



FOOTPRINTS FOR LEARNING — CHARTER ACADEMY —

Global Perspectives, Entrepreneurial Spirit, Academic Excellence

THE FLCA CHARTER

NAME

School: The Footprints for Learning Charter Academy

Authority: Footprints for Learning Society

ABOUT FFLA

Vision

**We envision our graduates to be entrepreneurial leaders,
global citizens and transformative thinkers,
ready to create value for a rapidly changing world.**

Footprints for Learning Charter Academy (FLCA) will transform education with entrepreneurship skill sets to empower its learners to thrive, contribute, and lead in tomorrow's world. The FLCA graduates will possess an entrepreneurial network of competencies, a global awareness of context, and a strength of character to be lifelong learners willing to problem-solve with confidence, purpose, resilience, and creativity for the betterment of themselves, their communities and the world.

Mission

FLCA's mission is to provide students with an authentic learning journey that fosters academic

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achievement, learner and character competencies, and a global mindset within an entrepreneurship framework. It is through entrepreneurial knowledge and skills that we empower students to become responsible and responsive global citizens who understand how to contribute value to our learning and living as individuals and as a society.

Purpose

FLCA's purpose is to provide an enriched educational program empowering students to emerge as entrepreneurial leaders with a global perspective, equipping them to flourish both individually and as community leaders, catalyzing positive change within their spheres of influence.

TEACHING PHILOSOPHY

The FLCA philosophy drives our unique charter and shapes our vision, mission and purpose. Focused on the student first, it guides our pedagogical practice and imparts perspective for continued research. Our philosophy focuses on three defining intentions that are reflected in our teaching and learning:

Developing a Holistic Approach

We believe that overarching objective education is not solely about academic achievement; it is a holistic endeavour designed to nurture students – intellectually, emotionally, socially and physically. By promoting inclusivity, fostering a supportive community and providing opportunities for self-reflection and personal growth, we create an environment where students can flourish.

This holistic approach serves as a foundation for FLCA as reflected in the far-reaching and multi-dimensional aspects of learning covered by our three pillars as well as the interrelationships among them. Enabling students to look beyond cause-and-effect to see the larger context promotes an approach to learning that goes beyond “what is” to embrace the power of creativity and innovation of “what might be.” In addition, within each of the pillars, this holistic approach is further demonstrated through:

- a “wide” approach to entrepreneurship and an understanding that an entrepreneurial mindset has application to far-reaching areas of study and employment;
- a comprehensive understanding of global mindset development that addresses the intellectual, social, cultural, emotional and experiential dimensions; and

- an emphasis on leadership skills, attitudes and values that are transformational – rather than merely transactional – thereby equipping students to be leaders in an increasingly interconnected world by promoting innovation, navigating uncertainty and communicating with diverse groups.

Providing Authentic Learning Experiences

We believe that real-world experiences are invaluable in shaping a student's understanding and application of knowledge. Our curriculum emphasizes authentic learning experiences, where students engage with real-life challenges and contexts. Through internships, community partnerships, and projects that have a tangible impact, students develop a deep understanding of the interconnectedness between their learning and the world around them. These experiences allow them to develop critical thinking, problem-solving, communication, and collaboration skills, enabling them to thrive in diverse settings.

FLCA's authentic learning approach, emphasizing hands-on experiences and real-world applications, serves as a catalyst for nurturing each student's entrepreneurial spirit. By engaging in problem-solving and entrepreneurial projects, students not only cultivate essential skills such as critical thinking and creativity but also develop an innate understanding of risk-taking and resilience. These same experiences feed into leadership development, by offering meaningful opportunities to build leadership competencies that extend beyond collaboration to include inspiring and mobilizing teams to achieve a shared goal. Research shows that authentic learning also provides a context of relevancy to students, offering fertile ground for them to discover and build on their interests and passions. This, in turn, builds stronger post-secondary pathways, thereby aligning with purpose-driven learning.

From a global mindset perspective, authentic learning experiences immerse students in diverse perspectives and cultural contexts. Much like the wide approach to entrepreneurship, this approach goes beyond learning "about" diverse peoples, places and perspectives to engage students in learning experiences "with" and "through" global contexts. Through collaborative projects, students gain not only an understanding of cultural diversity but also the intercultural communication skills vital for navigating an interconnected world. These competencies tie into leadership by providing a meaningful understanding of how cross-cultural understanding is a critical foundation for leadership.

