellor, vice principals, ELL and Technology specialists and inclusion supports have been added to support our growing system. This year we hope to hire an additional inclusion support teacher.

We continue to expand our junior high options and will be having our students complete an options survey. This will enable us to offer options that are relevant and interesting to the student body.

We recognize that the change in focus of the WEP team from direct service to capacity building has created gaps in our students' services. We have been innovative when we approach solutions for these challenges. We will continue to engage the services of our student support counsellor.

We have a renewed focus on the Charter and on strengthening ELL within our schools. Our accountability results are excellent again this year. We are continuing to focus on literacy and numeracy for every student in our system. We have a system wide research project utilizing the Discover Reading program. This is our fourth year and we are very pleased with the last three years literacy results. We believe this research will continue to result in new innovation and even more student success.

We embrace the notion that as an education team we will produce strong educated global citizens. Almadina uses the Virtues Program throughout our system. This program promotes citizenship and safe and caring school environments. We strongly support the "Almadina Gives Back" student community service.

We submitted an application for a high school to Alberta Education and are hoping for a positive response. In September 2014, we were granted a student cap increase of 350 students for the 2015/2016 school year. To date, we have been unable to accept the growing number of students waiting to get into Almadina as we do not yet have a third facility to house these students. We urgently require a third facility for the 2016/2017 school year. We also require an addition of 5 portables to accommodate the students moving up in our system for the 2016/2017 school year. We also require 4 new portables for the 2016/2017 school year to replace 4 very old portables that present safety and health concerns.

As the Board of Directors, we will continue to listen to all stakeholders and put the needs of students first.

Respectfully,

Signature on file

Haytham Ghouriri – Board Chair

### **Accountability Statement**

The Annual Education Results Report for the 2014/2015 school year and the Education Plan for the three years commencing September 1, 2015 for Almadina School Society were prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Fiscal Management Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2014/2015 school year and the three-year Education Plan for 2015/2018 on November 19, 2015.

Signature on file \_\_\_\_\_

Haytham Ghouriri – Board Chair

## Foundation Statements

### *Our Vision*

To strive to operate as Canada's best Public Charter School by providing students whose second or third language is English with the opportunities to reach their full potential.

### *Our Mission*

The Almadina School Society, through its partnerships with the Minister and all stakeholders, ensures that our students whose second or third language at home is English reach their full potential as they prepare to meet the challenges of high school, lifelong learning and citizenship in a dynamic, democratic, knowledge-based society that respects each child's special gifts and the commitment to promote diversity in shared values.

### *Our Principles*

- **Language Centered** - Students assisted to reach their full learning potential.
- **Innovative** - Demonstrate leading edge innovations in improved student results.
- **Responsive** - Parents need to choose international language or other academic options.
- **Equitable** - All students have equitable access to quality learning.
- **Accountable** - For quality results, administration and staff ensure accountability to parents, Minister, and Albertans.
- **Collaborative** - K to 9 education, provides the foundation for lifelong learning and democratic citizenship when all stakeholders work in partnership and by upholding fiscally responsible planning principles.
- **Diversity** - Diversity in shared values is promoted by implementation of moral intelligence, zero tolerance, and democratic citizenship.

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

Almadina Language Charter Academy (ALCA) currently serves 1,071 students and their families in two separate campuses. The Mountain View Elementary Campus serves Kindergarten to Grade 3 students, and Ogden Middle School Campus houses Grades 4 to 9. We are in the process of finding a suitable school site to accommodate our current wait list.

Our students are bused into our two locations by First Student Canada, operated by Cardinal Coach Lines. Students are bused to our schools within our boundaries that include parts of the North and South East quadrants of Calgary. Our schools teach students from approximately 35 different countries. Almadina serves students with many diverse first languages such as Arabic, Urdu, Kurdish, Somali, and French just to name a few. As the only public charter school that has an ELL mandate, Almadina has an ELL focused approach, which ensures students are successful with the outcomes from the Alberta Program of Studies and the language outcomes contained within. We have been recognized time and time again for our excellent ELL programming and student performance. In August 2013, The C.D. Howe report named Almadina as one of the top twelve performing schools in the province. The objectives of our current and future plans are rooted in our charter mandate. This helps us to ensure we continue to build a strong foundation for the students we teach. We are committed to system wide continuous improvement and growth. Our character education program plays a huge part in Almadina's success. We believe Almadina is a leader in teaching students whose second or third language at home is English.

All students are assessed to determine their language learning needs. We have done pre and post testing for literacy, partnering with the Reading Foundation. This project is a major ALCA research project. We are committed to the 21st Century Learning model. We have a three year technology plan that ensures consistent technology upgrades. ALCA continues to use the Mariconda Writing Program and focuses on system wide use of ELL strategies. The Wellness Empowerment Program (WEP) is a school based project funded through Alberta Health and Wellness (Capacity Building). The WEP programs new mandate focuses on capacity development among our staff members. The WEP program has evolved into a mental health team promotion model for the greater Calgary community. Almadina has hired one full time student designated counsellor able to deal with students on a one to one basis in the areas of academic counselling and mental health counselling. Our virtues program "Almadina Cares" is an integral part of Almadina's Charter Mandate.

We have completed an inclusion plan that meets the requirements of the Ministerial order of 2013. This plan includes an audit of all student files to determine student codes and staff requirements for the 2015/2016 school year. This plan has a budget to ensure compliance with the Ministerial order. As a public charter school, Almadina continues to seek the same funding all provincial schools are receiving for inclusion programming.

We are focused on our Charter Mandate thus ensuring that we are strengthening the charter goals. We continue to focus on the student's continuous learning and growth and better achievement. Our intention at Almadina is to give our students the ELL programming that will allow them to successfully graduate from our Junior high school and flourish in a high school of their choice. For students who continue to struggle with the academic language of the high school curriculum, Almadina's intention is to expand programming to include a high school beginning with Grade 10 in the very near future. An application to expand Almadina to include high school has been submitted to Alberta Education.

It is our intention to continue to provide innovations within our schools. We also will strive to research best practices for ELL learners. We continue to have strong relationships with other Charter schools, the University of Calgary and the broader community. Almadina has a strong focus on improving our system through continuous learning and growth.

## Trends and Issues

In the last three years we have had a jump in student numbers from 600 to 979 and then to 1,071 in 2015. This sudden increase has reinforced our need for the development of student services as indicated by our stakeholder's survey results. Last year we hired one counsellor for two campuses. This year our emphasis is on building the necessary supports required for a strong inclusion system based on our growing population. The implementation of the Ministerial order of May of 2013 has increased Almadina's responsibility to support all students.

2013 results included only 49 respondents, all of which were parents. Surveys by teachers and students were not completed due to confusion over our school authority numbers. This year and last year we had results that reflected our entire system and was made up of feedback from all stakeholders. We had 625 respondents in 2014, and in 2015 we had 660 respondents.

Our overall Accountability Pillar results remain very good. In 2012/2013 our scores in the Continuous Improvement category were at 95.7%, based on 49 parent surveys. Last year our results were 76.6% based on 625 parent, teacher and student respondents. This year our results were 82.9% based on 660 parent, teacher and student respondents.

