Alberta Classical
ACADEMY

Charter School
Annual Education Plan
2026 - 2029

Year one of a three-year plan



Submitted to Alberta Education
June 15, 2026

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Accountability Statement

Under the direction of the Board of Directors, the Education Plan for Alberta Classical Academy Ltd. commencing September 1, 2026 was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act. This plan was developed in the context of the provincial government's business and fiscal plans. The Charter Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Charter Board approved the 2027/2029 Education Plan on May 27, 2026 (Year 1).

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Jim Silovs, Board Chair

Message from the Board Chair

It is my distinct pleasure, as the Chair of the Board of Directors for the Alberta Classical Academy (ACA), to pen this message as we conclude the 2025/26 academic year and look forward to the 2026/27 school year.

From our beginnings as one elementary school campus in Calgary to now operating a network of three campuses spanning all grades, with a further upcoming expansion approved for the Lethbridge area, ACA continues to grow and work diligently towards our vision of delivering a classical liberal arts education to all Alberta families looking for meaningful choice in education. Our continued and consistent growth is attributed to our intentionally constructed combination of strong pedagogy, rigorous and intellectually engaging classical curriculum, meaningful stakeholder participation and dedication to maintaining professionalism, respect and coherence across all facets of our organization. On a daily basis, our leadership, faculty and staff demonstrate competence, professionalism, and the subject matter expertise necessary to ensure student success in a classical liberal arts academy.

The completion of the 2025/26 academic year marks ACA's fourth complete year of operations and the completion of our first charter term. In spring 2025, as part of the charter renewal process, Alberta Education conducted onsite evaluations at all three of our campuses and specifically noted that the strong shared understanding among all ACA stakeholders clearly demonstrates how a classical liberal arts education can be structured to equip students with the virtues, knowledge and habits necessary to become contributing members of society. These findings are extremely encouraging as ACA prepares to seek a long-term charter renewal in fall 2026.

As we move into our fifth school year, we must recognize that ACA could not have achieved the level of success it has without the unwavering dedication of the many stakeholders who support the Academy's mission including Alberta Education and governing officials, our leadership team, teachers, support staff, parents, students, volunteer Board of Directors and the community partners – all of whom recognize the value of a classical liberal arts education option for all Alberta families seeking choice in education.

In closing, I must reiterate the gratitude deserving of all those individuals whose vision and perseverance laid the foundation necessary for ACA to be able to provide the choice of a classical liberal arts education for all Alberta families. From our beginnings as a vision in the minds of our founders to our continued growth and unlimited future potential, ACA represents a very real and genuine commitment to ensuring educational choice in Alberta based on, and dedicated to the development of, wisdom, virtue, and the formation of knowledgeable, engaged and responsible citizens.

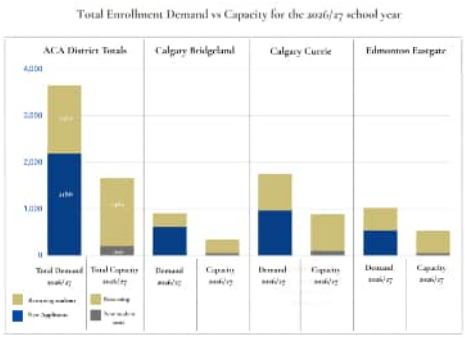
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Jim Silovs, Board Chair

Introduction & School Profile

Established in January 2022, as the first classical public charter school of its kind in Canada, Alberta Classical Academy offers a traditional liberal arts education equipping students with the virtues, knowledge, and habits befitting free citizens. Our students grow in intellectual and moral virtue and attain academic success and personal excellence across all programs of study. Information on our unique approach is available in the school charter, and on the ACA website and YouTube page.

As the Academy concludes its fourth year of operations, it now serves nearly 1,500 students across three schools and employs 135 staff members in a variety of roles throughout the district. In December 2025, ACA received government approval to expand geographically into Lethbridge. The proposed opening, tentatively scheduled for September 2027, remains contingent upon the Academy's ability to secure and prepare a suitable school facility. This process typically involves acquiring and converting an existing non-traditional facility into a fully functional and compliant educational environment. The continued lack of available purpose-built facilities remains a significant barrier to expansion for charter schools across the province.



While the Academy does not maintain year-to-year waitlists, demand for our program continues to far exceed capacity, with annual applications approaching 4,000. The chart to the right indicates the current demand for the 2026/27 academic year compared to the number of seats presently available, as of March 31, 2026. Although the lottery was conducted on February 1, applications continue to be received.

School Profile: Enrollment & Student Demographics

As a public charter school, the fourth pillar in Alberta's public education system, Alberta Classical Academy offers parents a distinct educational choice for their children. Its classical offerings continue to appeal to a broad demographic. Currently, 41 languages are represented within the student body, and 294 students (20%) are coded as English Additional Language (EAL) learners. In addition, 25.3% of students require some form of direct Student Learning (SLS) Support, including 81 coded students (5.4%) as well as many more uncoded students requiring additional support or gap-closing interventions.

In the 2025/26 school year, 23 students self-identified as First Nations, Métis, or Inuit (FNMI) and four students declared refugee status. 12 % of families have accessed some form of financial assistance and district-wide, 818 students (55%) rely on bus transportation to attend school.

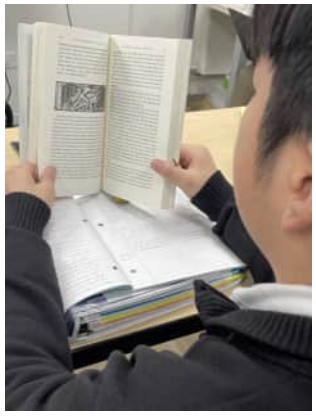
Classical Mandate: Why Parents Choose ACA



The Academy's classical mandate continues to attract attention. The word cloud (right), generated from data pulled from prospective student applications for the upcoming 2026-27 school year, points to the main reasons parents seek a classical education for their child. Parents appreciate our classical philosophy and focus on the acquisition of moral and intellectual virtue, as well as our commitment to a traditional liberal arts education, rooted in truth-seeking, Socratic Discussion, and free inquiry. Academy schools teach great books and world history in a coherent, sequential manner. Schools endeavour to be smart-phone free and purposeful, limited technology use, to reduce exposure to the confines of our modern era (e.g., pop culture, ideology, social media), in exchange for connection to that which is more permanent, universal, and enduring: all that is true, good, and beautiful. Academy schools endeavour to create orderly contemplative learning environments through high academic and behavioural standards, traditional teaching methods and a highly qualified faculty, strong levels of parent involvement, and recognition of parents as the first educators of their children.









Looking Ahead to the 2026/27 School Year

In the upcoming academic year, ACA is projected to serve approximately 1,642 students across the district, including 800 students in Grades K–11 at the Currie campus, 304 students in Grades K–4 at the Bridgeland campus in Calgary, and 538 students in Grades K–10 at the Eastgate campus in Edmonton.

The upcoming 2026/27 school year, marks the Academy's fifth year of operations and the end of our first five-year charter term. In accordance with Section 7(3) of the Charter Schools Regulation, onsite evaluations were conducted by an Alberta Education field services team at all three schools in March 2025. Evaluators were impressed with our community's strong shared understanding of the Academy's classical vision and mission. The final Charter School Evaluation Report made public in June 2025, will support our pending renewal request in fall 2026, when the Academy will seek a 15-year charter renewal.

Key Insights - 2024/25 AERR and Stakeholder Engagement Analysis

Achievements & Notable Strengths

In its fourth year of operations, Academy schools focused on practical goals and educational planning aligned with charter implementation, guided by continuous improvement and high-quality learning. The November 2025 AERR assurance results identified ongoing strengths in several of the key Assurance Frameworks Domains, including in the areas of student engagement, education and teacher quality, and meaningful parent and stakeholder involvement.

Student Learning Engagement (Domain 1) and Classical Culture (Domain 5): Satisfaction in these domains consistently scores in the 90th percentile range, with stakeholders expressing strong appreciation for ACA's classical curriculum and describing the learning experience as both rigorous and intellectually engaging, particularly in the areas of literacy, numeracy, and history instruction. The Academy's Great Books program, comprehensive history curriculum, and increasing emphasis on student-led initiatives—including house systems, clubs, competitions, and student council—are also identified as significant strengths. Ongoing efforts to strengthen classical school culture and enhance school pride, particularly among students in Grades 7–10, through intentional culture-building initiatives such as spirit weeks, assemblies, cross-grade collaborations, potlucks, house systems, and student council, are beginning to yield positive results.