Empowering Purpose-Driven Learning

We believe that every student has a unique purpose and passion waiting to be discovered. We strive to create an environment that supports and encourages students

to explore their interests, develop their talents, and identify their purpose in life. Through personalized learning pathways, we empower students to take ownership of their education and bring their talents to fruition, ensuring that their educational journey is both meaningful and fulfilling.

Purpose-driven learning, which emphasizes the alignment of academic pursuits with personal passions and societal needs adds a personalized dimension to authentic learning experiences and further fuels student engagement. Authentic learning experiences offer the ideal environment for pursuing this approach. By guiding students to explore their interests and identify opportunities for innovation, purpose-driven learning also instills a sense of agency and ownership, adding a new and more individualized dimension to the entrepreneurial mindset.

Yet FLCA's definition of purpose-driven education is not limited to the individual. Rather, it zooms out, connecting students with a larger global context and challenging them to approach problem-solving and value-creation through a wider lens. In this way, purpose-driven learning gives students intentional and meaningful opportunities to connect learning to the self (the inward journey) and then to create value or act for a larger purpose (the outer journey). So too do the authentic learning experiences shaped by the purpose-driven approach build self-awareness, resilience, and empathy -- essential attributes of both entrepreneurial mindset and transformational leadership.

Guiding Principles

- We inspire one another with intellectual curiosity, creativity and resourcefulness, and actively engage in the process of learning. We seek solutions and consider the myriad ways our efforts can add value.
- We value the learning process as much as the outcome; we fail forward with patience and humility and celebrate resilience.
- We embrace the benefits of a diverse, global community, cultivating and deepening our empathy, compassion and perspectives.
- We cultivate greater understanding of ourselves, our communities and our responsibilities in a global society. We recognize and honor that we are each a valued part of something greater than ourselves.
- We nurture and promote the holistic development of character.
- We pursue a life of flourishing by investing in ourselves, in one another, and in our global environment.
- We adopt an innovation mindset in our teaching, learning and leading.

From these principles, we derive our ***Core Values:***

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- Creativity
- Courage
- Openness
- Empathy
- Character
- Service

Key Program Components

Embedding an Entrepreneurship Focus

Entrepreneurship is not limited to business ventures alone, but rather a mindset that encourages creativity, innovation, and problem-solving where each can offer value to the system. We aim to instill an entrepreneurial spirit in our students, equipping them with the competencies, skills, knowledge, and mindset necessary to navigate an ever-changing world. By encouraging risk-taking, resilience, and an appetite for learning from failure, we foster an entrepreneurial mindset that enables students to adapt, discover opportunity, and become proactive contributors to society.

Fostering a Global Mindset

In an increasingly interconnected and interdependent world, global awareness and understanding are critical. We believe that a planetary perspective enriches students' learning experiences and equips them to address complex global issues with a sense of compassion and respect. We strive to foster inclusiveness and awareness by exposing students to different cultures, perspectives, and challenges. Through interdisciplinary studies, cultural exchanges, and international collaborations, we encourage students to become empathetic, culturally competent, and socially responsible citizens of this world.

Inspiring Transformational Leadership

Our increasingly complex world is changing how we need to prepare students for the future. Strategic decision-making, collaboration, resilience and the ability to navigate complexity and rapid change are becoming increasingly important. Leadership is no longer considered the domain of the few but rather a fundamental life skill. Through a transformational leadership approach, FLCA empowers students not only with the skills necessary to undertake the tasks of leadership, but the attitudes and mindset that will enable them to understand and value how leaders serve as role models, make good decisions, and influence others in a positive way.

Through experiential learning, including service learning, students will become engaged and ethical leaders taking responsibility for solving complex problems, providing value and meeting tangible needs.

CHARTER GOALS AND OUTCOMES

Charter Goal 1: Students will recognize and understand entrepreneurship.

Outcomes

- Students will understand what it means to create value and be able to identify value-creation opportunities.
- Students will demonstrate healthy risk-taking.

