



FOUNDATIONS FOR THE FUTURE CHARTER ACADEMY

CHARTER DOCUMENT

Revised May 2007

1. THE CHARTER SCHOOL

In May 1994, the Alberta Legislature passed Bill 19, the School Amendment Act. This Applicant applied for and received approval to operate as a Charter School from March 20, 1997 to June 30, 2002 from Gary G. Mar, Minister of Education. This approval was further extended until June 30, 2007 by Dr. Lyle Oberg, Minister of Learning.

The Charter School operates under the FFCA Charter School Society, a body incorporated in Alberta under the Societies Act on March 21, 1996. The name of the school is "Foundations for the Future Charter Academy" (FFCA). The FFCA Board of Directors governs under a hierarchy of documents, the *School Act* and *Societies Act*, the FFCA Charter, the By-Laws of the Society and FFCA Policy pertaining to the Board of Directors. Administrative offices are located at 311, Macleod Trail SW, Calgary, AB, T2H 2G4.

In its original submission, the Applicant perceived a public need for the type of educational program it intended to offer. Though not stated specifically, it also perceived a need from many parents for a school with the purposes outlined in Section 2a). The Applicant believes those needs still exist, as evidenced below.

PUBLIC DEMAND FOR FFCA PROGRAMS

Over the past eight years, the educational plan in the original submission has been translated into an operating Charter School that the public can see and assess for themselves. Public awareness of FFCA's educational program and its results is primarily by word of mouth. At the time of this submission, there are approximately 5500 students on the waiting list for the spaces that might become available. This level of public demand demonstrates that FFCA appeals to a broad range of parents who feel its educational program best meets their child's needs. The Applicant concludes that the level of public demand from existing

parents and those on the waiting list is in itself a sufficient statement of need for the kind of educational option offered by FFCA.

2. FOUNDATIONAL STATEMENTS - FFCA operates under a set of beliefs and principles as presented below: Vision and Purpose of the School, Mission, Guiding Principles and Philosophy, and Statements of a Preferred Future. These statements are not meant to be taken in isolation; rather each constitutes an integral component contributing to a distinctive and cohesive underlying approach to education at our charter school.

a. VISION AND PURPOSE OF THE CHARTER SCHOOL

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

The “purpose” of FFCA reflects a wide consultation with stakeholders. FFCA aims to:

- provide students with an educational experience that enables them to achieve academic excellence, self-confidence derived from competence, and character,
- provide parents with choice when selecting an educational environment for their child in grades K to 12,
- provide parents an opportunity to participate meaningfully in the education process,
- contribute to public education by demonstrating and sharing successful educational programs and practices with the greater educational community in general, and the local Public School Boards in particular,
- promote the characteristics of effective schools, which extensive research has identified as being critical to the achievement of excellence.

b. MISSION

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

c. GUIDING PRINCIPLES AND PHILOSOPHY

1. **Education is a partnership** between the school, the home and the community leading to decisions made in the best interests of students. FFCA encourages regular and open communication among stakeholders and recognizes that an open door policy with administration strengthens relationships and results in enhanced learning for students.

2. FFCA is a **learning organization**. Performance feedback through subjective and objective measures is used to promote opportunities for continuous learning and improvement. FFCA is committed to developing habits such that stakeholders embrace the concept that **learning is a life-long practice**.
3. FFCA recruits, selects and develops **outstanding staff** members committed to the goals and distinctiveness of the organization. Contributions of staff will be identified and appreciated.
4. FFCA expects **effective leadership from staff** such that opportunities for student learning are enhanced.
5. FFCA values openness. Actions and decisions of the board, administration and staff will be **transparent** to their constituents and consistent with the vision, mission and Charter of FFCA.
6. FFCA values **accountability at all levels**. Each person is responsible for his or her own behaviour and decisions.
7. FFCA students will achieve **academic excellence** through teachers' use of exemplary teaching strategies, establishment of clearly-defined standards of behaviour, and the provision of a conducive and supportive environment. Self-confidence comes from competence.
8. Students will be surrounded with **positive thinking** and encouragement, which contribute to self-confidence, initiative, independence and optimal learning.
9. Staff exercise **professional judgment** in responding to the learning needs of students within a defined structure:
 - Consistency in program delivery class-to-class and campus-to-campus will be achieved through grade level meetings, subject area coordination and coaching.
 - Consistency in an overall sense is monitored day to day through the processes of administrative supervision.
10. Class sizes within FFCA are targeted to be consistent with the ACOL guidelines and will be no larger than 25 students. **Small variations in actual class size** may be implemented in response to meeting the learning needs of students.

