



FOUNDATIONS FOR THE FUTURE CHARTER ACADEMY CHARTER DOCUMENT

2012- 2027

BACKGROUND

a. Origins

In May 1994, the Alberta Legislature passed Bill 19, the School Amendment Act which authorized the creation for charter schools in the province. 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, and subsequently extended until June 30, 2012 by Gene Zwozdesky, Minister of Education.

This Charter School is operated by the Foundations for the Future Charter Academy Charter School Society, a body incorporated in Alberta under the Societies Act (March 21, 1996). The official name of the school is "Foundations for the Future Charter Academy" (FFCA). The FFCA Board of Directors governs the school in accordance with the *Alberta School Act* and *Societies Act*, the Charter, the By-Laws of the Society and Board Policy. Administrative offices are located at #240, 688 Heritage Dr. SE, Calgary, AB, T2H 1M6.

b. Public Demand

Over the past fifteen years, the educational plan from the original submission has been translated into an operating Charter School, the success of which can be seen and assessed. Public awareness of FFCA's educational program is spread primarily by word of mouth. At the time of this submission, there are more than 2800 students (K – 12) attending the school and approximately 5500 students on the waiting list for admission. This level of public demand demonstrates that FFCA appeals to a broad range of parents who feel that its educational program best meets their child's needs. The high degree of

"To accomplish great things, we must dream as well as act."

Anatole France, 1844-1924

FFCA's small group of founding parents dreamed of "something better", and their determination and perseverance made that dream a reality. From humble beginnings – a staff of 12 and a student population of 224 - FFCA has become the largest charter school in Canada, and is among the largest in North America! We can take great pride in having given our best over the last 14 years for the thousands of children who have passed through our doors – they deserved nothing less!

*Meredith Poole
(Founding Parent)*

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

c. *The FFCA Learner (For Whom We Are Intended)*

FFCA is a K-12 school, in multiple locations (7), offering a wide variety of learning experiences for a culturally diverse population across the City of Calgary and surrounding areas. The culture of FFCA is a relational one involving collaboration, engagement and acceptance of diversity across the school community. In delivering the Alberta Programs of Study through the lens of our Direct Instruction Framework, our distinct approaches foster the personal development of every child. FFCA's innovative approaches to teaching and learning allow our students to evolve from supported learners to independent thinkers who have internalized a deep understanding of character and leadership.

FFCA's programs provide a positive effective learning experience for students while responding to the broad range of learning needs through the provision of appropriate learning interventions. These interventions provide additional resources and support for those students who are experiencing difficulties and are implemented outside the development of individualized program plans. For a review of how FFCA attends to the distinct needs of their learners, see Appendix E.

Parents and students who choose FFCA as their school do so primarily because they support the distinctive approaches to instruction, the ethic of care, and focus on excellence and parental involvement that permeate our school culture.

THE CHARTER SCHOOL

FFCA operates under a set of beliefs and principles that have foundational support in the 'Effective Schools' research. Presented below are the guiding statements and documents that constitute the integral components of this distinctive approach to education.

a. *Vision*

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

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

FFCA fosters **strong, positive, respectful partnerships** among students, staff, parents and community. These relationships are characterized by trust, integrity, openness and collaboration, and exist to support learning for all stakeholders. FFCA encourages **leadership** among all stakeholders through shared decision-making.

FFCA strives for **excellence** in:

- academic development and independent learning.
- personal and character development.
- the development of outstanding staff.

FFCA creates a **caring and optimal learning environment** for students by:

- setting clearly-defined learning standards.
- building students' belief in their ability to learn.
- developing confidence through competence.
- fostering positive thinking and providing encouragement.
- optimizing learning time and student engagement.
- tailoring class size and composition to reflect the learning needs of students.

FFCA is “**one school**” on multiple campuses. We are coherent in vision and unified in practice, including:

- a common approach to instruction and classroom management.
- common core character virtues K-12 (respect, responsibility, integrity, self-discipline and compassion).
- cross-campus grade level and subject area collaboration.
- formal orientation, coaching and mentoring for teachers.
- use of subject specialists (e.g. Art, PE, Music, Spanish).
- parental commitment to a high level of involvement.
- wearing of student uniforms.