Last year after careful review, a school counsellor was hired as a result of lowered pillar results in the area of student counselling. This position has become essential due to the high complex needs of an ever growing student population. While it has been beneficial to have a half time counsellor at each campus it has become apparent that each campus would benefit from a full time counsellor. This would help to promote a strong and healthy environment for our students who are in need of the extra support. The extra counselling support will be carefully reviewed by the board for the next school year.

This year our emphasis on inclusion services will address the issues associated with students support for students with complex learning needs as required by the Ministerial order of 2013. The inclusion teacher in collaboration with the counsellor and the ELL coordinator will be responsible to communicate with families the necessity for early intervention for students with exceptional learning needs prior to kindergarten. This support would include; community resource lists that would support mental health and learning. To enhance English language development and immersion, parents are encouraged to register their children in a language focused, play based early learning program prior to kindergarten. This school year we will endeavor to hire one full time inclusion support teacher.

We continue to see positive trends within our system. Parents continue to be very pleased with the quality of education and gave this category a 90.6 % satisfaction rating. We continue to score ahead of the Province in our Provincial Achievement scores. We have maintained good or excellent overall ratings, which has been our trend. Teachers continue to be very pleased with professional development opportunities.

Feedback from all stakeholders including students, teachers, parents, and school council indicates strong support for additional staffing that would develop inclusion infrastructure appropriate for the current size of our schools. Over the next three years we will be looking at a slow, steady increase in our inclusion support area. This year we will hire one inclusion support teacher to help address our student needs.

## Summary of Accomplishments

- August 2013 – C.D. Howe report placed Almadina in the top 12 schools in Alberta ([http://www.ESL/ELL/ELLAlmadina.com/documents/board/reports/2013\\_09\\_howe.pdf](http://www.ESL/ELL/ELLAlmadina.com/documents/board/reports/2013_09_howe.pdf))
- June 2014 – 15 year Charter granted by Alberta Education.
- July 2015 – Application for High School resubmitted to Alberta Education.
- Continuous lobbying for a third facility for Almadina Language Charter Academy (2015-16).
- Excellent financial audits for all schools
- PAT results continue to be above the Provincial average
- 2014 - 2016 SLA pilot program started for grade 3
- August 2015 Alberta Views magazine published an article which highlighted Almadina as the one school in Alberta that do exceptional work with ELL students
- 2015 Bit and Bites magazine featured contributions from Almadina staff regarding technology integration and language learning
- Our technology coordinator and one of our grade 2 teachers are presenting at a technology conference in 2016
- A collaborative provincial project featuring a peace initiative was featured at the Glenbow Museum.
- Almadina teachers have presented ELL sessions at other charter schools, at the Calgary Teachers convention.
- Our web site has been redesigned to highlight teacher, parent and student resources that support students literacy and numeracy

**Combined 2015 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)**

Measure Category	Measure Category Evaluation	Measure	Almadina School Society			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Good	Safe and Caring	84.8	84.5	86.0	89.2	89.1	88.9	High	Maintained	Good
Student Learning Opportunities	n/a	Program of Studies	74.8	79.7	73.6	81.3	81.3	81.2	Intermediate	Maintained	Acceptable
		Education Quality	90.6	91.2	91.0	89.5	89.2	89.5	Very High	Maintained	Excellent
		Drop Out Rate	3.7	n/a	0.0	3.4	3.3	3.3	High	Declined	Acceptable
		High School Completion Rate (3 yr)	n/a	n/a	n/a	76.4	74.9	74.6	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	86.3	89.7	87.4	73.0	73.1	73.9	Very High	Maintained	Excellent
		PAT: Excellence	32.2	32.3	27.8	18.8	18.4	18.9	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.2	85.5	84.6	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	21.1	20.0	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	50.5	54.4	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	61.2	60.9	61.3	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.8	59.2	59.0	n/a	n/a	n/a
		Work Preparation	88.3	82.8	84.2	82.0	81.2	80.4	Very High	Maintained	Excellent
		Citizenship	80.1	78.2	80.0	83.5	83.4	83.1	High	Maintained	Good
Parental Involvement	Excellent	Parental Involvement	84.1	84.3	83.9	80.7	80.6	80.2	Very High	Maintained	Excellent
Continuous Improvement	Good	School Improvement	82.9	76.6	86.3	79.6	79.8	80.1	Very High	Declined	Good

**Provincial Achievement Test Results – Measure Details (OPTIONAL)**

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2011		2012		2013		2014		2015		2015	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	88.1	37.3	86.7	21.3	98.6	23.6	92.2	23.5	91.1	26.8		
	Province	83.0	18.5	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5		
French Language Arts 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	89.4	17.1	89.3	17.2	88.6	16.3	88.0	15.6	87.5	13.6		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	92.2	17.6	91.0	21.9	94.0	21.6	90.6	17.1	89.0	15.0		
Mathematics 6	Authority	69.5	16.9	80.0	18.7	98.6	50.0	90.2	33.3	91.1	28.6		
	Province	73.7	17.8	74.7	16.6	73.0	16.4	73.5	15.4	73.3	14.1		
Science 6	Authority	86.4	16.9	92.0	32.0	90.3	18.1	88.2	35.3	81.3	33.0		
	Province	76.2	25.0	77.8	28.2	77.5	25.9	75.9	24.9	76.4	25.3		
Social Studies 6	Authority	66.1	8.5	74.7	18.7	93.1	30.6	81.4	33.3	80.4	33.0		
	Province	71.1	18.5	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1		
English Language Arts 9	Authority	93.6	23.4	92.0	12.0	n/a	n/a	95.4	18.5	91.7	25.0		
	Province	79.1	16.3	77.4	16.4	76.7	14.8	76.3	15.1	75.6	14.4		
English Lang Arts 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	67.2	7.9	61.4	5.8	62.4	4.3	62.9	3.5	62.8	4.6		
French Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.8	15.0	87.5	12.2	87.2	13.9	86.5	11.1	85.9	10.1		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	90.2	15.8	84.6	16.1	84.0	14.5	86.1	17.8	88.5	20.2		
Mathematics 9	Authority	89.4	42.6	74.0	28.0	n/a	n/a	89.2	36.9	77.8	30.6		
	Province	66.1	17.3	66.5	17.8	66.9	18.3	67.1	17.3	65.3	18.0		
Mathematics 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	64.9	14.9	62.4	15.4	65.9	14.7	63.4	14.5	60.7	14.4		
Science 9	Authority	95.7	61.7	94.0	48.0	n/a	n/a	93.8	63.1	91.7	55.6		
	Province	74.9	20.8	74.2	22.4	73.0	20.0	73.2	22.1	74.1	22.9		
Science 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	69.5	15.3	67.9	17.3	68.4	17.1	64.1	14.9	64.4	15.2		
Social Studies 9	Authority	93.6	29.8	92.0	8.0	n/a	n/a	90.8	16.9	86.1	29.2		
	Province	67.2	19.0	68.9	19.1	65.6	18.8	65.5	19.9	65.1	19.8		
Social Studies 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	61.9	13.6	63.5	13.9	64.6	13.0	61.8	10.7	57.2	11.2		

PAT Results Course By Course Summary By Enrolled With Measure Evaluation (optional)