Education and Teaching Quality (Domain 2): Satisfaction in this domain also remains in the 90th percentile range, reflecting widespread recognition among students, parents, and staff of the quality and impact of the classical education provided at Academy schools. Teachers and school leaders are consistently recognized for their subject matter expertise, professionalism, character, as well as for fostering an environment that offers students with stability, meaning, and a sense of self-worth.

Parent and Stakeholder Engagement (Domain 4): This is an area of continued strength. Families value the range of formal and informal opportunities to provide input, reflecting a strong culture of collaboration, responsiveness, and transparency supported by an open-door approach, volunteerism, assemblies, information sessions, speaker panels, and classical education showcases. Two identified areas for growth include: (1) improving volunteer tracking and sustainability, as a small group of parents currently carries a disproportionate share of responsibilities, contributing to burnout; and (2) strengthening partnership with and between school councils and societies to better support good governance, with a focus on improved structure, role clarity, and alignment with school priorities across campuses.

Ongoing priorities, as outlined and further developed within this plan, include:

Partnerships & Research Exchanges: As we continue work on standardizing our praxis in classical education, the Academy has engaged in a review process with the Classical Education faculty at University of Dallas. Locally, ACA has initiated discussions with several faculties of education to explore potential research partnerships, although no formal relationships have yet been established. In the coming year, ACA aims to undertake at least one collaborative research project with an Alberta-based post-secondary institution, focused on ACA's distinctive pedagogical approaches and classical education model.

First Biennial Classical Conference: In September 2025, ACA hosted its inaugural Biennial Classical Conference, featuring internationally recognized classical education speaker Joshua Gibbs. Mr. Gibbs delivered lectures and workshops in both Calgary and Edmonton, with sessions open to the public. The Calgary event also welcomed representatives from several other classical schools, further supporting professional dialogue and collaboration within the classical education community. ACA intends to continue hosting these externally focused conferences every two years, featuring prominent speakers and opportunities for engagement with educators, parents, and the broader community.

Action and Academic Research: This year, ACA is piloting the Alberta Colloquium of Liberal Education as a platform to showcase teacher research, both action research, as well as broader academic inquiry related to curriculum domains. The Academy is engaging representatives from several universities and think

tanks to explore the Colloquium as a forum for collaboration between K-12 and post-secondary institutions in the area of educational research. In the long term, ACA hopes to use this platform to launch a peer-reviewed academic journal supported by an international review process and readership.

Grants: ACA received a private grant of approximately $450,000 to support the development of curricular resources focused on civic education in Canada. In addition, the Academy received an Alberta Education grant of $100,000 to support the integration of Grades 7–9 Social Studies and Mathematics curricula through a classical education framework. This funding will also be used to pilot career readiness resources integrated within classroom instruction and aligned with virtue-based education. A portion of the grant will further support the development of teacher leadership capacity across the network.

Capital Projects and School Facilities: System level leaders have worked closely with Alberta Education and Capital Planning throughout 2025/26. This includes collaborating on the Eastgate modernization, a K-12 in Edmonton, and the inclusion of the Currie project (in Calgary) in the 2026 budget, for a modernization and gymnasium to establish a K-12 school for up to 1400 students at the current site. The Academy is grateful for the positive impact these developments will have on students.

In addition, the Academy received approval for geographic expansion to the community of Lethbridge. Currently, opening is planned for the 2027/28 school year, dependent on facility availability. More information about current projects and planned future growth is available in ACA's 2026 Capital Planning Submission, publicly accessible on the district website and linked here.

Areas for Improvement / Developing Needs

The Academy's November 2025 Annual Education Results Report identifies several broad categorical insights requiring ongoing attention. These findings inform the Academy's second three-year education plan (2027–2029), which aligns with the Academy's emerging 3–5 year strategic plan currently being finalized by the Board of Directors and focused on strengthening operational excellence across our existing Academy schools.

In alignment with this strategic direction and in the spirit of continuous improvement, the annual education plan addresses key areas for school improvement, including citizenship, safe and caring schools (WCRSLE), and learning supports. Priority strategies focus on establishing greater system coherence and operational excellence across student conduct and culture, instructional leadership, faculty development, student learning supports (SLS), stakeholder engagement, and academic research.

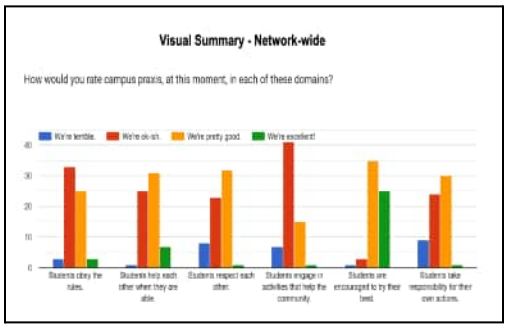
Key priority objectives include:

- strengthening governance, policy, and instructional practices that support student conduct, comportment, virtue, and classical school culture across Academy schools;
- strengthening instructional leadership, faculty capacity, mentorship, and professional growth through aligned professional learning, instructional stewardship, and collaborative inquiry;
- improving system coherence in supporting students with complex learning needs through aligned staffing, funding, policy, and support frameworks that ensure timely and effective supports;

- establishing operational and stakeholder engagement frameworks that support continuous improvement, effective communication, and strong partnerships with school councils and societies; and
- cultivating a culture of teacher inquiry, academic scholarship, and external collaboration through structured action research and the public dissemination of research aligned with the Academy's educational priorities.

Citizenship & Safe & Caring Schools (Overlapping Domains 1, 3, and 5)

AERR citizenship metrics show a downward trend in recent years, with similarly low results in Domain 1, indicating a need for serious attention. Given that a disciplined, well-ordered school environment characterized by stability, order, belonging, and care, as well as preparation for civic life and citizenship, are foundational to the charter, improving these outcomes is a central priority of this plan.



To gain deeper insight, system leadership conducted a staff survey in fall 2025, pointing to varying levels of teacher satisfaction with our students' moral development. The graph (right) provides a visual representation of faculty's self-evaluation. A copy of the survey administered, and the results are available here: Staff Survey (October 31) Citizenship and AI Summary of Results. We will use these results to inform how we norm teacher leadership of student behavior school-wide and in the classroom, communicating common expectations in the Academic faculty Handbook and in rubrics for classroom management.

PAT Results and Academic Excellence for All (Student Achievement - Domain 1)

Improving the Academy's overall Provincial Achievement Test (PAT) performance remains a priority. June 2025 marked the first year in which students participated in all Grade 6 and Grade 9 PAT examinations, following two years in which participation was limited to the Grade 6 Social Studies assessment due to curriculum piloting exemptions.

Although overall results exceeded provincial averages, they did not meet the Academy's expectations. Of particular concern was the continued downward trend in achievement among English as an Additional Language (EAL) learners.

To address these outcomes, the Academy is implementing targeted strategies aimed at improving student performance. These include more explicit instruction in test-taking skills and academic language development, enhanced parent education initiatives, ongoing teacher professional development, and the establishment of clear policies, practices, and standards that prioritize academic achievement and recognize the role of standardized assessment within a classical education framework.



Classical Approach to SLS and Supporting Complex Student Needs (Domain 3)

Development in this domain remains a key priority, facilitated through a comprehensive multi-year plan. Targeted funding has supported increased staffing capacity, improved systems and tracking processes, and the expansion of responsive support structures. Particularly encouraging are the positive longitudinal trends emerging in early years data, reflecting the impact of enhanced screening practices, effective classroom instruction, and a responsive assessment and early intervention framework. At the same time, provincial and local data indicate that the Academy's ongoing efforts, while generally effective and well intentioned, are struggling to keep pace with increasing classroom complexity. To compound the problem, many families are rejecting accommodations and testing, and public charter schools were excluded from the province's complexity grant funding, providing 476 "complexity teams" to K–6 schools across the province.

Priority strategies focus on a coherent, system-level approach grounded in an SLS framework that provides an organizational roadmap for funding, staffing, professional development, and stakeholder engagement to ensure timely and effective support and improved student outcomes. A key priority is building system resilience, staff capacity, and collective efficacy, alongside a coordinated network of wrap-around services. The first year of this multi-year plan focuses on developing a clear framework, policy, and inclusion handbook that articulate the Academy's philosophy and approach to supporting students with complex learning needs within a classical education context, and establishing campus-based SLS teams under system-level leadership to advance these priorities.