11. A common approach to **classroom management** is used at all grade levels, providing consistent expectations and procedures for students throughout our campuses. Engagement rates are maximized, allowing for high time-on-task and effective time management.

12. FFCA strategically uses **direct instruction**, a teacher-directed mastery learning technique whereby students acquire knowledge and skills in a systematic way. **FFCA also uses sequential mastery learning** which requires that students master knowledge in one area before advancing to the next level.

13. **Explicit phonics** is the primary methodology used for teaching reading and spelling; it equips students with the ability to decode words systematically.

14. Learning extends beyond the school day. Students are required to practice skills at home to develop and maintain mastery. Parents commit to the supervision of **homework** completion.

15. FFCA seeks to develop **good character** in its students and to teach the leadership skills necessary to empower them to be a positive influence in society. FFCA's character pillars include respect, responsibility, self-discipline, compassion and integrity.

d. "STATEMENTS OF A PREFERRED FUTURE" - "Statements of a Preferred Future" have been developed through consultation with stakeholders at all levels of FFCA, all building and further elaborating upon our common vision, mission and guiding principles and philosophy. These statements address the unique nature of each stage of the FFCA experience, while simultaneously enunciating FFCA's goals for the future.

i) **ELEMENTARY SCHOOL:**

Each FFCA Elementary School campus will be the first phase of a consistent and coherent K-12 approach to teaching and learning. The Elementary School experience will provide students with a foundation of strong academic achievement and character development within a safe and caring environment.

- Students will thrive in a teacher-directed environment where a structured approach to teaching and learning will develop strong communication skills, proficiency in mathematics and insightful reading comprehension. They will be able to respond critically and problem-solve effectively. Students will develop inquiry skills across content areas over the course of their elementary years, preparing them for independent study, research and analysis in the Middle and High School programs.

- Character development will focus on building a shared understanding of core virtues and the application of these traits in daily life. Character development will enhance self-esteem, support positive peer relationships, encourage responsible generous citizenship and promote respect and appreciation for differences.

Culture and Environment

Each FFCA Elementary School campus will provide the groundwork for building positive and effective parent, teacher and student relationships. All stakeholders will work together to enhance learning and success for all. Elementary schools will be enthusiastic, supportive and welcoming environments where the primary focus is student learning. FFCA Elementary Schools will be places of continuous learning for all where achievement is celebrated.

Staff will provide the educational leadership and passionate teaching necessary to create a culture of high expectations and focused achievement. They will be committed to the success of all students and to working collaboratively for the success of the community as a whole. A shared sense of pride and ownership among stakeholders will be evident.

Academic Focus

At each FFCA Elementary School campus, students will learn the basic skills associated with mathematics, language arts, critical thinking and inquiry enabling them to be successful in all subject areas. Through the consistent use of sequential mastery planning, explicit phonics, direct instruction, multi-sensory teaching, frequent monitoring of student progress and daily homework designed to provide purposeful practice and review, elementary students will develop the skills to learn independently, communicate effectively, express themselves creatively and think analytically.

Time will be valued for its instructional potential and therefore, through a common approach to classroom management and careful instructional planning, student engagement and time on task will be maximized. Consistency of programming will be valued and maintained.

Character Development and Expanded Learning Opportunities

Students will develop their whole selves through exposure to character development opportunities, as well as the fine arts and physical education.

- Students will develop character through an integrated approach and demonstrate commitment to exemplary character through daily choices, community service and acts of citizenship.
- Students will develop the ability to express themselves creatively in a variety of art forms. Imagination and individuality will be valued and encouraged. The creative process will be fuelled by exposure to great works of art, music and drama.
- Students will be encouraged to live healthy, active lifestyles while demonstrating to themselves and others the virtues of respect, responsibility, self-discipline, compassion and integrity.

Through an increased awareness of their abilities, influences, values and unique talents, students will acquire a high level of respect and responsibility for themselves and others.

ii) MIDDLE SCHOOL:

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

Culture and Environment

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

Transitional and Expanding Opportunities

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

Character Education and Student Leadership

Students will experience positive character development through an integrated program emphasizing personal responsibility and the meaningful application of character virtues. They will experience leadership opportunities enabling them to believe in their ability to make a difference in their own lives and the lives of others. This will be accomplished through personal challenge, community service and the continuous growth of their intellectual abilities.

iii) HIGH SCHOOL:

In keeping with the mission of FFCA, each High School will build upon the transitional nature of the Middle Schools to develop students who are both independent and interdependent. The High School program will be the third phase of a consistent and coherent K-12 orientation to teaching and learning.