Course	Measure	Almadina School Society							Alberta			
		Achievement	Improvement	Overall	2015		Prev 3 Yr Avg		2015		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	High	Maintained	Good	112	91.1	83	92.5	47,446	82.8	44,338	82.4
	Standard of Excellence	Very High	Maintained	Excellent	112	26.8	83	22.8	47,446	19.5	44,338	17.2
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,972	87.5	2,648	88.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,972	13.6	2,648	16.4
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	472	89.0	497	91.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	472	15.0	497	20.2
Mathematics 6	Acceptable Standard	Very High	Maintained	Excellent	112	91.1	83	89.6	47,377	73.3	44,292	73.8
	Standard of Excellence	Very High	Maintained	Excellent	112	28.6	83	34.0	47,377	14.1	44,292	16.2
Science 6	Acceptable Standard	Intermediate	Declined	Issue	112	81.3	83	90.2	47,379	76.4	44,273	77.1
	Standard of Excellence	High	Maintained	Good	112	33.0	83	28.4	47,379	25.3	44,273	26.3
Social Studies 6	Acceptable Standard	High	Maintained	Good	112	80.4	83	83.0	47,385	69.8	44,226	72.1
	Standard of Excellence	Very High	Maintained	Excellent	112	33.0	83	27.5	47,385	18.1	44,226	18.4
English Language Arts 9	Acceptable Standard	Very High	Maintained	Excellent	72	91.7	58	93.7	43,532	75.6	38,021	76.8
	Standard of Excellence	Very High	Improved	Excellent	72	25.0	58	15.2	43,532	14.4	38,021	15.4
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,553	62.8	1,543	62.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,553	4.6	1,543	4.6
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,601	85.9	2,496	87.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,601	10.1	2,496	12.4
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	391	88.5	345	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	391	20.2	345	16.2
Mathematics 9	Acceptable Standard	High	Maintained	Good	72	77.8	58	81.6	43,190	65.3	37,734	66.8
	Standard of Excellence	Very High	Maintained	Excellent	72	30.6	58	32.5	43,190	18.0	37,734	17.8
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,966	60.7	1,858	63.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,966	14.4	1,858	14.8
Science 9	Acceptable Standard	Very High	Maintained	Excellent	72	91.7	58	93.9	43,653	74.1	38,253	73.4
	Standard of Excellence	Very High	Maintained	Excellent	72	55.6	58	55.5	43,653	22.9	38,253	21.5
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,527	64.4	1,503	66.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,527	15.2	1,503	16.4
Social Studies 9	Acceptable Standard	Very High	Maintained	Excellent	72	86.1	58	91.4	43,451	65.1	38,360	66.7
	Standard of Excellence	Very High	Improved Significantly	Excellent	72	29.2	58	12.5	43,451	19.8	38,360	19.3
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	57.2	1,489	63.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	11.2	1,489	12.5

**Charter Goal: Almadina Language Charter Academy will provide opportunities for students to optimize their potential while focusing on English Language Learning**

**Outcome: The academic success rate of ELL students will increase.**

Performance Measures	Results (in percentages)					Target*	Targets		
	2011	2012	2013	2014	2015	2015	2016	2017	2018
Performance measures for PAT acceptable standard	90.0	89.4	93.7	89.6	86.3	90	91	92	92

**Comments on Results**

Grade 6, had 112 students registered to write the PAT's, none were exempted, however, 3 students were absent due to travel outside of Canada. Grade 9, had 72 students registered to write none were exempted, 4 students were absent due to travel outside of Canada. Students who were absent count as a zero. As a result of student absence the Grade 6 percentage average of the acceptable standard was reduced by 2.7 % and the grade 9 percentage was reduced by 5.6%. We believe that the absenteeism is directly related to the loss of PAT averages in both grades 6 and 9. Although we are lower than last year we are still 13% percent above the province and maintained an overall high standard of excellence. Provincially, in Grade 9 Math and Social Studies, only 64% meet the acceptable standard. We have maintained an overall 32.73% excellence rating even with the absence of some very strong students. Our overall PAT performance measures have been maintained in both the acceptable and the standard of excellence.

**Strategies**

- Communicate with parents throughout the year that students are required to be in school for the PAT's.
- Parents will be discouraged from excusing their children for extended travel during the school year.
- Beginning in kindergarten teachers will identify students requiring additional reading support through Discover Reading (DR). Teachers will differentiate instruction to accommodate the unique needs of ELL students to reach the highest number in acceptable standard and the standard of excellence, while focusing on English Language Learning. At Almadina, we have more than 186 hours of English language arts. Students who are struggling even with the 186 hours of English language instruction are offered the additional DR English language support in the ELO block. We use the English Language Proficiency Benchmarks to structure supports. Support is differentiated through increased instruction to beginner and intermediate proficiency level students. At the Ogden campus, the English Language Option programs teach the DR during the ELO block which provides additional hours of intense English Language instruction. At the Mountain View campus additional support is provided in ELO time.
- Due to the success of the DR program and based on the assessment results which indicate above average decoding skills, there is now a dual focus on both decoding and reading comprehension.
- Across both campuses, students who are identified as needing the most support are provided one to one DR pull out support. Trained educational aides deliver DR on a one to one or small group basis.
- At the start of the year we dedicate two full days to individualized reading comprehension and fluency assessment for every student in our system. This information is shared with students

and parents with suggestions as to how to improve comprehension and fluency levels. This provides reading comprehension information to the teachers at the beginning of the school year which informs practice. This is a unique practice demonstrating our dedication of resources to improving the academic success of ELL students at Almadina.

- Based on the results we make programming recommendations regarding language options placements, and individual student support.
- Choosing the English language option is strongly encouraged for all students that require support to become fluent English language learners.
- Students are expected to take ownership of their learning and do homework 4 – 5 nights a week. This helps to review and reinforce the concepts being taught.
- At the Ogden campus an after school homework club is offered four days a week to all struggling students, beginning in September.
- All students also have the opportunity to attend Saturday school from March until June to help them reach their full potential.
- Teachers communicate with parents regularly to ensure that students are developing excellent work habits that are consistent with Almadina practices.
- Almadina encourages teachers to use DOJO, Synovoice; agenda's and class websites as tools to effectively communicate with parents. Teachers are also encouraged to keep a log of their communication with parents.
- Parents also receive interim progress reports as feedback on student achievement to review goals and objectives for student learning.
- We provide on-line memberships for home access and practice as listed on our website.
- The library will include leveled readers that will allow students to read at their individual reading levels.
- Librarians are engaged in continuous professional development to support student growth.
- Teachers utilize the daily ELL checklist and ELL planner in meeting student needs.
- Teacher professional growth plans are ELL focused
- Educational assistant play in integral role in supporting students with ELL needs as well as other needs.
- Report cards include an individual ELL benchmark
- Ell portfolios include students writing samples and ELL tracking sheets and benchmarks to track students' progress over time.
- Beginning in kindergarten, universal programs provided by WEP, target social skills which directly impact academic learning such as the girls group, the bucket filling program. Students who are at risk receive small group sessions to improve social and emotional skills.
- To support literacy, Raz Kidz and Tumble Books are available for all students beginning in kindergarten.