Classical School Culture (Domain 5 - Local and Societal Context)

The primary telos of the Academy is to establish a classical school culture in which a community of friendship, civic-mindedness, belonging, and contemplative, joyful learning can take root. Nothing great is produced suddenly, and accomplishing this too, is part of a mult-year strategy.

Work continues on improving lead sheets and curricular integration, with a continued emphasis on *scholē* (leisurely learning) and the cultivation of rituals, traditions, local customs, and cultural institutions inherent in a robust classical culture.

A marked shift are new system level initiatives focused on faculty culture and wellness through the development and implementation of a Faculty Workplace Wellness Plan.





Stakeholder Assurance & 2025/26 Engagements

This 2026–27 Annual Education Plan marks the first year of a new three-year planning cycle (2026–2029), following the completion of the previous three-year education plan spanning 2023–2026. Each of our three campuses identified key priorities and goals, which were then consolidated to form the district plan. Each Academy maintains its own version of the plan, adapted to reflect its unique local and community context.

The plan was further informed by our third Annual Education Results Report (AERR) (November 2025), alignment with Alberta Education and Childcare's 2025-2028 Business Plan, and current educational and local priorities as identified through ongoing stakeholder engagement and consultation.

Like other public school authorities, Alberta Classical Academy participates in Alberta's Assurance Framework, which is designed to build public trust and confidence that the education system is meeting the needs of students and enabling their success. Through this framework, school authorities report results to stakeholders via the AERR and engage them in setting priorities and developing education plans.

School authorities are expected to actively engage stakeholders in the development of local priorities and plans. Overall, Alberta Classical Academy stakeholders report high levels of satisfaction with opportunities for engagement within the school community. Assurance measures, local surveys, and preliminary findings from Alberta Education's charter evaluation review indicate that stakeholders have a clear understanding of the charter's vision and goals, supported by strong communication and sustained engagement.

This work is supported by a broader stakeholder engagement strategy outlined in the table below. The annual education plan, approved by the ACA Board of Directors, provides assurance to community partners that the targeted outcomes of the charter are being met. It also demonstrates the Board's actions, as per Section 12 of the School Councils Regulation, to provide opportunities for stakeholders, including school councils, to advise on the development of education plans.

Although an evolving process and a continued area of focus within our newest three-year plan, stakeholder engagement remains central to our planning and improvement efforts. Our current engagement strategy incorporates multiple touchpoints with stakeholder groups to strengthen communication, gather feedback, and support ongoing consultation and continuous school improvement. The following is a list of engagement sessions held during the 2025/26 school year, the data from which informed this education plan.
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Stakeholder Engagements - 2025/26 School Year	Engagement Timing
Student Engagement	
○ Provincial Assurance Survey administered to all students grades 4 - 8	Yearly in February - March
○ Student input and leadership opportunities (e.g., student clubs, culture building events, weekly assemblies, student council, house systems)	Daily clubs Weekly assembly
○ Student Focus Groups: mixed focus groups of students grades (K-4, 5-9)	Fall 2026/ Spring 2026
○ Year End Student Surveys	Yearling in May - June
Parent Engagement	
Volunteerism - 10 hours/year of mandated parent volunteerism	Full year
Communication ○ Open door policy (daily - all campuses, assembly attendance) ○ Weekly Family Update/ Newsletter (weekly - all campuses)	Weekly communications
Parental Education ○ Open Houses and regular school tours ○ Information sessions, welcome events, speakers on classical education ○ Public access to ACA board meetings and minutes	 Open Houses Periodic through year Every second month
Reporting on Student Learning ○ In person learning conferences - twice yearly ○ Four reporting periods (two interim reports; two summative reports) ○ Daily Student Agenda (K-8)	Conferences - Twice Yearly (Oct & March) Interim reports- Nov, Apr. Full reports -Jan, June
Parent Surveys ○ Alberta Assurance Surveys ○ Parent Feedback Surveys (e.g. Campus Evaluation Metric Survey) ○ Ad-hoc camus surveys	 February - March (yearly) February/ June As needed
School Councils and Societies ○ Host regular general meetings with parents and administrators ○ Invited to attend Board Meetings.	

○ Regular meetings and communication with school administration ○ Meeting with district leadership upon request	Monthly meetings or as needed to ensure proper consultation and assurance
Accountability and Assurance Framework Engagement Sessions ○ Newsletter / Communication updates as needed (e.g., charter review results, PAT and survey results) ○ In-person and/or virtual sessions to report on results and consult on priorities and strategies for annual reporting ○ Parent data from the Alberta Education Assurance Survey and local parent surveys inform the Education Plan.	Ad-hoc, as needed Fall, Spring AEA Survey - Feb/March Local Surveys- twice yearly
Faculty Engagement	
Staff Communication/ Meetings ○ Weekly Staff Update sent out by the campus administration ○ Weekly staff and committee meetings set priorities for curriculum and culture	Weekly communications (Friday) and staff meetings (every Wednesday)
Professional Growth / Fireside Chats ○ Professional growth conversations and fireside chats held three times yearly;	Thrice yearly (October, February, June)
Leadership Communication / Meetings ○ Weekly meetings between Superintendent, CAO, and campus leadership ○ Weekly meetings with campus leadership and CFO on budgetary needs ○ Leadership meetings with the Office of the Superintendent, the Executive, and campus leadership (quarterly)	Weekly meetings District meeting once monthly Quarterly June - Leadership Retreat
Curriculum Development ○ Staff working consultations on curriculum and assessments, facilitated by the Curriculum Development Officer (CDO)	PD Days, as needed
Staff Surveys: Provide input into the plan and operations ○ Staff Survey and Leadership Surveys administered Spring 2025 ○ Exit surveys on professional development session ○ Staff data from the Alberta Education Assurance Survey	February, June or as needed After each PD day February-March (yearly)
Accountability and Assurance Framework Engagement Sessions ○ Ongoing sharing, review, analysis of AERR results to solicit additional input and strategies for AEP (facilitated by Superintendent/ CAO)	September Review (AEP goals) October/November (AERR analysis & consultation) April - May (AEP consultation, goal setting)
Board Directors	
○ Actively engaged in curriculum development and ensuring good governance ○ Public board meetings held every second month ○ Executive Report to the Board of Directors prior to all board meetings	Board meeting and committee meetings every second month

○ Committee meetings (e.g.,curriculum, governance, finance, long range planning, and HR) ○ Annual AGM each calendar year ○ Yearly Board Retreat and Strategic Planning session (yearly)	March AGM November Board Retreat

Our fourth year experience thus informs this updated, new three year Education Plan spanning from the 2026/27 to the close of the 2028/29 school years, developed in the sections that follow.

Education Plan Domains and Goals

Assurance Framework Domains

Alberta Classical Academy's 2027 – 2029 Education Plan outlines priorities in alignment with the Alberta Education Assurance Framework. Assurance in the education system happens when community members and education partners engage across the five domains: Student Growth and Achievement; Teaching and Leading; Learning Supports; Governance; and Local and Societal Context.



(Alberta. Alberta Education. K-12 Fiscal Oversight. School Finance Branch. (2026). *Funding Manual for school Authorities 2025/27 school year,* p. 29).

Alberta Classical Academy Charter Goals and Outcomes

Alberta Classical Academy's goals are integrated into the Assurance Domains section of this document. The outcomes identified are measured with provincial and local assessment tools, including the ACA Campus Evaluation Metric tool available for review here.





Assurance Domain 1: Student Growth and Achievement

Student Growth and Achievement refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations. Public assurance occurs when the public has trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners.