Measures

A variety of developmentally appropriate assessment approaches will be utilized to assess student learning and to inform teaching practices and program development in the Entrepreneurship pillar. The formative, summative, authentic and ipsative assessments will assist FLCA in gauging entrepreneurial awareness, entrepreneurial self-efficacy, entrepreneurial mindset, entrepreneurial alertness, entrepreneurial knowledge and future orientation. These may include:

- Locally developed and globally developed measurement tools and inventories
- Locally developed rubrics and assessments
- Student self-reflection
- Student portfolios
- Individual and group projects
- Presentation of artifacts
- School surveys (for students, educators and families) focused on the knowledge, skills, attitudes, behaviours and values associated with entrepreneurship
- Educator observations
- Educator self-reflection and peer reflection

Charter Goal 2: Students will understand and appreciate diverse cultures and perspectives.

Outcomes

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- Students will develop a greater understanding of themselves, others and of individual and collective responsibilities in a global society.
- Students will demonstrate an appreciation of language learning as a means of communication and collaboration.

Measures

A variety of developmentally appropriate assessment approaches will be utilized to assess student learning and to inform teaching practices and program development in the Global Mindset pillar. The formative, summative, authentic and ipsative assessments will assist FLCA in assessing students' affective, behavioural and cognitive competencies associated with the development of a global mindset. Measures will also provide insights into school-level progress on developing a school culture and climate that nurtures a global mindset. These may include:

- Locally developed and globally developed inventories and survey instruments
- Locally developed rubrics and assessments
- Reflective assessments, including written responses, interviews and discussions with peers and educators
- Student self-reflection
- Reflective assignments (written and oral)
- Educator observations
- Peer feedback and peer-to-peer interviews
- Language proficiency rubrics and assessments
- Community-based research projects
- School surveys (for students, educators and families) focused on the knowledge, skills, attitudes, behaviours and values of a global mindset
- Educator self-reflection and peer reflection

Charter Goal 3: Students will know, understand, and practice transformational leadership.

Outcomes

- Students will be able to identify innovative ways to change, grow, and improve in individual, community and global contexts.
- Students will demonstrate self-advocacy and collaboration.

Measures

A variety of developmentally appropriate assessment approaches will be utilized to assess student learning and to inform teaching practices and program development in the Leadership pillar. The formative, summative, authentic and ipsative assessments will assist FLCA in assessing students' competencies and growth in the interpersonal, intrapersonal, societal and strategic domains that comprise the growth and flourishing of transformational leaders. These may include:

- Locally developed and globally developed inventories and survey instruments
- Locally developed rubrics and assessments
- Student self-reflection
- Role-playing and simulations
- Educator observations
- Peer feedback and peer-to-peer interviews
- Data collection on participation and engagement in leadership opportunities
- School surveys (for students, educators and families) focused on the knowledge, skills, attitudes, behaviours and values of transformational leadership, including leadership self-efficacy

Improved Student Learning Outcomes

By embedding entrepreneurship, a global mindset and transformational leadership into an enriched cross-curricular program, FLCA empowers students to become independent thinkers, socially responsible individuals and successful contributors to their local and global communities.

CURRICULUM

In addition to supporting students to assist them in achieving all curricular outcomes outlined in the Alberta Programs of Study, FLCA is committed to providing an enriched educational experience that connects students with future pathways and supports personal development. In line with our philosophy and educational goals, FLCA will offer specialized curriculum elements to support additional distinct learning outcomes. These additional curriculum components are core subjects but also embedded in cross-curricular study. These components include:

Entrepreneurship

FLCA has developed a dedicated Entrepreneurship program that spans from Kindergarten through Grade 12. This program equips students with the knowledge, skills and mindset necessary for value creation, creativity, innovation, and problem-solving. The FLCA program approaches entrepreneurship as a transversal key competence that

applies not just to the business domain, but to all fields and pathways. Students will learn to identify and act upon opportunities and ideas and transform them into value for others. This value may be financial, cultural, or social.

Global Mindset

FLCA places a strong emphasis on global studies. Our curriculum includes interdisciplinary courses and projects that explore global issues, cultures, and perspectives. Students engage in activities that foster global awareness, empathy, and an understanding of interconnected global challenges.

Leadership

Whereas entrepreneurship provides the engine for innovation and a global mindset enables students to communicate and operate anywhere in the world, leadership empowers students to be the “pilots” who build teams and foster communities capable of creating meaningful value. FLCA’s leadership programming offers a holistic approach to leadership development that builds knowledge, skills and attitudes in all four components of transformational leadership: interpersonal, intrapersonal, societal and strategic. By building these competencies throughout the K-12 continuum, FLCA aims to support the development of strong leadership self-efficacy in every student, enabling them to graduate as confident, positive, and proactive youth.