FFCA is purposeful and strategic in the selection and utilization of **teaching methods and resources**, including:

- direct instruction (explicit learning targets, continuous formative assessment, and sequential mastery learning).
- inquiry and cooperative learning.
- the infusion of creative and critical thinking.
- early literacy development (explicit phonics).
- integration of instructional technologies.
- homework that promotes the attainment of student learning targets.

d. Effective Schools Model: 7 Correlates of Effectiveness

A safe and orderly environment

The effective school has an orderly, purposeful, businesslike environment, which is free from the threat of physical harm. Desirable student behaviors are consistently articulated and expectations are clear. Students help each other and want what is best for all. This environment nurtures interaction between students and teachers that is collaborative, cooperative, and student centered.

A clearly stated and focused mission

The effective school has a clearly articulated mission. The staff shares an understanding and commitment to the mission and the instructional goals, priorities, and assessment procedures it projects. The staff accepts responsibility and accountability for promoting and achieving the mission of learning for all students.

Instructional leadership

The effective school practices that the principal is the “leader of leaders” not the “leader of followers.” The principal and all adults must take an active role in instructional leadership. The principal will become the coach, partner, and cheerleader.

High expectations for all students

The effective school expects that all students can attain mastery of the essential school skills. In order to meet these high expectations, a school is restructured to be an institution designed for “learning” not “instruction.” Teachers and students must have access to “tools” and “time” to help all students learn.

Frequent monitoring of student progress

The effective school frequently measures academic student progress through a variety of assessment procedures. The assessment procedures must emphasize “more authentic assessment” in curriculum mastery. Assessment results are used to improve individual student performance and also improve instructional delivery. Assessment results will show that alignment must exist between the intended, taught, and tested curriculum.

Maximize learning opportunities

The effective school allocates and protects a significant amount of time for instruction of the essential skills. The instruction must take place in an integrated, interdisciplinary curriculum. Effective instruction time must focus on skills and curriculum content that are considered essential, that are assessed, and most valued. There should be abandonment of less important content.

Positive communication – school, home, community

The effective school builds trust and communicates within the school, with parents and the community. Forming partnerships with the parents and community enables all stakeholders to have the same goals and expectations.

**Lezotte, Lawrence W., Correlates of Effective Schools: The First and Second Generation. Effective Schools Products, Ltd., Okemos, MI, 1991.*

e. Evolution of an FFCA Learner

Vision of an FFCA Graduate

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

To me, FFCA is more than just a place where I come to learn. It is a community where the teachers and staff genuinely care about you, your well-being and your success. They do all they can to help you do your best.

*Joanne Sanderson
(Grade 12 Student)*

The FFCA Learning Experience

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

- A coherent FFCA curriculum that scaffolds to build deeper understanding of core knowledge and skills associated with the learning outcomes stated in the Alberta Programs of Study.
- A learning culture where teacher professional development and collaboration are valued and supported as key elements in optimizing academic achievements and personal growth of students.

- A strong partnership among students, teachers and parents to positively support the growth and development of learners.
- A caring and inclusive school culture where the development of positive relationships and effective interpersonal skills are the foundations for success.
- An appreciation for the value of learning goals and their relevance, and the criteria necessary to achieve success.
- An environment that focuses on maximizing learning opportunities through high levels of engagement.
- Ongoing assessment of learning in which the student, teacher and parent partner to use feedback to move learning forward.
- A multi-sensory approach to learning that allows students to augment their learning styles in achieving the desired learning targets.
- An opportunity for application of understandings about character development through active engagement in service learning projects and leadership opportunities.
- An opportunity to learn collaboratively and independently, to communicate effectively, to think critically and to express themselves creatively.
- Being part of a community that celebrates personal uniqueness through the wearing of school uniforms.