**This is an ongoing priority focus for the 2026-27 academic year as identified in the November 2025 AERR report, and has overlapping goals and strategies with Domains 2, 3 and 5.*

Domain 1: Outcomes and Measures

Virtue & Civic Education (Citizenship)

Outcomes	Measures
Students will cultivate moral virtues such as temperance, discernment, justice, and courage.	○ On provincial and/or local surveys ≥ 85% of respondents (parents, students, and teachers) provide positive ratings for the following metrics: - the development of citizenship and virtuous, respectful behaviour in students; - student school belonging and pride; - students are encouraged to try their best; - students help and respect each other; - student adherence to rules and take responsibility for their actions, and - staff are responsive and effective in addressing behavioral incidents. ○ The number of documented disciplinary incidents (including referrals, suspensions, bus conduct reports, and technology violations) will decrease over the previous year. ○ Students demonstrate school etiquette in at least 90% of observed opportunities by: - greeting and addressing adults using designated forms of address; - keeping personal and shared spaces free of litter and in an orderly condition; and - following posted school expectations for behavior, propriety, and decorum across settings. ○ A focus on civics, civility, and moral virtue is embedded within the explicit curriculum, including through the study of moral exemplars in history and literature, and through guided Socratic discussion. ○ Opportunities for reflection on growth and self-evaluation embedded in instructional sequencing and practices across disciplines. ○ Beginning in middle school students participate in structured, civil Socratic discussions once per week presenting and adopting multiple viewpoints and constructing arguments and counterarguments using appropriate and respectful academic discourse. ○ All students participate in at least one community service project per year, as defined by the campus service plan. ○ Students in middle and high school have access to academic counselling and planning.
Students will acquire habits of civic and interpersonal friendship.	

<table>
<tr><th colspan="2">Knowledge & Intellectual Discernment (Student Achievement)</th></tr>
<tr><th>Outcomes</th><th>Measures</th></tr>
<tr><td>Students will acquire the knowledge and intellectual discernment necessary for meaningful civic participation.</td><td rowspan="2">Knowledge and Intellectual Discernment
○ On provincial and/or local surveys ≥ 85% stakeholders report that students:
- are engaged in and sufficiently challenged in their learning;
- continue to improve in sustained reading and in mathematics;
- demonstrate key civic competencies, including respectful discourse, informed discussion of civic issues, and responsible participation in school and community activities;
- demonstrate core habits of learning, meaning a student's docility (teachability), and diligence in their studies (e.g., timely completion of homework, preparation for class, desire to improve, depth of intellectual curiosity, wonder, and inquiry beyond simply seeking correct answers). This is related to the acquisition of philosophical wisdom (sophia) and practical wisdom (phronesis); and
- consistently (a) take responsibility for personal belongings and (b) display respect & propriety by wearing the uniform in accordance with school guidelines.
○ Student achievement on provincially mandated literacy and numeracy screeners scores above provincial averages.
○ Student achievement on Grade 6 and 9 Provincial Achievement Tests (PATs) across subject areas reflects the following:
- student participation rates will improve over the previous year, with at minimum 90% of eligible students writing;
- ≥90% of students writing achieve the acceptable standard;
- ≥25% of students achieve the standard of excellence;
- an increase of ≥5% of EAL students will achieve the acceptable standard over the previous year;
- of those students enrolled in the program for three years or more;
- ≥100% of students achieve the acceptable standard of performance; and
- 35-40% of students achieve the standard of excellence.

Practical & Embodied Skills
○ Students acquire outdoor and survival skills at age-appropriate levels (e.g. hiking, shelter and fire building, orienteering, love of outdoor pursuits, etc.).
○ All students participate in at least one outdoor excursion per term (3 - 4 per year) and in grades 6 and up, at least one overnight excursion.
○ Students have opportunities to practice leadership in organizing school events, publications, volunteer initiatives, field trips, and other activities.
○ All students participate in at least one community service project per year, defined in the campus service plan.
○ ≥ 85% of parents and teachers report that students are consistently good ambassadors and representatives of the school in their communities.</td></tr>
<tr><td>Students will grow in practical & embodied skills.</td></tr>
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Domain 1: Priority Strategies & Plan for Implementation and Monitoring

Virtue & Civic Education (Citizenship) **A continuing priority area identified in 2024/25 AERR report*	
Priority Strategies	**Plan for Implementation**
1. Student Conduct, Comportment & & Moral and Intellectual Virtues — Policy & Regulation *(Overlaps with strategies in Domains 2 & 5)* Objective: To achieve greater system coherence in the standards, expectations, and enforcement of student conduct, comportment, and virtue across Academy schools through strengthened governance and policy frameworks.	
a. Amendments to Board Policy — Amend existing ACA Student Code of Conduct to (i) align with pending regulatory changes and (ii) remove operational aspects from the policy.	*Fall 2026* - Amendments in place for September 1, 2026 in accordance with regulatory changes. -Superintendent & ACA Board of Directors
b. Development of Administrative Regulation — - Student Code of Conduct Regulation; - Progressive Student Discipline Regulation; and - campus-specific regulations/manuals guiding the operational implementation of Policy and ARs.	*Fall 2026* -September 1, 2026 - Superintendent to draft required regulations. -September 1, 2026 - Campus Principals to develop campus specific guidance for faculty.
2. Student Conduct, Comportment & Moral and Intellectual Virtues — Praxis *(Overlaps with strategies in Domains 2, 3, & 5)* Objective: To achieve greater system coherence through aligned instructional, assessment, and reflective practices that reinforce and integrate student conduct, comportment, and virtue across Academy schools.	
a. Academic Faculty Handbook — Develop & implement a handbook to establish and norm clear standards and praxis for student conduct and management in Academy schools. This will include standards, procedures, and mechanisms (e.g., teaching standards and rubrics) to guide and assess teacher praxis in this domain.	*Summer–Fall 2026* -Preliminary draft by August 15, 2026. -Implementation and refinement during the 2026/27 school year. -The Chief Academic Officer (CAO) oversees an external consultant in its development. -Funded through the system administration (district) budget (estimated ~$2,000–$2,500).

b. Alberta Education Curriculum Field Testing Grant: Classical Education approach to the Alberta Curriculum: Field Testing Project Proposal OptimalWork & Habits of Learning: Execution of grant field testing grant aimed at integrating executive functioning and life-skills aspects of the career readiness curricula into each classroom. It involves piloting OptimalWork as a tool for life coaching and study skills to create a framework for self-evaluation that all teachers could employ in their classrooms, with a special focus on deep-work (or "golden hours") for extended periods of time, within contexts that allow for self-reflection and self-evaluation of capability. At the end of this year, we will evaluate whether this approach is successful and can support our virtue framework, or if we need a different tactic. OptimalWork is designed to help students develop stronger habits of focus, self-awareness, resilience, and reflective learning through structured daily practices and coaching tools. The program emphasizes executive functioning and "deep work" skills such as time management, task initiation, goal-setting, concentration, self-evaluation, and personal accountability, which can support both academic performance and personal growth.	*2026/27 - Full year Implementation (Pilot Project)* -Employs funds from successful $100,000 Alberta Education. The full proposal for the pilot project is found here: Classical Education approach to the Alberta Curriculum: Field Testing Project Proposal -Execution of this grant funded project will span the 2026/27 school year. The proposed timeline and shared responsibility for implementation is here, pages 7 - 9. -The $100,000 budget detailing staffing and resource spending and allocations is here,, on page 6 under funding breakdown. -Systems Administration (district) is responsible for oversight of the project, including budget management, fund allocation, and grant reporting, in collaboration with school administration and involved faculty.
Knowledge & Intellectual Discernment (Student Achievement) **A continuing priority area identified in 2024/25 AERR report*	
Priority Strategies	**Plan for Implementation**
1. Improving PAT Achievement / Standardized Testing *(Overlaps with strategies in Domain 2, 3, and 5)* Objective: To achieve greater system coherence through district standards, common achievement metrics, and aligned approaches to provincial achievement test (PAT) preparation to improve student results.	
a. Policy/Regulation — Academic Regulations Manual: Develop and implement an assessment philosophy and framework establishing common metrics, standards, and procedural guidance for assessment and provincial achievement test (PAT) preparation.	*Fall 2026 Implementation* -Development complete for September 1, 2026 - CAO /Superintendent -Implementation by Campus Principals & Leadership
b. Assessment Practice (School level) — Piloting of the ALIS framework. Department Chairs and Team Leads will lead	*2026/27 Pilot Project — Full-Year Implementation* -June 2026: Faculty appointments (see Leadership Structure Diagram).