Spanish Language Instruction

As a supporting subject to Entrepreneurship and Global Mindset, FLCA offers Spanish language instruction from Kindergarten through Grade 12. Spanish is one of the top three business languages spoken globally, and its inclusion in our curriculum enhances students' linguistic and cultural competencies. It enables them to communicate effectively in Spanish-speaking regions and fosters cross-cultural understanding.

SHARING INNOVATION

In our rapidly changing world, the need for fresh approaches and innovative solutions to the complex challenges of education is increasingly important. Knowledge-sharing and collaboration provide opportunities to think big and explore new possibilities. FLCA is dedicated to sharing its successful innovations to inspire and benefit the broader education community. As a school community, we believe knowledge-sharing is a fundamental requirement to support innovation in education. Through sharing research, best practices and resources, we can help build a richer education ecosystem that supports student success and builds educator capacity. Through collaboration and knowledge-sharing, seemingly impossible innovations become possible.

FLCA will pursue knowledge-sharing through a variety of channels and activities, including:

Online Presence

FLCA will maintain a detailed and up-to-date website with information about our innovative programs and practices. The website will serve as a central hub for sharing our successes, featuring dedicated sections for news, achievements, research and program highlights.

Community Outreach

FLCA will actively engage with the local and regional education community through partnerships, collaborations, and participation in educational events and professional organizations. The school will share its innovations and best practices through workshops, conferences, and collaborative initiatives with other school authorities and education bodies, including The Association of Alberta Public Charter Schools (TAAPCS). FLCA will also make connections with community organizations and industry experts to offer opportunities for collaborative big picture thinking.

Family Information Nights

FLCA will hold regular Family Information Nights throughout the year to enable parents and guardians to learn more about the school's innovative programs, curriculum enhancements and successful practices. These events offer an opportunity for direct communication with the school's leadership and educators.

Collaboration with Post-Secondary Institutions

FLCA will actively pursue collaboration with post-secondary institutions to pursue collaborative research projects and share innovations and perspectives spanning multiple disciplines and curricular areas.

Professional Development

FLCA will encourage its educators to participate in professional development opportunities and conferences, where they can share the school's successful innovations with a wider audience. Educators will be encouraged to present research, best practices, and case studies related to FLCA's programs and pedagogical approaches.

Social Media and Digital Outreach

FLCA will maintain an active presence on social media platforms to share updates, achievements, and innovative practices with a global audience. This digital outreach will facilitate engagement and networking with educators and schools worldwide.

Resource Sharing and Development

FLCA will build a repository of resources to support teaching and learning with a specific focus on FLCA's unique approach to K-12 teaching and learning. Development of an

open educational resources (OER) platform will be explored. FLCA will also develop resources and curriculum materials to support other educators and schools wishing to pursue programs or courses in entrepreneurship education, the development of a global mindset or transformational leadership.

STUDENT SELECTION

Student Profile

FLCA is intended for K-12 students in Airdrie and the surrounding area who are passionate about becoming global and entrepreneurial citizens and living meaningful, purpose-filled lives.

Students and families who choose FLCA are passionate about the school's focus on entrepreneurship, global mindset and positive character development. They are steadfast in their dedication to building a school community that celebrates achievement, transformative leadership and global understanding. In joining FLCA, students and families commit to supporting the school's vision, mission and purpose and to doing their personal best in all endeavours. Students and families are expected to uphold the school values and to bring their best efforts to the shared endeavor of learning.

Grades to be Offered at the School

FLCA will enroll students in Kindergarten through Grade 12.

Student Selection Criteria

The focus of the school is to provide programs that support entrepreneurship, global mindset and positive leadership development. Accordingly, admission policies and procedures will reflect the school's vision and purpose.

Identification and admission procedures will:

- comply with provincial legislation and regulations,
- be fair and transparent,
- align with the Charter; and
- be clearly communicated to parents/caregivers of current and prospective students.

Parents and guardians wishing to enroll their child at FLCA must follow the application process outlined on the FLCA website.

AMENDMENT

Any member of the Charter Board or the Society may request that the Charter Board review a term or condition of the Charter. The request should set out the reasons for the review and the proposed amendments.