The Board, staff and parents at FFCA are to be commended for their commitment to the charter and their ongoing efforts of continuous improvement. There was clear evidence that each of the key areas of the charter is being implemented at each of the seven campus sites in a consistent and thorough manner. FFCA is a school community of believers in their mission.

*Alberta Education External Charter Review Committee
(FFCA Final Charter Evaluation Report)*

f. Goals and Outcomes

Goals:

In order to provide a highly engaging and positive learning experience for all students, FFCA will:

1. Provide a consistent and coherent learning experience for students from K-grade 12.
2. Develop essential understandings of character that will help students to think critically, care deeply and act ethically.
3. Engage parents as partners in the educational experience of students.
4. Foster staff leadership.

Outcomes:

1. Students will achieve academic success in relation to the core knowledge and skills presented in the Alberta Programs of Study.
2. A high percentage of parents, staff and students will be satisfied with the overall educational experience provided by FFCA.
3. Opportunities for students to develop and demonstrate an understanding of character will be maximized.
4. A high percentage of staff will be satisfied with their leadership opportunities.

g. Teaching and Learning at FFCA

While following the Alberta Programs of Study, the FFCA coherently mapped curriculum empowers students to own and lead the learning process as a means of helping them to achieve academic excellence. The distinctive approaches to the teaching of the Alberta Programs of Study can best be identified in relationship to the **FFCA Guiding Principles** and the **Effective Schools Correlates**.

*Note: Correlations to the **FFCA Guiding Principles** are identified through the distinctive characteristics in **burgundy print**, while corresponding **Effective Schools Correlates** are displayed in **green**.*

Distinctive characteristics of teaching and learning at FFCA:

- i) **FFCA Direct Instruction Framework** (Appendix A)

FFCA **strives for excellence** and is purposeful and strategic

in the selection and utilization of **teaching methods and resources**. Through the mindful approach embedded in the FFCA DI Framework, teaching and learning is characterized by a **safe and caring environment, high expectations for all and frequent monitoring of student progress** that **maximizes learning opportunities** for all students.

ii) **Character/Leadership**

FFCA fosters **strong, positive, respectful partnerships** among students, staff, parents and community. Character education is the foundation upon which student success is built. It is the means to foster sustainable communities that are safe, caring, supportive, respectful and inclusive. FFCA endeavours to prepare students to be strong and engaged citizens who will care deeply, think critically, and act ethically. FFCA's character and leadership programs develop the understandings and skills necessary for ethical citizenship within the school community and beyond.

iii) **Culture**

As **"one school"** on multiple campuses, FFCA lives a **clearly stated and focused mission**. FFCA **maximizes student learning opportunities**, is coherent in its vision and unified in its practices encouraging **leadership** among all stakeholders through shared decision making. FFCA's culture is characterized by:

- The encouragement and fostering of leadership among all members of the FFCA community – students, staff, and parents.
- The promotion of professional development opportunities that provide growth opportunities for staff in order to facilitate a culture of ongoing improvement.
- The full participation of teachers in a collaborative environment, both "horizontally" and "vertically", where team planning, shared assessments of student performance, and rigorous sharing of professional practice is the norm.
- A commitment to optimizing the learning experiences in Physical Education, Spanish, Art, Music and Drama through the deployment of specialist teachers.
- A shared belief that coaching/mentoring is a means to support staff learning. All FFCA teachers participate in a coaching program that looks at

FFCA is a living culture where personal and organizational commitment, collaborative innovation and caring respectful partnerships create an amazing synergy. Our belief in the possibilities that exist within each of us provides the platform by which we strive for excellence in character and learning inherent in our shared vision and lived experience.

*Denise Budgen
(Principal Educator – Northwest Elementary)*

teaching through the lenses of student engagement, student success and instructional design.

*“Teaching is public and of itself is a focus of study for all professionals.”
~ Lucy West*

h. Parent Partnership

Foundations for the Future Charter Academy (FFCA) is a school where parents and staff build strong relationships that support the academic achievement of students. In our school there exists an expectation that 100% of parents will engage as partners, knowing that when they are involved, students learn more, classrooms are enriched, the school improves and the entire community benefits.