and support the stewardship of 'academic instruments' and assessment norming (e.g., rubric design, calibration, and common assessment practices) in and across grade teams to strengthen collective teacher efficacy and shared responsibility to improve student achievement on school-based assessments & PATs *(See Domain 1, Strategy 2a.).*	-September 1, 2026: Implementation and monitoring under the Chief Academic Officer and school principals. -Systems administration (district) budget: approx 1.0 FTE release time (0.1 per department chair/team lead per week as applicable) taken from Alberta Ed grant funding and PD funds.
c. Stakeholder Education — Targeted communications, backgrounders, and information sessions to build shared expectations and responsibility for student participation, preparation, and achievement on provincial achievement tests (PATs).	*2026/27 School Year (ongoing) as required* -Shared responsibility between district and campus leadership, with support from ACA parent school councils at each campus.
2. Curriculum, Instruction, & Assessment *(Overlaps with strategies in Domain 2, 3, and 5)* Objective: To achieve greater system coherence in classical curriculum, instruction, and assessment practices through internal governance, leadership structures, and the development of guiding mechanisms for implementation and accountability.	
a. "Academic Leadership & Instructional Stewardship" (ALIS) Pilot Project — Department Chairs and Team Leads will support i) stewardship of academic instruments (lead sheets, rubrics, assessments) and ii) implementation and refinement of Curriculum Lead Sheets. *(See overlap with Domain 2, Strategy 2a. and Domain 5b)*	*2026/27 Pilot Project - full year implementation* -June 2026 - faculty appointments (Leadership Structure Diagram). -September 1 - implementation & monitoring under the CAO and Principals -Systems Administration (district) budget (grant funding).
b. Outdoor Education & Civic Engagement (i) Outdoor Education (OE) - Field Study & Outdoor Education — Develop Academic Regulations (AR) and a Procedures Manual for field study and OE programming. - Staff Training (PD) — Develop and implement professional development to support safe, effective delivery of outdoor education and field study programs. - International/Canada Trip Planning (Calgary Currie Campus) — Develop a planning framework for an inaugural Grade 12 experiential learning trip (2027/28). (ii) Civic Engagement — Each campus will develop and implement a Community Service Framework, a yearly service plan (carry-over from 2025/26) that sees every grade participating in at least one community service project/year.	*2026/27 School Year: Procedures Manual - OE* -Summer 2026: Preliminary draft development. -Implementation over the 2026/27 school year. -Led by the Superintendent, principals, OE coordinators and supported by contractors. -Funded through the Systems Administration (district) budget (~$2,500–$3,000). *Staff PD* (see domain 2) OE Programming -OE Coordinators (0.1 FTE) at each campus. -Program costs funded through cost-sharing (campus enrichment budgets & school council/fundraising societies). *September 1, 2026* -Establishing a year plan/calendar of events is a shared responsibility with school leadership and faculty who will consult with district leadership as needed.

Monitoring & Evidence of Outcomes

- Alberta Education Assurance Survey Results;
- ACA Campus Evaluation Metric (Culture, Classical Pedagogy & Curriculum, Community);
- Accountability Consultations (AERR, AEP) various stakeholder groups;
- Percentage of students in grades 6 and 9 achieving the Acceptable Standard or Standard of
- Excellence on the Provincial Achievement Tests exceeds provincial averages;
- Provincial Literacy and Numeracy Screenings;
- Student Progress Tracking in Dossier;
- ACA Stakeholder Surveys (faculty and staff, parents, students);
- Local assessments and self-assessments (i.e., moral development, reading, writing, numeracy);
- Student service records, volunteer hours;
- Percentage of students K - 8 performing at or above grade level on school-based assessments;
- Completion and successful operationalization of relevant ACA Policy and Procedures Manuals;
- School artifacts: civic engagement year calendar; OE year plan;
- Successful completion of Alberta Education Grant Agreement as per signed agreement.





Assurance Domain 2: Teaching and Leading

Refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all stakeholders. Public assurance occurs when the public has trust and confidence that certificated teachers and certificated leaders (principals or school jurisdiction leaders) demonstrate their respective professional practice standards (Teaching Quality Standard, Leadership Quality Standard and Superintendent Leadership Quality Standard).

Domain 2: Outcomes and Measures

Outcomes	Measures
Teachers feel supported in their teaching, professional growth & development.	○ ≥ 85% of teachers report that professional development received from the district is focused and systematic and contributes significantly to their ongoing professional growth related to classical principles of instruction.
Teachers will grow in their understanding and application of classical approaches.	○ Improvement in scores on internal pedagogical rubrics indicating increased teacher efficacy in classical instruction. ○ ≥85% of teachers report increased understanding and application of classical instructional approaches. ○ ≥90% of stakeholders report satisfaction in provincial and local surveys regarding teacher professionalism and knowledge. ○ ≥90% of stakeholders report satisfaction in provincial and local surveys regarding the quality of education and classical programming.
Staff experience their school as a contemplative and learning community rooted in friendship.	○ ≥90% of staff report experiencing the school as a contemplative learning community rooted in friendship. ○ ≥90% of staff report strong leadership and support from school leadership teams.

Domain 2: Priority Strategies & Plan for Implementation and Monitoring

Priority Strategies	Plan for Implementation
Objective: To strengthen instructional leadership, teacher capacity, and professional growth through coherent faculty development structures, instructional stewardship, targeted professional learning, and collaborative inquiry aligned with the Academy's classical education model and student formation priorities.	
a. Academic Faculty Handbook — Develop and implement a handbook that includes pedagogical rubrics and guidance on classical instruction metrics	*Summer–Fall 2026 (as above)* -Preliminary draft due August 15, 2026. -Implementation and ongoing refinement throughout

and standards to (i) grow and support instructional leadership among principals and lead teachers and (ii) strengthen teacher practice in mentorship, coaching, supervision, and evaluation. *(See overlap with Domain 1, Strategy 2a.)*	the 2026/27 school year. -Led by the Chief Academic Officer, supported by an external consultant. -Funded through the Systems Administration (district) budget (~$2,000–$2,500).
b. "Academic Leadership & Instructional Stewardship" (ALIS) Pilot Project — Establishes normative instructional leadership structures across the district to support coaching/mentorship and professional growth. Department Chairs and Team Leads will promote instructional stewardship and provide peer coaching in the use of academic instruments (e.g., lead sheets, rubrics, and assessments). *(See overlap with Domain 1, Strategy 1b. and 2b.)*	*2026/27 Pilot Project — Full-Year Implementation* -June 2026: Faculty appointments (Structure Diagram). -September 1, 2026: Implementation and monitoring under the Chief Academic Officer and school principals. -Systems administration (district) budget: total of 1.0 FTE release time (0.1 per department chair/team lead, as applicable) taken from grant funding.
c. Targeted Faculty Professional Development (i) Classroom Management, Safety, & Progressive Discipline — Continue building faculty efficacy in managing classroom complexity through training focused on virtue formation, restorative practices, consistency in expectations, and student accountability systems. (ii) SLS Teams - provide specialized, advanced training in supporting classroom complexity and safety management *(See overlap with Domain 3).* (iii) Outdoor Education training — fund wilderness first aid training and relevant OE certifications to build broader capacity across school faculty to deliver field study and OE programming. *(See overlap with Domain 1 and 5)*	*PD Plan for 2026/27 School Year* -The Chief Academic Officer (CAO) and school leaders are responsible for aligning and implementation of district PD plans aligned with campus plans and needs based on local context. Professional Development (PD) Campus Budget Allocations in 2026/27 Budget: -$500 per certificated faculty member. -$250 per non-certificated staff member. District PD Budget ~$20,000 + curriculum grant funding
d. Teacher Professional Development - Piloting Optimal Work The faculty will be piloting Optimal Work as part of a larger wellness framework (see domain 5) and as a staff resource to promote emotional well-being in a growth mindset. It integrates practices from Cognitive Behavioral Therapy with structures to promote workplace productivity in ways aligned with our virtue ethics framework. Specific strategies include (i) promoting integration of OptimalWork	*2026/27 - Full year Implementation (Pilot Project)* -Employs funds from successful $100,000 Alberta Education grant: Classical Education approach to the Alberta Curriculum: Field Testing Project Proposal -See page 6 for PD expenditures specific to grant funding, including but not limited to (i) $15,000 for OptimalWork subscriptions for teachers, career readiness students, and speaker/facilitator costs; (ii) $30,200 for "Learning Groups" including class release time: one session per month from March to May 2026 and from September 2026 to March 2027 for 16

structures with Team planning structures and conflict resolution and (ii) expecting Team Leads to integrate OptimalWork practices into their meeting structures and assess scope for the transferability of skills into the classroom context *(See overlap with Domain 1 above).*	teachers, and (iii) tuition supplement for online courses from post-secondary/university partners.
e. Classical Education approach to the Alberta Curriculum: Field Testing Project Proposal — The project aims to develop teacher leadership capacity for on-going curriculum design, development, testing, and improvement that delivers the Alberta Curriculum within a Classical Education approach. It aims to establish (i) professional learning communities within and beyond the organization to strengthen teacher expertise in Grades 7–9 Math and Social Studies, including vertical curriculum alignment and collaborative field-testing of resources and (ii) to develop faculty capacity across disciplines to integrate and coach career readiness skills—such as self-awareness, collaboration, communication, and self-evaluation—through an evidence-based, K–9 classroom approach.	*2026/27 - Full year Implementation (Pilot Project)* *(as above)* -PD Expenditures — Curriculum Implementation Grant Funding: - $15,000 — OptimalWork subscriptions for teachers and career readiness students, including speaker and facilitator costs. -Summer Conference - Faculty, administrators, and university speakers. Staffing -Central Office Staff (0.2 FTE) — $16,800.