Supportive Learning Community

FFCA High Schools are committed to establishing meaningful school, family and community partnerships. Staff will work collegially with students, parents and peers to optimize student success. The overall environment will be characterized by dialogue and conversation, leadership and learning, and high expectations and accountability.

Academic Focus

The FFCA High School program emphasizes academic rigour and achievement. In addition to ensuring high levels of competency in core and complementary course offerings, students will develop skills in critical thinking, effective communication, problem-solving, inquiry and research. Students will graduate equipped to undertake post-secondary education and responsibilities associated with the world of work.

Character Development

FFCA High Schools seek to develop students who demonstrate the “courage of integrity”; students who choose right over wrong, ethics over convenience and truth over popularity; even in the face of adversity. Through an increased awareness of their abilities, influences, values and unique talents, students will acquire a high level of respect and responsibility for themselves and others. Students will develop character through an integrated approach and demonstrate

commitment to exemplary character through daily choices, community service and acts of citizenship.

Leadership Capacity

FFCA High Schools focus on the development of leadership capacity creating a sense of empowerment and building a school community that is characterized by quality relationships and organizational pride. The school will equip students with the skills and knowledge necessary to prepare them for living as productive members of the local, national and global community. In addition, FFCA students will benefit from interaction with leaders in the community, from mentorship opportunities and learning founded in practical experiences.

PROFILE OF AN FFCA GRADUATING STUDENT

The students who graduate from FFCA having experienced the full potential of this program will come to adulthood prepared for any challenge they will face. Their academic preparation will enable them to excel and gain access to post-secondary institutions, and provide them with viability in the workplace. They will be critical thinkers, able to know their own minds and express themselves with clarity and confidence. They will understand that they are part of a larger community and that they have responsibility for others. They will know their local community and will have learned from diverse challenges with their classmates. They will be young men and women of character, responsible and courageous; graduates in whom we can all take pride.

3. GOALS AND OUTCOMES

Goals:

We will endeavour to:

1. produce academic results which are consistently above average;
2. provide an educational experience that is satisfactory to the students, staff, and parents of FFCA;
3. provide an explicit phonics program and direct instruction in reading;
4. provide an effective character program for students.

Outcomes:

1. FFCA students will achieve excellent results on Provincial Achievement Tests and Diploma Exams. Specifically, FFCA will strive to:
 - a. Annually increase the number of students achieving the acceptable standard on PAT's.
 - b. Annually increase the number of students achieving the standard of excellence on PAT's.
2. An exceptionally high percentage of parents, staff and students will be satisfied or very satisfied with the overall education provided by FFCA.
3. An exceptionally high percentage of FFCA students will be reading at or above grade level.
4. An exceptionally high percentage of students consistently demonstrate the core virtues - respect, responsibility, self-discipline, compassion and integrity - as embodied in the FFCA character education program, on a day to day basis.

FFCA is committed to implementing comprehensive measurement of areas that are critical to ongoing success, such as financial, academic, customer satisfaction, character development, student safety, and evaluation of new educational programs or practices. Specific measures for these goals will be developed in our Three Year Education Plan.

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4. DESCRIPTION OF THE STUDENTS FOR WHOM THIS SCHOOL IS INTENDED

FFCA serves a diverse population of students with a wide variety of academic interests and abilities, offering a program of studies to students from ECS to Grade 12 and drawing students from Calgary and the surrounding areas. FFCA enrolls students whose parents agree with its philosophy and are prepared to support its Charter, teachers and administration.

FFCA programs are designed for the majority of children who are neither academically gifted nor severely challenged. FFCA does not deny access, where

space and resources are available, to students who could potentially benefit from the educational services and resources FFCA provides. FFCA advises student applicants with special education needs that those programs already exist elsewhere. FFCA does not provide individualized learning or personalized instructional programs; however, FFCA does provide additional support for students who are experiencing difficulty or have English as a Second Language needs. When staff believe a student can benefit from remedial help, FFCA will notify parents and identify potential external resources.