## Desired Outcome One: Every student is successful

*Specific Outcome: Students achieve student learning outcomes.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2016	2017	2018
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.5	0.0	0.0	n/a	3.7		High	Declined	Acceptable			
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

### Comments on Results:

Continued collaboration with the Wellness Empowerment Project has aided students, teachers and parents in the area of student safety and wellness. The present focus of the WEP team is universal student supports and capacity building. A guidance counsellor has been hired to support students who require support for student transition to high school, academic counselling/career counselling and student counselling.

### Strategies

- We have hired a dedicated career and academic counsellor shared by both campus for the 2015/2016 school year. We continue to build teacher capacity through the Wellness Empowerment Program thereby ensuring that students and parents are aware of support and resources beyond the school. This year we will coordinate a reunion of former Almadina students. Create opportunities with Grade 9 students to post-secondary institutions (guidance career counsellor). Maintain proactive, open and timely communication with parents through the new home school liaison/guidance counsellor. Develop a structured transition program in cooperation with receiving Calgary High Schools for students transitioning into high school.
- The counsellor is utilizing the Choices Explorer program to assess students' interest and skills which then provides them with a list of possible career options. They can then explore what post-secondary education they need as well best choices in high school.
- At the Ogden campus, we will strive to do transition meetings and surveys with former Almadina students, currently in grade 10. This will highlight challenges and successes students have in transitioning from Almadina to grade 10. The information gathered will inform teacher and counsellor practice and programming.
- Both campuses have students with unique needs. Additional inclusion and counselling support will cover kindergarten to grade 9 and bridge the transition to high school.
- Provide the students with the opportunities to develop their leadership capacities through innovative initiatives such as our student council. Student leaders are voted in by their peers and teacher recommendations. Leadership training is provided to these students and mentorship is a priority role.

- Partnering with the ATB bank, the Ogden campus is providing student leadership opportunity in the area of business and entrepreneurship. Student application were received and screened by the ATB bank. Interviews followed the screening process and involved senior bank officials and school staff. Student's skillsets were matched with positions that ranged from CEO, front customer service, and marketing. Training was provided onsite by the ATB and seed money was provided for marketing and promotion. Ogden campus now has a fully functioning, student run branch of the ATB bank.
- Option choices in junior high should provide a foundation for continued learning and career options in high school.
- The planning and implementation of IPP and student success academic plans have been devised for students with unique needs.

Specific Outcome: *Students achieve student learning outcomes. (continued)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	78.9	78.5	83.2	78.2	80.1	85	High	Maintained	Good	86	87	88
Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.	86.5	80.6	89.1	82.8	88.3	91	Very High	Maintained	Excellent	92	93	94

**Comment on Results**

In both performance measures we have seen improvement. Satisfaction with students displaying active citizenship went from 78.2 last year to 80.1 this year. The parents, students and teachers can see improvements as noted in the higher scores from last year to this year.

There has been an increase in the attitudes and behaviors that will make students successful at work when they finish school. Engagement in the “Almadina Cares” initiative has developed citizenship and leadership in our student body as well as the staff. This volunteer work has added to our student’s sense of belonging within our community.

**Strategies**

Almadina stresses citizenship and leadership in our student body through our commitment to giving back to the greater community. This is in alignment with the virtues, character education program. Examples of this are students raising money for Children’s Hospital, MS, Terry Fox Foundation, Jump Rope for Heart, Run for the Cure, letter writing for homeless and sick children at the Children’s Hospital, Diabetes Drive and We Day initiatives. Junior High students are involved in a program that requires twenty hours of volunteer work. Students are encouraged to volunteer in the local community. Students are taking responsibility to ensure that the local environment is clean and well cared for. Initiatives like cold weather clothing drive for “Inn From the Cold” and “WE Scare Hunger” food bank drive; these are concrete, tangible donations to support active citizenship.

- At Almadina we provide opportunities and partnerships with ATB, Junior Bank program. We continue to use Mount Royal University and private companies to help students understand entrepreneurship through the junior achievement program.
- We continue to encourage schools to reach out to the neighbourhood/community at large to initiate partnerships like the Ogden school/public library partnership. We continue to encourage students to join local clubs, sports, and social activities.
- We have a focus on strengthening the student driven recycling program.
- At the Ogden campus, we encourage students continue to develop a sense of informed, active citizenship. An example would be the Grade 9 field trip to the Legislative Assembly in Edmonton to see their MLA’s in action. MLA’s come to the Ogden campus to answer student questions relevant to current issues. Almadina continues to encourage students to participate in the Provincial Speak Out initiative and the Charter School Speak Out initiative.
- Ogden campus participated in a mock federal election.

Specific Outcome: Students achieve student learning outcomes. (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	70.8	65.5	75.8	65.0	64.1	76	n/a	n/a	n/a	76	77	78

**Comment on Results**

At Almadina, we believe each and every student must be involved in relevant, innovative, creative activities that produce an entrepreneurial spirit and a sense of deep engaged citizenship. The 2013 results at 75.8% is an anomaly based on only 49 parent’s comments. The 2014 and 2015 results at 65% and 64.1% more accurately represent our entire school community and reflect the historic trend. The first question asked was “High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime”. Teachers, parents and students marked “Don’t know” as a top response. Between 40% and 60% of all respondents did not know. Most likely this question was confusing as we are an elementary and junior high school and this question specifically refers to high school students.

**Strategies**

The counsellor to do resiliency training, problem solving, and other relevant skills related to success in later life. The WEP team has created a formal high school transition plan which would include high school tours, course selection and career planning. All these initiatives will build the necessary life skills and attitudes for lifelong learning.

- Continue to invite community mentors and speakers to promote lifelong learning during career planning periods with the school counsellor.
- Encourage creative problem solving and where possible options that involve students in hands on entrepreneurial activities (ATB project).
- Using the Choices Explorer software, a process of developing student portfolios to highlight strengths, talents and interests. This process will begin in Grade 7 during the career planning periods with the school counsellor.
- The school counsellor introduced time management, organization skills, study habits and test taking skills.
- The counsellor has introduced grade 8 and 9 students to resume writing.
- This year, 21<sup>st</sup> Century options focusing on problem solving, innovation and creativity such as Robotics, Art, Drama, Sewing, Photo Shop, Financial Literacy, Environmental Education and Leather Work have been introduced.
- Have students create an option menu based on student interest that link to high school options.
- Create a student option menu based on present staff availability to teach options and student interest.

*Specific Outcome: Students demonstrate a strong foundation in literacy and numeracy.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	84.4	85.2	95.1	89.7	86.3	91	Very High	Maintained	Excellent	92	93	94
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	28.5	23.2	30.6	32.3	32.2	32	Very High	Maintained	Excellent	33	34	35

**Comments on Results:**

In the 2013/2014 school year we hired a full time ELL Coordinator and a full time Educational Technologist. Last year a full time counsellor was hired. These three positions help to support teachers to meet the needs of our ELL students. We are convinced that this support is necessary to meet our charter goals. Our classrooms are composed of students of varying benchmark levels, this has developed peer modelling, coaching and leadership within our student body. Our student population includes children with complex learning, social and emotional needs. The use of consistent programs across grades has provided a common language and a scope and sequence for student achievement review, from grade to grade. Our new homework club and our Saturday school for students who require additional support has been widely supported by parents and has resulted in great academic improvement. We are finding an increasing number of our ELL students have complex needs above and beyond ELL. We recommend the hiring of a full time inclusion teacher this year. We are also reviewing the addition of one more school counsellor in the coming three years. This extra support will help sustain our high levels of academic achievement and build a strong inclusion support system.