Monitoring & Evidence of Outcomes

- Alberta Education Assurance Survey Results;
- ACA Campus Evaluation Metric (Culture, Classical Pedagogy & Curriculum, Community);
- Accountability Consultations (AERR, AEP) faculty group session;
- 2024/25 School calendar - professional learning days;
- Campus schedules incorporate and reflect release time teacher collaboration and planning;
- TPGP and Fireside Chats - Thrice yearly;
- Mid-year Leadership Survey - Staff evaluation of school and executive leadership (Jan 2026; May 2026);
- Evidence of teacher excellence aligned with TQS, LQS, SLQS (Formal evaluations) and data from professional growth plans;
- Course completion / training and successful certification in areas of priority;
- Artifacts produced by faculty through grant execution and fulfillment of signed grant agreement;
- Data related to teacher retention rates. No more than 5% of teachers per year abandon the profession or leave to teach at another school in the same area.






Assurance Domain 3: Learning Supports

Learning Supports refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all. Public assurance occurs when the public has confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected, and safe.

**This is an ongoing priority focus for the 2026-27 academic year as identified in the November 2025 AERR report.*

Domain 3: Outcomes and Measures

Outcomes	Measures
All students are effectively supported in their learning.	○ ≥ 85 % parents and teachers report that interventions for students with special education needs are effective. ○ ≥ 85 % parents and staff report that English as an Additional Language (EAL) students receive the support needed to be successful in the program. ○ ≥ 85 % Parents and students report that students can get the help they need at school and are comfortable asking adults for help. ○ Provincial and local measures show that First Nations, Métis, and Inuit students are successful.
ACA schools are well ordered and contemplative learning environments where students and staff feel safe, cared for, and respected.	○ The structure of the school day (timetables, classroom instruction) and extracurriculars (outdoor pursuits, athletics, student clubs) afford space for contemplation, deep learning, & play. ○ ≥85% Parents, teachers, and students report that students learn the importance of caring for, respecting, & treating others fairly. ○ ≥85% Parents, staff, and students report that behavioural rules are enforced consistently, firmly, fairly, and with a view to helping the student improve.

Domain 3: Priority Strategies & Plan for Implementation and Monitoring

Priority Strategies	Plan for Implementation
Objective: To achieve greater system coherence in supporting students with complex learning needs by establishing policies, frameworks, and procedures that guide SLS funding, staffing, professional development, and stakeholder engagement, ensuring timely and effective support and improved student outcomes. *(Overlaps with key strategies in Domain 1, 2, & 5)*	
System Level Leadership - SLS Portfolio a. SLS Staffing Strategy & Framework — System-level leaders will develop a coherent, responsive, campus-based SLS staffing model that attracts, develops, retains, and deploys highly qualified support staff and, where appropriate, community wrap-around supports. The model will ensure staffing allocations, roles, and assignments reflect system priorities and evolving classroom complexity across schools, with specialized expertise aligned to meet increasingly complex student needs.	*2026/27 Implementation & Piloting* -SLS Framework - development Spring - Summer 2026 -Recruitment of specialized staff (Summer 2026) -Superintendent, SLS Coordinator and teams, school leaders. -Implementation & ongoing refinement of system SLS Framework over 2026/27 school year -Supported by Systems Admin & campus SLS budgets (see below)
b. Inclusion Policy & SLS Procedures Manual — Complete the development of a policy and regulation detailing the Academy's SLS principles and practices to support complex learning needs. The aim is to strengthen district coherence in SLS practice (e.g., roles, reporting structures, procedures, and safety management protocols) to ensure students receive appropriate and timely support.	*2026/27 - Pilot Initiative / Multi-year implementation* -Preliminary draft under development (Spring - Summer 2026) led by system level leadership, in consultation with school-based SLS leaders. -Superintendent, SLS Coordinators, school leaders. -Implementation & ongoing refinement of regulation and procedures manual procedures during 2026/27 school year (staff feedback and refinement). -Budget: supported by Systems Admin & campus SLS budgets (see below)
c. Targeted SLS Budgetary Supports - (i) Staffing: The 2026/27 plan and budget allows schools to: (i) maintain qualified support staff from 2025/26 levels, leveraging provincial SLS funding: (ii) engage wrap around services (professional) : The 2026/27 budget lines earmarks targeted funding to solicit advanced support from external agencies (e.g. registered psychologists, occupational therapists, and speech-language pathologists) to address classroom complexity. -	*2026/ 27 School Year* -Allocated SLS funding from the 2026/27 system budget based on total student FTEs, services distributed based on identified student needs. -Administered by campus SLS teams, school leaders with oversight by system leadership.

d. Campus Academic Advisors - Pilot Initiative — Currie & Eastgate campus (K-12) appoint teacher leaders to provide career counselling, academic advisory services for middle & highschool students as needed (e.g., course counselling, campus tours, post-secondary guidance).	*2026/ 27 School Year (Pilot Initiative)* -Appointed by Campus Principal, works with campus SLS lead and appropriate grade level teachers. -Budget for 0.1 FTE (½ day per week) release time for each appointee at each school site. -Budget for 0.1 FTE release time for each appointee
e. Targeted & Differentiated Professional Development as identified by system and local priorities and outlined in SLS Staffing Strategy & Framework (see item 3a above): - SLS leads/ teachers: Increase staff knowledge and expertise in supporting complex student needs and addressing classroom complexity (e.g., classroom management, progressive discipline, screening for learning disabilities, classroom management, at-risk/NSSI protocols). - Support Staff - Develop a differentiated PD plan for campus support staff targeted areas of need (e.g., ADHD, Autism, Education Assistant certification, student management and safety).	*PD Plan 2025/26 School Year* -Superintendent in consultation with CAO and school leaders responsible for implementation, coordinating an SLS PD year plan addressing system and district priorities. -PD Campus Budget allocations -$500 per certificated faculty -$250 non-certificated faculty -District PD $20,000
f. Stakeholder Education and Engagement - Stakeholder Education: Develop and implement strategy to provide structured parent and student education on inclusion practices and available support within the Academy. - SLS Engagement: Refine and implement improved processes and schedules to increase parent and student engagement/involvement in the creation of SLS support plans, and the ongoing review of goals and targets, and transition planning.	*2026/27 School Year (ongoing) as required* -Shared responsibility between district and campus leadership, with support from ACA parent school councils.





First Nations, Métis and Inuit Student Success

School authorities are responsible for providing accountability and stakeholder assurance that Indigenous students are successful. **See Domain 1 and 3 (above) for related outcomes and measures.*

ACA Indigenous Advisory Committee

A cross-district committee was established in the 2025/26 school year to help achieve the outcomes and appropriately engage stakeholders in this domain (e.g., students, parents, and local knowledge keepers).

Outcomes	Measures
Indigenous students will experience a sense of rootedness (belonging). Indigenous students will be successful through the pursuit of classical education.	As measured by provincial surveys where N ≥ 6. As measured by responses to affective survey questions related to the identified outcomes.