5. REGISTRATION PROCESS

Parents wishing to enrol their children at FFCA are required to add their children's names on the waiting list. As space permits, children are enrolled on a first-come, first-served basis from the waiting list, within the geographical boundaries established for each campus. Registration priority is provided to siblings of current students, and children of staff members. FFCA conducts assessment interviews to determine appropriate grade placement. FFCA is committed to improving public education by opening additional campuses provided there is sufficient demand from parents, and that the quality of the existing programs is not jeopardized by doing so.

6. CLASS SIZE

FFCA has established a maximum class size of 25 students at all grade levels. However, FFCA is implementing the Alberta Commission on Learning guidelines of K-3 class size averages of 17, grade 4-6 class size averages of 23, and grade 7-12 class size averages of 25. (Our grade 10-12 average class sizes of 25 will be lower than the ACOL recommendation of 27 students per class.)

7. CURRICULA AND APPROACHES TO TEACHING IN ADDITION TO PROGRAMS OF STUDY

Alberta Education states, "A basic education must provide students with a solid core program including language arts, mathematics, science and social studies. Students will be able to meet the provincial graduation requirements and be prepared for entry into the workplace or post-secondary studies. Students will understand personal and community values and the rights and responsibilities of citizenship. Students will develop the capacity to pursue learning throughout their lives." (Ministerial Order #004/98, 4.2.2) FFCA follows this philosophy and adheres to the Alberta Programs of Study for each grade level.

FFCA is not an affiliate of, or connected to, any religious faith or denomination. The wearing of a school uniform is mandatory and students are expected to adhere to all policies and procedures regarding their daily dress.

A significant professional development budget allocation is made to our New Teacher Orientation Program which runs for two weeks at the end of the summer for the purpose of familiarizing new teachers with FFCA's unique programs and methodologies. All teachers are provided with a coach who visits them several times throughout the year to facilitate teacher growth and development and to ensure fidelity to programs and program delivery.

The Programs of Study are supplemented by our **Character Education Program**, which is infused into the curriculum at all grade levels. Our aim is to foster the development of good character based on core virtues that are essential for the well being of every individual and society:

- **Respect:** Showing a high regard for yourself, other people, property and authority. Understanding that everyone has value. Therefore, they (and their property) deserve to be treated in an honourable way.
- **Responsibility:** Being accountable. Accepting the consequences of one's own actions and having a sense of duty to carry out obligations and fulfill tasks one has accepted. Remembering that we should all be positive role models.
- **Integrity:** Doing what is right no matter what the circumstance.
- **Compassion:** Being committed to helping and caring for one another.
- **Self-Discipline:** Being in control of one's own behaviour.

In addition, FFCA uses teaching methodologies and instructional materials which have been shown to improve student learning. These are:

Direct Instruction (DI) – DI is a specific model of teacher-directed explicit instruction that is aimed at accelerating student learning by maximizing efficiency in the design and delivery of instruction: how a student is taught, as well as what the student is taught and in what order. DI systematically develops important background knowledge and explicitly applies and links it to new knowledge.

Measurement/Reporting – Measurement provides early detection of trends and enables responsive development of innovative and meaningful solutions. Daily spelling drills, weekly and monthly assessments, standardized and Provincial Achievement Tests and Diploma Exams, frequent classroom monitoring and coaching feedback all inform our practices in pursuit of continuous improvement. Regular, frequent and accurate reporting of student progress to parents assures that they have

the information they need to help their children to succeed. (Guide to Education: Purpose of Assessment, p. 93.)

Sequential Mastery Learning - Students will achieve mastery of basic skills and knowledge prior to moving on to more advanced study; i.e., simple to complex concepts.

Multi-sensory Teaching - This feature addresses the need for instruction to engage all types of learners (i.e., auditory, visual, kinaesthetic).

Explicit Phonics (K-4) - This approach teaches the direct sound/symbol relationship without key words, pictures, letter names or capital letter formation. This gives students the information they need to spell, read and write, correctly, what they can already hear, say and comprehend orally.

Grouping of Students - FFCA groups students by gender or performance, with the purpose of optimal achievement and opportunity to learn for all students, where numbers and resources permit.

Classroom Management – Effective classroom management reduces classroom disruptions, improves the classroom climate, increases student time-on-task, and helps to establish a mutually respectful environment.

Continuous Improvement and Innovation – Ongoing innovation and program development are important to FFCA in an effort to improve Board, staff and student performance. FFCA seeks programs that have been tested and are highly likely to succeed within the FFCA context. FFCA will, in a timely fashion, monitor and communicate progress being made in the implementation of new programs.