**Strategies**

- We have provided a full time ELL coordinator to support teachers in delivering the Program of Studies with emphasis on ELL strategies. Continue professional development so that all teachers understand how to effectively plan for successful learning and meeting language learning needs through our Almadina Unit Planner and implementation of ELL checklist in daily lesson plans. Strengthen ELL strategies and build student literacy using project based learning. Provide opportunities for students needing additional assistance to access the English Language Option. Continue our membership with the Alberta Assessment Consortium (AAC) and encourage teachers to use AAC resources. These measures have ensured consistent programming, leading to and supporting consistent high academic results.
- Discover Reading is helping to meet the needs of ELL students. Dedicated, trained EA's deliver one to one Discover Reading to students who are most at risk. Teachers implement consistent reading and writing strategies across grades and schools including Discover Reading and the Mariconda Writing Program. These programs are utilized consistently, developing common instructional and feedback language. There is ongoing Discover Reading training for staff.
- The Mariconda writing program is employed by teachers in Division 1 and 2. Teachers are developing their understanding of the expository approach through this program. This has helped grade 3 students in their success moving from PAT's to SLA assessment process.
- Any programs introduced at Almadina will be research based and piloted at the classroom level.
- We have provided a full time Educational Technologist to work directly with teachers and students to support the 21st Century learning model and the Inspiring Education

model. The Educational Technologist works directly with classroom students and teachers to utilize new technologies in learning. The staff, in conjunction with the Technology committee, the IT department, and administration, will be developing a new 3 year Technology Plan which will help focus our technology goals and initiatives. We use and share a number of online resources to support learning as evidenced on our web site.

- Students will utilize assistive technology to support inclusive education for students with special and unique needs.
- Almadina developed a teacher resource web site that can be accessed by all teachers to support students with complex learning needs. This resource showcases our best practices and demonstrates student academic achievements.
- Our full time counsellor is focused on a holistic approach working with parents, students and staff supporting student success in and out of the classroom. This is accomplished through individual student counselling, consultation with teachers and group counselling. Groups include a girls group to support students at risk of not completing school, a mentorship group for improving bus behaviour and an anti-bullying/anger management program. The consultation with teachers and parents involves capacity building in the classroom and at home. This consistency in language, strategies and interventions promotes success for students in all aspects of their life.
- The counsellor works in collaboration with the WEP team to strengthen mental health awareness and programming throughout the Almadina system.
- Parent education sessions are planned throughout the school year which includes how to motivate your child and how to identify learning styles.
- Division 2 and Division 3 Mathematics teachers are collaborating during PLC to improve Numeracy across the school division. Ultimately our goal would be to create a scope and sequence that identifies curriculum goals and gaps.
- Our web site has been redesigned to highlight teacher, parent and student resources that support student's literacy and numeracy.

## Desired Outcome Two: Alberta has quality teaching and school leadership

*Specific Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
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.	69.8	65.6	75.6	79.7	74.8	80	Intermediate	Maintained	Acceptable	80	81	82

### Comments on Results:

We have maintained an acceptable overall rating for the 2015 school year and our improvement has been maintained. However, our teachers and parents have rated this area higher than our students. We feel it is imperative that we have conversations with our students regarding the increase and access in our options menu. We continue to expand our options and presently offer Robotics, Art, Drama, Sewing, Photo Shop, Financial Literacy, Environmental Education and Leather Work. We have hired a full time Educational Technologist to support teachers to integrate technology into the classroom. The teachers have supported this initiative and are engaged in using new technologies with their students. Technology supports innovative core and options programming.

### Strategies

- Review small junior high schools who offer options in the Calgary area to get new ideas to strengthen our own options programs.
- Look into possible partnerships with other junior high schools for options.
- Engage our students in an interest survey regarding options.
- Explore collaborative community partnerships for new options.
- The ELL Coordinator continues to work in collaboration with staff to develop ELL expertise in each and every staff member as mandated by the charter.
- The Educational Technologist will continue to work in collaboration with staff and students to develop the capacity of staff by providing expertise in the area of integrating technology into the classroom. The focus will be on developing the capacity of staff by providing expertise in the area of integrating technology into the classroom across subjects.
- We encourage teachers to research and integrate the most promising practices using technologies. Almadina creates opportunities for teachers to collaborate more effectively on the use of technology in the classroom. We continually increase opportunities for teachers to share innovative technology practices with other schools and districts. We have embedded professional learning time dedicated to using technology throughout the school year.
- Teachers, administration and Board Office will continue to use innovative communication tools to keep parents informed and involved about Options programming through surveys and updates. We will continue to add innovative Options such as Robotics, Karate, and Music. Our schools will encourage involvement in competitive events. (Science fairs, robotics competition, etc.)
- Our counsellor has provided opportunities for students and teachers to review career and academic options with a focus on Grade 9.

**Desired Outcome Three: Alberta’s education system is governed effectively**

*Specific Outcome: The education system demonstrates collaboration and engagement.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	75.3	80.7	86.8	84.3	84.1	90	Very High	Maintained	Excellent	91	92	93
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	91.2	90.4	91.5	91.2	90.6	95	Very High	Maintained	Excellent	95	95	95

**Comments on Results:**

The area of effective governance has been maintained in both measures. Continuous governance board training for all board members has created a much more harmonious, supportive environment for staff, parents, and the community at large. The Collegial committee has provided a forum for communication between the board office and the schools, which has resulted in better understanding and collaboration. Parent council training has resulted in successful joint initiatives and strong communication between both the board and the school.

**Strategies**

- Continue to work closely with Alberta Education
- The board utilizes parent, student and staff surveys when making decisions for system change. This enables the board to incorporate parents, student and staff insights into decision making.
- There will be increased opportunities for parents to visit the school communities for celebrations that showcase culture and students successes. Examples would be awards nights, board sponsored BBQ, board sponsored staff appreciation night, volunteer appreciation events, and the International Language celebration. We also added an athletics banquet. The board will continue to liaise with other charter school boards at the quarterly TAAPCS meetings.
- Teachers, administration and Board Office will continue to use innovative communication tools to keep parents informed and involved. Examples would be class web sites, school web sites, Synervoice messages, letters and e-mails home and agendas. The board, the staff, the parents and the students will utilize the adapted “Being Heard” document to ensure healthy communication at all levels.

*Specific Outcome: Students and communities have access to safe and healthy learning environments.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	87.6	86.1	87.4	84.5	84.8		High	Maintained	Good	85	86	87
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	79.3	86.6	95.7	76.6	82.9		Very High	Declined	Good	83	84	85

**Comments on Results:**

The 2013 school results were based on surveys done by only 49 parents. As a result, the majority of parent, teacher and student voices were not a part of the 2013 results. This year 668 parents, students and staff responded to the surveys and last year we had 625 respondents. The 2014 and the 2015 results accurately represent the students, parents and teachers of Almadina. Our school has had a significant increase in student population but has not had an increase in student counselling supports until this year. This year we hired a full time counsellor shared by both schools. Last year our results showed stakeholder concern with the lack of support for students who exhibit complex learning needs and inclusion support.