Priority Strategies	Plan Implementation
ACA Indigenous Advisory Committee will: a) Establish Terms of References (TOR) and Strategic Plan b) Develop a multi-year plan to build and support system coherence, capacity, and practice in the following areas: *Curriculum & Education - Instructional Approaches & Resources & Community Events (Year 1 focus)* - Collaborate with teachers to develop and teach FNMI content in a developmentally appropriate way, with emphasis on cultural and language appreciation and oral storytelling practice. - Engage, tap into expertise within the school community. - Plan, coordinate, & lead in-school & community events. *Outdoor Education & FNMI (Year 1/2 focus)*	*Year One (of Three Year Plan)* *September 2026* - committee will establish TOR *Fall 2026* - Committee to develop three year strategic plan *January 1, 2027* -implementation -focus on lead sheets (curriculum) & strategy to enhance partnerships and community engagement

- Promote sustainability, conservation, wellbeing, and learning through outdoor and experiential education. - Provide one Indigenous-focused experiential learning opportunity per grade each year through vetted partner organizations. *Partnerships / Engagement: (Year 2/3 focus)* - Establish meaningful, authentic partnerships (e.g., community, field study experiences, guest speakers, experts) to help students acquire foundational knowledge in this domain. -Identify/ partner with agencies to provide experiential professional development to build staff capacity in TQS 5, LQS 5, and SLQS 5 competencies.	*Budget* -campus budget (enrichment fees, school councils) -provincial funding
Targeted Academic Supports / Success for All - Implement Domain 1 and 3 strategies and measures to support and monitor FNMI student belonging, success, and learning. - Provide targeted support in literacy, numeracy, PAT preparation, attendance, and wellbeing. - Strengthen family engagement through focused school-team conversations. - Track progress of self-identified Indigenous learners through enhanced screening and monitoring.	(see Domain 3 above)

Monitoring & Evidence of Outcomes

Alberta Education Assurance Survey Results;
ACA Campus Evaluation Metric (Culture, Classical Pedagogy & Curriculum, Community);
Accountability Consultations (AERR, AEP) faculty group session;
Regular Stakeholder Surveys (Staff, Parent, Student);
Inclusive Education Supports Implemented;
Number of certificated staff trained (Level B and Advanced certification);
District wide implementation and use of Dossier Inclusive Education;
Results from universal and advanced screening tools (Literacy, Numeracy, ESL, Level B);
Outdoor Education plans and year plans;
Minutes and action items from advisory committees and stakeholder engagement;
Budgetary tracking and expenditure of designated/allocated funds.





Assurance Domain 4: Governance

Governance refers to the processes by which policy leaders attend to local and societal context; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching leading, and optimum learning for all. Public assurance occurs when the public has trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.

Domain 4: Outcomes and Measures

Outcomes	Measures
Alberta Classical Academy will be well-governed and managed.	○ Policies are developed in a timely manner to clarify and assist in implementing charter goals. ○ The Board of Directors report being satisfied with board governance. ○ The Board of Directors report being satisfied with the quality and detail of information received from the Superintendent and executives. ○ ≥ 90 % of parents and teachers report being satisfied that ACA is being well-governed and managed.
Parents are engaged as partners in the education of students.	○ ≥ 90 % of parents and teachers report being satisfied with opportunities for parent involvement in the school community. ○ ≥ 90 % of parents and teachers report satisfaction with opportunities for parent involvement in decisions pertaining to their child's education. ○ ≥ 90 % of parents indicate that the school offers a sufficient number and range of volunteer opportunities for parents. ○ ≥ 90 % of parents report that teachers and administrators are responsive to questions and concerns. ○ ≥ 90 % of parents report that they are provided with regular and effective communication about student learning and campus events.

Domain 4: Priority Strategies & Plan for Implementation and Monitoring

Objective: To improve system coherence by establishing a multi-year strategic plan that prioritizes operational excellence and a stakeholder communication and engagement framework to support continuous improvement in stakeholder relations, including effective support for school councils and societies in their work.

Priority Strategies	Plan for Implementation
a. Board Strategic Plan (ongoing) — Implementation of the Academy's first 5 year Strategic Plan including short-term objectives (i.e., an initial one-year timeframe prior to the upcoming election) and a subsequent four-year plan through 2031. The first 18 months focuses on operational excellence (e.g., development of curriculum, teaching standards, policy manuals, faculty development, etc.).	*January - Summer 2026 -* Development of plan Long Range Planning Committee, CAO, Superintendent *September 1, 2026 - Implementation (first of 5 year plan) — A*pproval August 2026. Implementation, monitoring, and reporting is a shared responsibility with the Board, CAO, Superintendent, executive team and school leadership.
b. Academic Policy Manual - Ongoing development and implementation of policy structures that establish normative procedures and standards for all aspects of our academic praxis, to guide school staff.	*June 2026 for September 1, 2026 Implementation* -Initiative led by system/district leadership (CAO, Superintendent). -Implementation is a shared responsibility with district and school leaders/admin.
c. Stakeholder Education and Engagement Framework — Continue phased implementation of robust, consultative, and responsive engagement framework with multiple touchpoints (e.g., information and strategy sessions, parent education, surveys, and communication calendars) to improve transparency, collaboration, and stakeholder engagement and to address priorities more proactively. Key priorities include: (i) improving communication and reporting related to Board priorities, strategic planning, budgeting, campus transitions, and school initiatives; (ii) strengthening student voice and engagement through surveys, focus groups, advisory groups, student leadership opportunities, and regular feedback from students and parents; and (iii) using stakeholder feedback more effectively to inform assurance, planning, reporting, and continuous improvement processes.	*Ongoing phased implementation - 2026/27 School Year* (as part of strategic plan) -Establish a board level action plan reviewed by board governance and long range planning strategic planning committee as part of the strategic plan. -Implementation, monitoring, and reporting is a shared responsibility with the Board, Superintendent, executive team and school leadership, and school councils and societies.

Supporting School Council and Society Governance d. Policy / AR / Governance Supports — Administrative Regulation (AR) Development & Implementation *(June 2026)* — Develop and implement Administrative Regulations (ARs) related to: -School Councils; -Fundraising Societies; and -Improved volunteer engagement and tracking systems. This work is intended to clarify the roles, responsibilities, and partnership structures between School Councils, Fundraising Societies, and Academy schools. Additional governance supports include: (i) development of a School Councils & Societies Handbook; and (ii) review and update of the Volunteer Policy and Administrative Regulation. e. Reporting Framework & Governance Supports — - Develop a School Council Handbook outlining roles, responsibilities, and expectations to guide collaborative work with schools. - Purchase Alberta School Councils' Association (ASCA) memberships for each School Council through the district office budget. - Engage external consultants and/or advisory support, as required, to strengthen governance practices and capacity. - Establish School Council (SC) and Fundraising Society (FS) reporting structures and annual planning processes with school administration outlining how councils and societies will support Annual Education Plan priorities.	*June 2026* -Superintendent and the board's governance committee draft policy/AR -consultation sessions with councils and societies *Summer 2026* - System leaders collaborate with school councils on handbooks with support from ASCA resources *2026/27 - Full year implementation* -Planning sessions between school council chairs and school admin to establish a year calendar and mechanisms to align SC initiatives with the annual education plan. -Budget: Systems Admin (district) budget (e.g., ad hoc consultants, legal guidance)

Monitoring & Evidence of Outcomes

- Alberta Education Assurance (AEA) Survey Results;
- Accountability Consultations (AERR, AEP) faculty group sessions;
- ACA Campus Evaluation Metric (Culture, Classical Pedagogy & Curriculum, Community);
- Local survey measures (parents, faculty);
- Year calendar of scheduled meetings and public minutes;
- Feedback surveys of board governance, including board self-evaluation;
- ACA Strategic plan;

- School Councils and Fundraising Society regulations, handbook, signed agreements;
- School Council and Fundraising Society end of year reports;
- Percentage of ACA parent society members voting in the annual Board election;
- Average number of attendees at public board meetings.





Assurance Domain 5: Local and Societal Context

Local and societal context refers to the engagement practices of school authorities, schools and communities, with support from the broader system, in identifying and responding to the learning needs, interests, aspirations and diverse cultural, social and economic circumstances of all students.Public assurance occurs when the public has trust and confidence that the education system responds proactively to local and societal contexts.

**Strategies in the domain are priority areas for the 2026/27 academic year as identified in the November 2025 AERR report, and overlap with all domains and strategies in this report.*

Domain 5: Outcomes and Measures

Outcomes	Measures
Students and staff experience the school as a leisurely, contemplative learning community rooted in friendship.	○ The structure (schedule and planning) of the school day and learning activities affords space for contemplation, deep learning, and play. ○ Each campus has a yearly school calendar with established rituals and events that celebrate the goodness of being and build community and friendship. ○ ≥ 85 % of parents indicate their child is developing friendships and a sense of belonging at school. ○ ≥ 90 % of parents and teachers indicate that students respect one another. ○ ≥ 85 % of parents, teachers and students report that students experience a spirit of playfulness (*eutrapelia*) in learning and activities at school.