FFCA also subscribes to the tenets of **Effective Schools** (Lezotte, 1997), these being:

- Safe and Orderly Environment
In the effective school, there is an orderly, purposeful, businesslike atmosphere which is conducive to teaching and learning and is free from the threat of physical harm.
- Climate of High Expectations for Success
In the effective school, there is a climate of expectation in which the staff believes and demonstrates that all students can attain mastery of the essential school skills, and that they are capable of helping all students attain that mastery.
- Instructional Leadership (Principal)
In the effective school, the principal acts as an instructional leader, and effectively and persistently communicates that mission to the staff,

parents and students. The principal understands and applies the characteristics of instructional effectiveness in the management of the instructional program.

- Clear and Focussed Mission
In the effective school, there is a clearly articulated school mission through which the staff share an understanding of, and a commitment to, the instructional goals, priorities, assessment procedures and accountability.
- Opportunity to Learn and Student Time on Task
In the effective school, teachers allocate a significant amount of classroom time to instruction in the essential skills. For a high percentage of this time, students are engaged in whole class or large group planned, teacher-directed learning activities.
- Frequent Monitoring of Student Progress
In the effective school, student academic progress is measured frequently and a variety of assessment procedures is used. The results of the assessments are used to improve individual student performance and also to improve the instructional program.
- Home-School Relations
In the effective school, parents understand and support the school's basic mission and are given the opportunity to play an important role in helping the school to achieve this mission.

8. COMMUNICATION OF CHARTER SCHOOL OUTCOMES

FFCA will:

- communicate fairly and accurately the outcomes of FFCA to parents, the community, other interested schools and organizations, and to the provincial government. FFCA's planning documents will also include how FFCA plans to improve student outcomes.
- communicate fairly and accurately the qualities of FFCA, as well as the strategies that have led to students and educators fulfilling its mission and vision, to parents, the community, other interested schools, organizations, and to the provincial government.
- offer to work with other schools, teachers, associations, researchers and academics to share information, strategies and program ideas.

9. RESPONSIVENESS TO STAKEHOLDERS – FFCA will use various means of ensuring that stakeholders' voices are heard in governing or operating the school. FFCA is focused on the best interests of the students. FFCA seeks an appropriate

balance between the interests of staff, students and parents when making decisions. Stakeholders with concerns are encouraged to make their concerns known through the process outlined in the “Being Heard” document. FFCA is committed to recognizing and celebrating the success of students, staff and parents.

10. ROLES AND RESPONSIBILITIES OF THE ELECTED CHARTER BOARD (Governance)

The Charter Board is responsible for the governance of Foundations for the Future Charter Academy in support of the goals and obligations of the Society. In accordance with the *School Act*, the *Societies Act*, the *Charter Schools Regulation* and all other applicable legislation, the Board is responsible for establishing, maintaining and monitoring policies concerning educational and associated services and programs provided by Foundations for the Future Charter Academy. The authority of the Board is derived from the Province, and the Board is accountable to Alberta Education.

It is the responsibility of the Charter Board members to represent the stakeholders in matters concerning the educational and operational goals, plans and directions of the School.

11. ROLES AND RESPONSIBILITIES OF THE SUPERINTENDENT (Operations)

The Superintendent, as the Chief Executive Officer and Chief Education Officer of Foundations for the Future Charter Academy, is responsible for the total operation of the multi-campus Charter School, and is accountable to the Charter Board.

- (1) The Superintendent shall carry out the duties assigned by the Charter Board in accordance with the *School Act*.
- (2) The Superintendent shall supervise the operation and management of the school and the provision of the educational program.
- (3) The Superintendent shall ensure that the fiscal management of the School is in accordance with the terms and conditions of any grants received by the Charter Board and that appropriate accounting procedures are followed.
- (4) The Superintendent shall conduct the evaluation of Principal Educators, Associate Principals, the Coordinator of Instruction and the Secretary-Treasurer.

(5) The Superintendent shall participate in reviews of the Society Bylaws, contracts of employment and auditor's reports and shall ensure that all contracts are carried out in accordance with agreed upon conditions.

(6) The Superintendent shall perform other duties as may be assigned by the Charter Board.