No later than eight weeks after receiving the request, the Charter Board shall decide whether or not to proceed with the review. The Charter Board's decision shall be communicated, in writing, within seventy-two hours to the requesting member.

If the amendment proposal is accepted, the Charter Board shall appoint an ad hoc committee to conduct the review. The committee shall provide its recommendation for amendment of the charter to the Charter Board no later than eight weeks from its appointment together with draft proposed amendments. After receiving the committee's recommendations, the Charter Board shall have not less than thirty days to provide Society members with a copy of the proposed amendment and call a meeting of the members of the Society. At this meeting, the proposed amendment will either be approved or rejected by a majority vote of Society members present and entitled to vote at such a meeting. Minor rewording of the amendment that does not affect either the substance or intent of the amendment may also be considered at this meeting.

The decision of the Society is final, and the result of the vote will be conveyed in writing to the requesting member within seventy-two hours. If the amendment proposal is rejected, it may be discussed again after one year. In the event the proposed amendment(s) are approved by the Society, the Charter Board shall seek to obtain the necessary approval from the Minister of Education in accordance with the regulations.

DISSOLUTION

The process by which FLCA may be dissolved is a significant and carefully regulated procedure that ensures transparency, legal compliance, and the protection of stakeholders' interests. Charter school dissolution typically occurs in cases where the school is no longer able to operate effectively or meet its obligations. The dissolution process is highly regulated and will adhere to provincial and local laws, regulations, charter agreements, and contractual obligations. The goal is to ensure a smooth and responsible dissolution while safeguarding the interests of all stakeholders involved.

Any consideration of dissolution will follow this process:

Initial Board Resolution: The process begins with the school's Charter Board recognizing the need for dissolution. The board convenes a meeting and passes a formal resolution to initiate the dissolution process. This resolution will outline the reasons for dissolution and provide a timeline for the process.

Notification to Stakeholders, Members and Alberta Education: Within two weeks of its decision, the FLCA Charter Board will notify Alberta Education of the board's decision to dissolve the charter school. This notification will include a copy of the board's resolution. Upon receipt of the Minister's approval of the dissolution, all members and stakeholders (parents, students and staff of the Charter School) will be notified either by way of a public meeting, written notice, or both, of the intent to close FLCA and begin the dissolution process.

Developing a Dissolution Plan: FLCA's Charter board will next develop a comprehensive dissolution plan that addresses various aspects of the process. This plan will include details on how the school authority's assets, including property, equipment, and funds, will be managed and distributed.

Student Placement and Transfer of Records: The FLCA Charter Board, in consultation with Alberta Education and local school districts, will facilitate the smooth transition of students to other educational institutions. This may involve assisting families in identifying suitable alternative schools and ensuring the transfer of student records.

Employee and Vendor Obligations: The dissolution plan will address the obligations to employees, including severance packages, and outstanding vendor contracts. It will outline the process for the orderly winding down of the school authority's operations.

Disposition of Assets: The FLCA Charter Board will determine how its assets will be disposed of or transferred. This may involve selling assets, returning property to the authorizer, or distributing funds to creditors, as specified in the dissolution plan. Any assets acquired by purchase or donation by the school authority during the time of its existence will be sold and the proceeds used to settle any outstanding debts. Upon its dissolution and after payment of all debts and liabilities, the school authority's remaining property shall be distributed or disposed of to qualified donees as defined in subsection 149.1(1) of the Income Tax Act (Canada).

Settling Debts and Liabilities: The FLCA Charter Board will be responsible for settling any outstanding debts and liabilities, including loans, unpaid bills, and contractual obligations. This may require the use of remaining assets or funds.

Final Audit and Reporting: The FLCA Charter Board will arrange a final audit of its financial records to ensure that all financial matters are properly settled. A final report, including financial statements and details of asset disposition, will be prepared and shared with Alberta Education and other relevant authorities and stakeholders.

Official Closure: FLCA will officially close its doors to students and cease all educational operations as specified in the dissolution plan.

Legal Dissolution: Once all aspects of the dissolution plan have been executed, FLCA's board will seek the legal dissolution of the school entity through appropriate legal channels. This may involve filing paperwork with Alberta Education, Alberta Corporate Registries and the Canada Revenue Agency.

Final Reporting and Documentation: The FLCA board will maintain detailed records of the dissolution process, including all financial transactions, asset dispositions, and communications. These records are important for legal and financial documentation.