Parental partnership is a cornerstone of the culture at FFCA. FFCA expects that 100% of our families will engage in various forms of parental participation. Each FFCA campus will offer an array of opportunities through which parents share their time, talents and abilities. FFCA challenges parents on a yearly basis to demonstrate this commitment in support of their child’s learning experience.

Ultimately, parental partnership at FFCA is characterized by the support and participation of parents at home, at school and in the community. FFCA requires parents to take seriously their responsibility for being effective partners in their child’s formal education. As partners, everyone shares in supporting FFCA learners in their pursuit of personal excellence. **This is the commitment that is expected when parents choose FFCA as their school.**

I believe that our involvement in our children's education is one of the best gifts that we can give our kids. FFCA offers us this opportunity to be an active partner in our child's future. I feel very privileged to volunteer at any one of my children's campuses. When my kids grow up, I hope they remember how much of ourselves we put into their schooling, not because we signed a commitment, but because we loved being there with them and felt welcomed to do so.

Maureen English (FFCA Parent)

ROLES AND RESPONSIBILITIES

a. 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.

b. *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 will carry out the duties assigned by the Charter Board in accordance with the *School Act* and other provincial regulations.
2. The Superintendent will be responsible for the administration of all policies of the Charter Board and, where appropriate, the development of administrative procedures.
3. The Superintendent will regularly attend meetings of the Charter Board and serve on Charter Board committees as required.
4. The Superintendent will serve as a resource person to the Charter Board on matters related to the governance of FFCA.
5. The Superintendent will provide results-oriented leadership in respect to the Charter Board's vision, mission, guiding principles and annual objectives.
6. The Superintendent will develop and maintain an open, effective communication system within FFCA, with the Charter Board, and between FFCA and external agencies.
7. The Superintendent will communicate an evolutionary vision of school development and lead others so as to maintain and advance the standard of student achievement in curricular, co-curricular and extra-curricular programs.
8. The Superintendent will ensure that FFCA is managed in a fiscally prudent and efficient manner.
9. The Superintendent will monitor the performance of senior administrative staff.
10. The Superintendent will promote the professional growth of staff.
11. The Superintendent will participate in reviews of the Charter and the Charter Board bylaws.
12. The Superintendent will perform other duties as may be assigned by the Charter Board.

PROCESSES

a. *Registration Process*

Parents wishing to enrol their children at FFCA are required to add their names to 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 conferences with students new to the school to determine appropriate grade placement. The ability of the school to accept students from the waiting list is mitigated by the availability of suitable school facilities.

b. *Class Size*

FFCA strives to maintain class sizes that will optimize the learning environment and provide for a high degree of student engagement at each level of learning.

c. *Communication of Charter School Outcomes*

FFCA will:

- communicate the current charter goals, outcomes, strategies and results for FFCA to parents, other schools and organizations, and to the provincial government via the Annual Education Plan/Annual Education Results Report.
- utilize a Communication Plan to share the successes of our effective practices and innovative approaches with our parents, other schools and organizations, and the provincial government.
- initiate opportunities to work with other schools, teachers, associations, researchers, and teacher prep programs at post-secondary to share information, strategies and program ideas.

d. *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 work collaboratively towards solutions. FFCA is committed to recognizing and celebrating the successes of our students, staff and parents.

e. *Bylaws (See Appendix B)*

f. *Projected Student Enrolment, Grade Distribution and School Building Requirements (See Appendix C)*

g. *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 XIV).

h. Process for Dissolution of Charter

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 or by at least 25% of the Members and has met the criteria as outlined in the *Charter School Regulations, Section 16*. Once the motion is initiated, a Special Meeting of the Society will be held in accordance with the FFCA Bylaws. In the absence of extenuating circumstances, this meeting will be held at least 90 days before the end of the school term to give the staff and students 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, not renewed, or has received the Minister's approval based on the request to terminate, the members/staff will 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, not renewed, or has received the Minister's approval based on the request to terminate, parents and 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 fiscal 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 will provide to each registered student a "transfer of records" form for each student to take to their new school of choice. Upon receipt of a written request by the new school, the students original record will be forwarded as per the request.