12. ROLES AND RESPONSIBILITIES OF PARENTS

Parent involvement is a cornerstone of FFCA and parents play a huge role in our success. They are active on the Board of Directors and on School Council, as well as on committees for staff selection and evaluation, report card design, uniform requirements, etc. FFCA wants parents and community members to know they are welcome in our campuses and classrooms. Classroom observations may be scheduled through the teacher or Principal Educator. Parent involvement and support is a key ingredient in student learning both at home and within the school. Parents provide, at each campus, thousands of volunteer hours each year in support of outstanding student learning. Parents of students attending Foundations for the Future Charter Academy, agree to:

1. Fulfill a minimum 20-hour volunteer time commitment per family per year.
2. Support the Academy, its goals, its philosophy and staff, and assist in any way possible, including the timely payment of school fees as required; provide support required with homework; fulfill their volunteer commitment with their time, talents and abilities; and encourage the success of the Academy and the students attending it.
3. Ensure the approved uniform is worn to school at all times and the dress code is followed, unless otherwise instructed.
4. Provide a place at home suitable for homework to be completed, sign the homework book (agenda) as required, and work cooperatively with the teacher to ensure timely completion of homework assignments.
5. Attend parent/teacher conferences or make alternate arrangements.
6. Attend the School Council and Society meetings when able, and contribute to the meetings in a constructive manner.
7. Be supportive of and abide by the policies, practices and procedures, and rules and regulations as they pertain to the Academy at large, and their child specifically, by responding promptly and with cooperation when

informed of misbehaviour, uniform violations or attendance problems of their child; requiring that their child conduct him/herself in an orderly manner when at school, in or about the school grounds, participating in school activities and riding on the bus; and ensuring the regular and punctual attendance of their child.

8. Update immunizations as may be necessary and comply with directions from the Health Authorities in the event of an outbreak of a communicable disease at the Academy. Notify the Academy if their child has a communicable disease.
9. Promptly raise concerns with any aspect of the Academy with the appropriate staff by following the guidelines contained in the “Being Heard” document. Work constructively towards solutions to those concerns.

13. BYLAWS (See Appendix A)

14. PROJECTED STUDENT ENROLMENT, GRADE DISTRIBUTION, AND SCHOOL BUILDING REQUIREMENTS (See Appendix B)

15. AMENDMENT OF THE CHARTER

This charter may only be modified or amended by written approval executed by the Applicant and the Minister of Education. The process for amending the charter will be the same as for amending the FFCA Bylaws (FFCA Bylaws, Article XV).

16. PROCESS FOR DISSOLUTION OF CHARTER (from original bylaws)

The Charter Board will supervise and have authority to conduct the winding up of the business and affairs of the school in the event that:

- a) Notice is received that the Charter has been repealed or the operation of the charter school is terminated in accordance with legislation; or
- b) A motion for dissolution has been initiated by a resolution of the Board to that effect or by at least 25% of the Members. Once the motion is initiated, a Special Meeting of the Society will be held in accordance with the FFCA Bylaws. Unless due to extraordinary circumstances, this meeting must be held at least 90 days before the end of the school term to give the staff and students alike the needed time to make other arrangements for the forthcoming academic year.

Notification of Members and Staff: Within two weeks of the Board receiving

notice that the Charter has been repealed or not renewed, the members/staff shall be notified either by way of a public meeting, written notice, or both, of the intent to close the Academy and begin the dissolution process.

Transfer of Students to Other Schools: Within two weeks of the Board receiving notice that the Charter has been repealed or not renewed, students will be notified of the dissolution of the school in order to allow them to take advantage of other educational alternatives.

Disposition of Assets: Any surplus that can be attributed to provincial funding will be returned to the Provincial Treasurer. Any assets acquired by purchase or donation by the Academy during the time of its existence will be sold and the proceeds used to pay off any outstanding debts. The remainder will be donated to a charity of similar aims and objectives chosen by the Board at the time of dissolution.

Disposition of Finances: Once all financial obligations have been discharged, a final audited set of financial statements will be prepared, all bank accounts will be closed and all signing authorities will be revoked. As a final act, the Board will complete a letter of authorization that will inform the Corporate Registry of the dissolution so that they in turn may delete the Society from the Registry. Sixty (60) days prior to dissolution, a letter of information will be sent to all financially interested parties informing them in advance of this decision.

Disposition of School and Student Records: Upon proceeding with the dissolution process as noted above, the Charter Board shall provide to each registered student a “transfer of records” form for their completion and return, providing details of the school to which they wish their records to be transferred.

The Charter Board shall remain responsible for the transfer of a student’s records for a period not exceeding three (3) months from the date it provides the transfer form to a student. Any student records not requested for transfer at the expiration date shall be forwarded to the Minister of Education. All other school records will be forwarded to the office of the Minister of Education.