Our humanitarian fundraising projects are connected to and support the system wide “Almadina Cares” Virtues Program. We see continuous improvement in student behavior as a result of system wide programs that have tackled bullying in our schools.

**Strategies**

- As a result of negative feedback from surveys done by all stakeholders on continuous improvement, Almadina added a 0.5 counseling position to each school. This position has addressed the social, academic, career, high school transitioning and emotional counselling asked for in the feedback from the continuous improvement survey questions of last year.
- Student supports services and inclusion services must support students at both campuses. In order to fully support students with exceptional needs our emphasis needs to be on building strong inclusion support for each school. Students have been recommended for a variety of assessments for learning supports. Teachers have also been provided with ideas for differentiation and had support in creating individual program planning, IPP’s. We have found the inclusion support needs to improve based on survey results.
- Almadina will continue to strengthen and incorporate the Wellness Empowerment Program at all grade levels with a focus on recognizing and addressing bullying behaviour in a proactive manner. At Ogden, we will continue to partner with the Girls’ Group to empower female students to actively participate in all school and community activities, at Mountain View the Boy’s and Girl’s Club.
- We will promote safety on school buses by supporting and communicating regularly with the drivers through weekly meetings. We will continue to collect discipline data in school and on buses to improve student behaviour.
- System wide campaign to promote mutual respect of bus drivers, students and parents (assemblies, monthly awards, walk/wall of fame, monthly morning hot chocolate and treats). Appreciation letters have been given to bus drivers based on the virtues that the students have been taught.
- School wide education around positive, safe bus behaviour.

- Bus mentorship utilizing older students with younger students.
- We will continue to promote “Diversity in Shared Values” through assemblies and newsletters.
- Grade 9 students are responsible for producing a newsletter on a monthly basis.

**Future Challenges**

With the student cap increased from 979 students to 1329 students, Almadina Language Charter Academy (ALCA) will face future challenges. Presently we serve 1,071 students with ELL and other complex needs. The delivery of an exceptional program of studies will need to be supplemented with increased student support and a comprehensive inclusion model. This model will include the planning to hire a full time inclusion teacher. Almadina must have a comprehensive inclusion plan based on a student needs, audit and a realistic budget. The current inclusion supports are not sufficient to provide 1,071 students experiencing complex learning challenges however; we will be hiring an inclusion teacher the 2015/2016 school year. As of September 2015, Mountain View Elementary housed ECS to grade 3 and serves 448 students. Ogden Middle School housed grades 4 to 9 and presently serves 623 students. Along with the development of student supports, one of our greatest future challenges will be to find a suitable third school facility. If a third school campus cannot be secured, we urgently require five additional portables for September 2016.

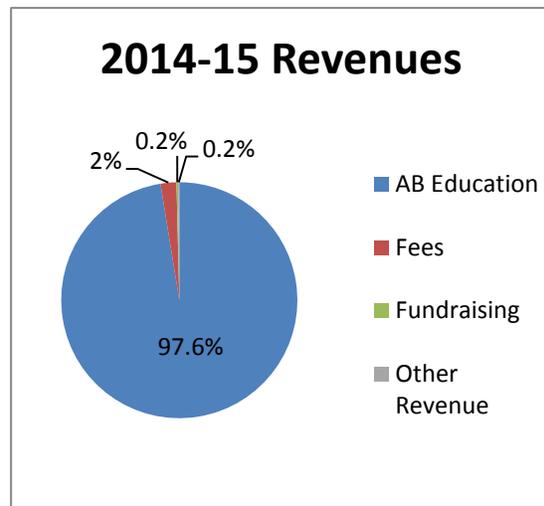
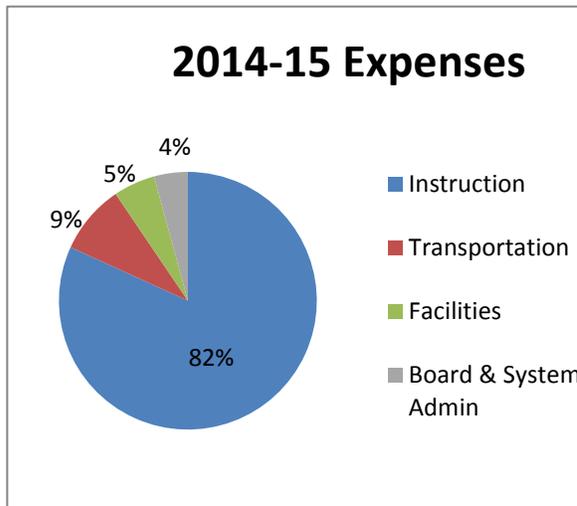
Summary of Financial Results

**SUMMARY OF FINANCIAL RESULTS 2014/2015**

Revenue	
Alberta Education	\$ 10,631,514
Fees*	236,496
Fundraising**	24,637
Other Revenue	<u>17,609</u>
Total Revenue	\$ 10,910,256
Expenses	<u>\$ 10,396,662</u>
Surplus	\$ 513,594

Program Details	Revenue Allocated	Program Expenses	Program Surplus
Grades ECS- 9	8,791,300	8,506,021	285,279
Facilities	771,790	543,475	228,315
Transportation	907,019	907,019	0
Board & System	<u>440,147</u>	<u>440,147</u>	<u>0</u>
	\$10,910,256	\$10,396,662	\$513,594

Ending Unrestricted Surplus \$721,583  
 Operating & Capital Reserves \$ 1,048,000



\*Fees – refers to fees paid by parents for transportation and various field trips.  
 \*\* Fundraising – refers to money raised through various activities such as bake sales, Scholastics book fair, sporting activities; it also includes money raised for various charities such as Terry Fox Run.

Full day ECS instruction supports consistency of learning and early acquisition of language.  
 The Instruction Program (ECS –Gr9) ended the year with a surplus of \$285,279.  
 The Facilities Program ended with a surplus of \$228,315  
 To balance the Transportation Program, along with fees charged to parents and basic

Transportation grants, a large portion of the Socio-economic grants (76%) was allocated to the Transportation Program.

Board and System program expenses are at 4.23% of all expenses, well below the 5.4% allowed under Alberta Education rules.

The unrestricted surplus provides Almadina with the reassurance that it can provide consistent language learning skills to all students from year to year.

Student enrolment went from 990 to 1021. To meet the needs of the increased enrolment, teaching staff, educational assistants and a counsellor were hired.

Additional classroom space was created within the current physical space (the student cafeteria was converted to 2 classrooms).

Program details may be viewed in the Schedule of Program Operations included in the Audited Financial statements.

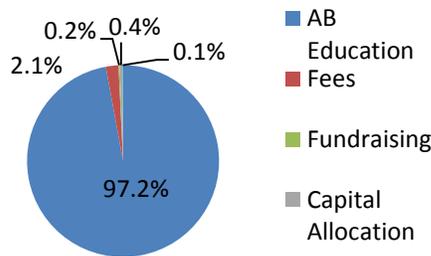
The presentation of school generated funds information is available in the notes to the Audited Financial Statements available on the website.