	○ ≥ 85 % Students report that they have opportunities to engage in open conversation, and socratic and dialectic dialogue in a spirit of friendship (i.e. they can disagree and remain friends). ○ ≥ 85 % of parents and teachers report that the school functions as a cultural rallying point, connecting students and families to other aligned cultural and community groups, events, and opportunities.
Students will develop their capacity for inner stillness and contemplation.	○ The structure of the school day affords students opportunities to engage in leisure and contemplative activities, in communion with works of philosophy, literature, art, nature, or themselves. ○ Students read whole texts, and are given time and space to reflect deeply on texts they are learning, free of distraction and material exigencies, both at school and through assigned home reading. ○ ≥ 85 % of parents and teachers report that students are deepening their ability to engage in deep reading and/or can concentrate for an hour or more without interruption. ○ ≥ 95 % of students or more report that smartphones or internet-connected personal devices are not used on campus. ○ ≥ 85 % of parents and teachers report that students are learning to remain calm, patient, and clear-minded in the face of tribulation and take responsibility (accountability).
Partnerships & Research Exchanges The authority will raise awareness of classical education and enhance education research and delivery in the province.	○ Evidence exists that faculty is conducting ongoing research and professional development in the field of classical education. ○ Faculty incorporate research-informed practices to advance student learning outcomes. ○ The school works to develop positive relationships and partnerships with the local community (e.g., schools, community associations, civil society groups, residents and businesses). ○ The authority shares innovations and best practices with think tank researchers, policy makers, educators, and faculty of post-secondary institutions and the general public via media and social media.

Domain 5: Priority Strategies & Plan for Implementation and Monitoring

Priority Strategies	Plan for Implementation
Classical School Culture & Schole **Priority area as identified in the November 2025 AERR. Overlaps with all domains.*	
Multum non Multa - School Day & Curricular Integration Objective: To strengthen system coherence and classical school culture through aligned instructional structures, curriculum standards, leadership practices, and community-building initiatives that support integrated learning, faculty growth, student formation, and staff wellness.	
a. Whole District Adoption of 4 block schedule - Adoption of 4 block schedule across district to allow for	*Sept 1, 2026 Implementation* -April 2026 - School administrators create 4 block schedules with support of CAO,

longer, integrated periods of instruction and less task-switching	Secretary Treasurer -Based on staffing model and allocation (FTE) reflected in the approved 2026/27 Budget.
b. Establish greater system coherence in classical curriculum standards and practices - Complete draft LEAD sheets in all areas K-12 - "Academic Leadership & Instructional Stewardship" (ALIS) for to support i) stewardship of academic instruments (lead sheets, rubrics, assessments) and ii) implementation and refinement of curriculum Lead Sheets and iii) identify areas for improved integration.	As above. *Sept 1, 2026 Implementation* -April 2026 - School administrators create 4 block schedules with support of CAO, Secretary Treasurer -Based on staffing model and allocation (FTE) reflected in the approved 2026/27 Budget.
Faculty Culture & Wellness	
c. Faculty Workplace Wellness Plan - Phased planning & implementation of comprehensive, system wide workplace wellness plan based on CASS Implementation Guide (found here). - Year 1: District Office: Creating a workplace wellness framework (e.g., Staff surveys to identify priority areas, build continuum of supports, conduct employee benefits review, implement HRIS, update Employee Handbook). - Year 1: School Level: Piloting Optimal Work as a staff resource to promote emotional well-being in a growth mindset. It integrates practices from Cognitive Behavioral Therapy with structures to promote workplace productivity in ways aligned with our virtue ethics framework. - Specific strategy: promote integration of OptimalWork structures with Team planning structures and conflict resolution and build staff capacity for professional collaboration.	*Launch September 1, 2026* Phase 1 of multi-year implementation: -Staff surveys (June 2026) -Planning - Summer 2026 -Pilot Implementation September 1, 2026 -Action plan - District office, Human Resources Specialist & Superintendent in consultation with district and school leadership -Implementation, monitoring, and reporting is a shared responsibility with the Superintendent, executive team and school leadership, in consultation with the Board's HR Committee -Supported by systems level (district) budget as required.
d. Diversified Leadership Framework -district roll out of 2025/26 Currie campus pilot project to Edmonton campus -Diversified Leadership structure with appointment of Vice Principal/Dean of School and Vice Principal/Dean of Student Culture at Currie and Eastgate schools to positively support student behaviour and promote classical school culture.	*September 1, 2026 - Edmonton Campus* -2 position openings, each 0.5 FTE leadership to positively support student behaviour and promote healthy school culture. -Appointing a VP Dean of Academics & VP Dean of School Culture with 0.5 FTE Admin/0.5 instruction -Campus budget allocation as allocated in

	2026/27 budget
Student Culture	
e. Campus Year Plan - Community Metrics - Feats & Rituals & Student Leadership — School faculties develop a year calendar of events, shared with families,marking celebrations, festivals, games, feasts, events that build community culture, and celebrate the goodness of being.	*September 1, 2026* -Establishing year calendar a shared responsibility with school leadership and faculty who will consult with district leadership as needed
f. Student Ownership & Leadership (overlap with/ see domain 1 - citizenship) - Piloting use of optimal work /executive skills functioning (Grant pilot project) - Student Leadership - promote shared design and responsibility for culture and community building (e.g., student council/ representatives, spiriti scholastici, student run initiatives, houses systems, reading buddies).	*Begins September 2026* -Optimal work piloting with students -funding from Alberta Education grant (see above) *Begins September 2026* -Multi-year implementation with shared responsibility across stakeholder groups. -Where required, funds are allocated in campus budgets (under student enrichment fees).
Research and Community Partnerships (Overlap with Domain 2) Objective: To cultivate a culture of teacher inquiry, academic scholarship, and external partnership through structured action research, faculty collaboration, and public dissemination of research aligned with the Academy's classical education priorities.	
Teacher Action Research a. Alberta Colloquium for Liberal Education (ACLE): Three year, phased plan to launch the Faculty Fellows for Liberal Learning to scaffold action and academic research among faculty, to be profiled in the ACLE. We will promulgate an internally developed and customized guideline for teacher action research, informed by the best practices established by the ATA.	Alberta Colloquium for Liberal Education (ACLE): Year 1 of 3 year phased implementation) -Budget for faculty release time, expenses -Appoint a Director of Faculty Research (part time, contractor position: approximately 0.2 - 0.4 FTE) as per district/ system level admin budget in 2026/27 Budget allocation.
Academic Research and Public Relations b. Select teacher papers will be published on our website (year 3 - ACLE). We are working with external partners and scholars to explore the possibility of an internationally peer reviewed academic journal to	As above Alberta Colloquium for Liberal Education (ACLE): Year 1 of 3 year phased implementation)

feature teacher and academic research around the practice of classical education. c. *University Partnerships* We are inviting several scholars to be observers at ACLE in its pilot year. We will be identifying research priorities on a yearly basis, aligned with our annual education plan, that can serve as a basis for interaction with higher education. Our goal is to support one research project with an external scholar or institution that results in a peer reviewed paper.	-Budget for faculty release time, expenses -Appoint a Director of Faculty Research (part time, contractor position: approximately 0.2 - 0.4 FTE) as per district/ system level admin budget in 2026/27 Budget allocation. -Project Lead: Director Faculty Research, under the supervision of the CAO

Monitoring & Evidence of Outcomes

- Alberta Education Assurance (AEA) Survey Results;
- Accountability Consultations (AERR, AEP) faculty group sessions (faculty, parents, students);
- Alberta Education Assurance Survey Results;
- ACA Campus Evaluation Metric and local surveys;
- Focus groups (e.g., parents, students, staff);
- Publications and interviews;
- Increased parent interest and enrolment demand;
- Increased requests from other school authorities to adopt or learn from our approach;
- Evidence of public engagement (see above);
- Meeting minutes and reports (School councils, service committees, etc.);
- Anecdotal evidence detailing benefits of community projects;
- Volunteer participation and hours logged.





Alberta Education Business Plan

We have reviewed the strategic direction in the Alberta Education Business Plan, and considered its content in the development of the Alberta Classical Academy Charter School Annual Education Plan, 2026 – 2029.

Alberta Business Plan Link

ACA 2026/27 Budget

The Alberta Classical Academy's Board of Directors approved the budget on May 27, 2026.

Please view the 2026/27 ACA Budget here or visit the Annual Reports and Plans section of the ACA website.

Capital Plan Submissions

Please view the 2026 Capital Plan Submission here or visit the Annual Reports and Plans section of the ACA website.