The Audited Financial Statements for August 31, 2015 are available on the Almadina website at [www.esl-almadina.com](http://www.esl-almadina.com) or by following <http://esl-almadina.com/wp-content/uploads/2015/11/Almadina-AFS-2014-15.pdf>

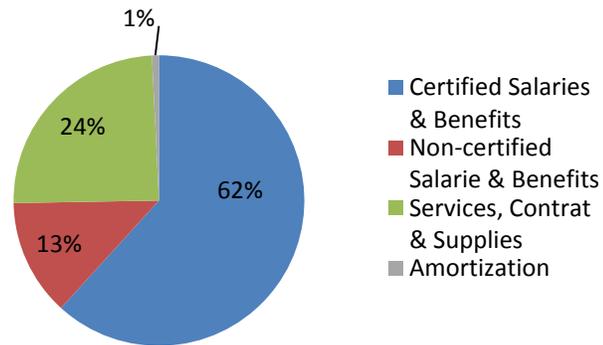
**Budget Summary**

2015-2016 Budget Summary	
AB Education	\$ 11,042,414
Fees	\$ 240,600
Fundraising	\$ 25,000
Capital Allocation	\$ 48,793
Other Revenue	\$ 13,000
	\$ 11,369,807
Certified Salaries & Benefits	\$ 7,049,007
Non-certified Salary & Benefits	\$ 1,479,403
Services, Contract & Supplies	\$ 2,795,818
Amortization	\$ 88,700
Total Expenses	\$ 11,412,928
Surplus (Deficit)	\$ (43,121)

**2014-15 Revenues**



**2014-15 Expenses**



The budget numbers are based on 60 ECS students and 1012 grade 1-9 students as of September 30, 2015.

The educational and special needs of the students will be met by hiring 3 additional certified staff and 3 educational assistants.

The current Alberta Teachers' Association agreement expired on August 31, 2015. There are currently no new salary grids for September 2015. The budget takes into account the current reality.

There is currently no change to the support staff grid. The budget takes into account the current reality.

Under the new Alberta Infrastructure lease provisions, both the Mountain View (July, 2016) and Ogden (July, 2017) school leases from CBE are at \$1.00 per year.

Board spending initiatives will include the Discover Reading assessments and support program, one counselor support for students, additional classroom support through educational assistants and inclusion teachers.

The deficit will be funded by the Accumulated Surplus.

The revised budget was approved by the board on November 19, 2015

[www.esl-almadina.com](http://www.esl-almadina.com)

2015-16 Budget Link: <http://esl-almadina.com/wp-content/uploads/2015/11/Almadina-Budget-2015-16-June2015.pdf>

2015-16 Budget Update Link: <http://esl-almadina.com/wp-content/uploads/2015/11/Almadina-Budget-2015-16-Udate-Nov2015.pdf>

For more information, please contact Suzanne Bedard, Secretary Treasurer at 403-543-5078 or [secretarytreasurer@esl-almadina.com](mailto:secretarytreasurer@esl-almadina.com)

**Capital and Facilities Projects**

This plan is intended to forecast the facility requirements of the school for the next school year under the current Charter (expires August 31, 2029). We have a lease for Mountain View Elementary until July 2016. Ogden School lease will expire July 2017. We have requested these leases be extended to 15 years and are awaiting a response from CBE. We have done numerous safety and facility upgrades this year.

Mountain View has had a modernization project done by CBE to replace the windows, frames and siding. This was a two year project and was completed this year. CBE did asbestos abatement in the basement of Mountain View. This included removal of ceiling tiles, venting and electrical upgrades.

We require 4 new portables at Mountain View school to replace the four attached portables presently on site.

At Ogden Middle School Campus we have added 2 new portables provided to us by Alberta Infrastructure. We require 5 new portables for next year to meet our population growth.

Ogden requires window replacements and exterior painting.

We are still seeking a third school facility that can accommodate our increased student cap and our anticipated high school program.

For further information please contact: Suzanne Bedard, Secretary Treasurer  
[secretarytreasurer@esl-almadina.com](mailto:secretarytreasurer@esl-almadina.com)

P: 403-543-5078 F: 403-543-5079

**Summary of Facility and Capital Plans**

Our most urgent facility requirement is a third school campus to accommodate the present enrollment cap. (279 new students from the wait list) If we do not acquire a third campus we will require 5 new portables for Ogden campus to meet the natural flow of students from Mountain View to Ogden. At Mountain View school our 4 attached portables need to be replaced for health and safety reasons.

**Parental Involvement**

The Almadina Language Charter Academy has outlined numerous strategies to keep parents informed and involved in the school. Parents are happy with their involvement in the school (86.3%). We have a strong, trained parent council. The school council takes ongoing training from the School Council Association. We have a very large student waiting list and there is a great deal of pressure from parents to have their children attend Almadina.

**Timelines and Communication**

- October 26, 2015 – Superintendent review with school principals to share and obtain input.
- October 28, 2015 to November 5, 2015 - Administration review with teachers.
- November 4, 2015 – Administration review with School Council
- November 9, 2015 – Administrative final review
- November 12, 2015 – Review by the board
- November 19, 2015 – Approval by the board
- November 30, 2015 – A copy sent to Alberta Education and the document was posted on the website. This combined plan and report was approved by the board is available on the website. Class size reports can be found on our website.

## Whistleblower Protection

### Background

Almadina Language Charter Academy maintains a positive working environment for all employees and a culture characterized by integrity, respect, trust and care and expects all staff to demonstrate high ethical standards in their work. Almadina Language Charter Academy will take action in an objective manner to address reports of wrongdoing within Almadina Language Charter Academy without retribution to Almadina Language Charter Academy employees who report wrongdoing in good faith.

The purpose of this procedure is to deter and detect wrongdoing within Almadina Language Charter Academy in order to positively impact the reputation, effectiveness and finances of Almadina Language Charter Academy, and enhance the working environment for Almadina Language Charter Academy employees.

To provide clear guidance for the safe disclosure of any wrongdoing occurring within Almadina Language Charter Academy.

To protect from retaliatory action any Almadina Language Charter Academy employee who in good faith discloses wrongdoing occurring within Almadina Language Charter Academy.

Protection from retaliation is also known as “whistleblower” protection.

To manage, investigate and make recommendations respecting disclosures of wrongdoing and reprisals.

### Procedures

#### Designation of Chief Officer

The superintendent is designated the chief officer for the purpose of the overall administration and reporting required under the *Public Interest Disclosure (Whistleblower Protection) Act*

#### Designation of Designated Officer

The secretary–treasurer is designated the designated officer for the purpose of administering and investigating disclosure under the *Public Interest Disclosure (Whistleblower Protection) Act*.

### 3. Application of this Administrative Procedure

This administrative procedure applies to wrongdoing in or related to Almadina Language Charter Academy, its campuses, board office and employees that involve:

- A contravention of an *Act* of Alberta or Canada or the regulations related to those acts.
- An act or omission that creates:
  - substantial and specific danger to the life, health and safety of individuals other than a danger that is inherent in the performance of duties of functions of an employee, and/or
  - substantial and specific danger to the environment.
- Gross mismanagement of public funds or a public asset.
- Knowingly directing or counseling an individual to commit one of the wrongdoings listed above.

### No Reprisals

An employee, who in good faith:

- seeks advice about making a disclosure;
- makes or made a disclosure;
- cooperated in an investigation; or

- declined to participate in a wrongdoing

Will not be subject to actions or threats of dismissal, layoff, suspension, demotion, transfer, discontinuation or elimination of a job, change of job location, reduction in wages, change in hours of work, or reprimand, or any other measure that adversely affects the employee's employment or working conditions.

An employee may make a written complaint to the Public Interest Commissioner if the employee alleges that a reprisal has been taken or directed against the employee. Such a written complaint must, according to the *Public Interest Disclosure (Whistleblower Protection) Act*, be made on the *Complaint of Reprisal Form* (copy attached).

Any Almadina Language Charter Academy employee who is found to have taken retribution against an individual who has disclosed wrongdoing or knowingly make malicious, misleading or false disclosure are subject to appropriate disciplinary action up to and including termination of contractual relationship, termination of employment and/or loss of privilege/appointment, as would be the case with any other disciplinary action.

Reasonable human resource management decisions made in good faith do not constitute a reprisal.

### Disclosure

Any Almadina Language Charter Academy employee considering making a disclosure may request information or advice from the employee's designated officer, chief officer or the Commissioner. The designated officer, the chief officer or the Commissioner may require a request for information or advice to be in writing.

Disclosures of wrongdoing must be made to the human resources manager (designated officer) **in writing**. The *Public Interest Disclosure (Whistleblower Protection) Act Disclosure Form* outlines the information required in a disclosure and is provided here in attachment.

Any Almadina Language Charter Academy employee may also contact the office of the Public Interest Commissioner to advise they have made a disclosure to their designated officer for the purposes of commencing an investigation.

Disclosures should be factual rather than speculative and contain as much specific information as possible.

In the event that disclosure to the human resources manager is not appropriate due to conflict of interest with respect to the nature of the disclosure or the person involved, disclosure may be made to the superintendent (the chief officer).

Employees can disclose directly to the Public Interest Commissioner, circumventing their chief officer and their designated officer, in the following circumstances:

- If the employee has made a disclosure in accordance with the procedures in section 5 and an investigation concerning the disclosure has not been completed in accordance with section
- If the employee has made a disclosure in accordance with the procedures in sections 5 and the matter has not been resolved within the time periods established in section 8.
- If the employee has made a disclosure in accordance with the procedures in sections 5, the investigation has been completed, a final decision has been issued relative to the disclosure and the employee is dissatisfied with the decision.
- If the subject matter of the disclosure involves the employee's chief officer or designated officer.
- If the employee has made a disclosure to their designated officer however is unable to complete the procedures because of reprisal directed towards them, or reasonably believes a reprisal is likely to be taken or directed towards them, if the disclosure is made in accordance with section 5.

Disclosures of matters dealing with "imminent risk" (matters that require immediate attention as they pose a specific risk to public health or safety, or a danger to the environment) must be

made directly to the Public Interest Commissioner, who will then communicate with appropriate authorities. The employee must also disclose the wrongdoing to the human resources manager as soon as practicable thereafter.

When required, the designated officer will request advice from the Commissioner with respect to the management and investigation of a disclosure.

### Confidentiality

Maintaining confidentiality is paramount to the success of the process. Accordingly, the risk of confidentiality will be strictly managed from the outset of a disclosure being received through to the end of the investigation and report release. In order to enhance confidentiality, as few people as are required will handle disclosures. Employees must not share information or evidence regarding disclosures or wrongdoing with fellow employees who do not have a need to know such information and who are not authorized to address disclosures.

All participants in an investigation shall keep confidential:

- The identity of individuals involved in the disclosure process.
- The identity of individuals alleged to have committed the wrongdoings.
- The identity of witnesses.
- The information collected in relation to a disclosure.
- The details and results of the investigation provided however such confidentiality may not be maintained for matters which pose an imminent risk of a substantial and specific danger to life, health or safety of individuals, or to the environment.

Confidentiality is also subject to the provisions of the *Freedom of Information and Protection of Privacy Act* (Alberta), and other legislation.

### Investigations

Upon receiving a disclosure, the person receiving the disclosure shall determine whether or not an investigation is warranted.

An investigation may involve both internal and external sources to assist in determining whether an improper activity has occurred and what corrective action may be appropriate. Where a disclosure received by the designated officer would, in the view of the designated officer, be more appropriately dealt with by the Commissioner or by another department, public entity or office of the Legislature, the designated officer shall refer such disclosure to the Commissioner or the chief officer or designated officer of such department, entity or office within (15) business days of receipt. The employee or other person making the disclosure will be advised by the designated officer about the referral.

Investigations shall be conducted in accordance with the principles of fairness and natural justice.

A single investigation may be conducted in circumstances where multiple disclosures are made on the same matter.

If during an investigation the designated officer has reason to believe that another wrongdoing has been committed or may have been committed the designated officer may investigate that wrongdoing in accordance with this procedure.

### Timelines

A disclosure of wrongdoing or complaint of reprisal shall be acknowledged not more than five (5) business days from the date on which the disclosure of wrongdoing or complaint of reprisal is received.

The employee who submitted a disclosure or complaint of reprisal shall be advised no more than 10 business days from the date on which the disclosure or wrongdoing or complaint of reprisal is received of whether an investigation will be made.

An investigation must be concluded not more than 110 business days from the date on which the disclosure of wrongdoing or complaint of reprisal is received. The employee who submitted a disclosure of wrongdoing or complaint of reprisal shall be advised of the result of the

investigation in writing.

These timelines may be extended by up to 30 days by the superintendent, or for a longer period of time if approved by the Public Interest Commissioner.

### Reporting

The chief officer must prepare a report annually on all disclosures that have been made to the designated officer. Details of all disclosures will be compiled and tracked by the designated officer and provided to the chief officer.

Annual reports by the chief officer will include the following:

- The number of total disclosures received by the designated officer.
- The number of disclosures acted upon.
- The number of disclosures not acted on by the designated officer.
- The number of investigations commenced by the designated officer as a result of disclosures.

In the case of an investigation that results in a finding of wrongdoing, a description of the wrongdoing and any recommendations made or corrective measures taken in relation to the wrongdoing or the reasons why no corrective measure was taken.

### Good Faith

An employee who submits a disclosure of wrongdoing or complaint of reprisal must act in good faith.

### Outcomes

Outcomes will be fair and reasonable for all persons involved. Following the complete investigation of a disclosure, outcomes which may result include:

- An Explanation.
- An Apology.
- Mediation.
- An admission of fault.
- A change in a decision.
- A change to policy, procedure or practice.
- A change to the relevant law.
- A correction of misleading records.
- Financial compensation, including a refund of any fees.
- The waiving of a debt.
- The remission of a penalty.
- Protection to the employee making the disclosure.
- Disciplinary action.
- Referral of a matter to an external agency for further investigation or prosecution.