The Charter Board will 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 will be forwarded to the Minister of Education.

I congratulate you on achieving a high level of excellence in your 2010 Accountability Pillar Survey results and applaud your efforts to support teaching and learning within your charter school. I am aware of the work that Foundations for the Future Charter Academy (FFCA) has done in the areas of assessment *for* and *of* learning and character education. In particular, I recognize your school's ongoing efforts to improve student achievement in high school. FFCA's commitment to build the capacity of teachers through a comprehensive professional development program and a coaching model that nurtures teacher leaders is commendable. I note that FFCA received a very positive charter evaluation last year and is implementing a continuous improvement approach to student learning. I am pleased that FFCA is open and committed to sharing success and best practices through initiatives like the "Enhancing the Promise" conference and publication of a magazine to share the accomplishments of its AISI project on critical and creative thinking.

I encourage you to continue the excellent work you are doing in your school communities. Thank you for your contribution to the success of our students.

Dave Hancock, Q.C. (Minister of Education - in a letter to the FFCA Board of Directors on FFCA's 2010 Accountability Pillar Survey results)

Appendix A

FFCA Direct Instruction Framework

Direct Instruction

A Framework for Teaching and Learning

Identify Enduring Understandings and Essential Skills

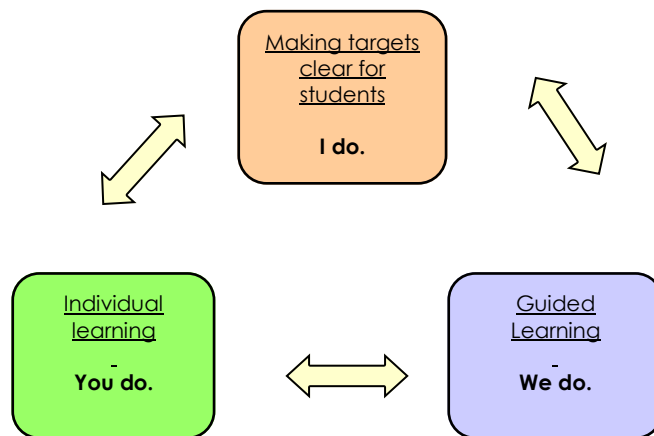
Setting Learning Targets and Design Assessments

Highly Engaging Learning Environment

Full Active Participation
Simultaneous Equal Participation

Continuous, Ongoing

Direct Instruction is an intentional partnership
between teacher and student



on a journey to *independent learning and personal competence*

Formative Feedback

Focused Effective Dialogue

Individual Summative Assessment

Communicate / Report Learning

Supports the development of critical and creative thinking

Appendix B

Foundations for the Future Charter Society Bylaws

FOUNDATIONS

F O R T H E F U T U R E

CHARTER ACADEMY

BYLAWS of
THE FFCA CHARTER SCHOOL
SOCIETY

Calgary, Alberta
December 1, 2010

**BYLAWS
OF
THE FFCA CHARTER SCHOOL SOCIETY**

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**BYLAWS
OF
THE FFCA CHARTER SCHOOL SOCIETY
(THE SOCIETY)**

DEFINITIONS

In these Bylaws,

- a) “Annual General Meeting” means a mandatory meeting held within the time period as stipulated in ARTICLE VI ANNUAL GENERAL MEETING of these Bylaws to review the affairs of the Society.
- b) “Associate Member” of the FFCA Charter School Society will be any person other than Parents, 18 years of age or older, approved by majority vote of the Board, who will have no voting privileges.
- c) “Auditor” means a person registered under the Registered Accounting Profession Act, or a firm or partnership of those persons.
- e) “Board of Directors” or “Board” will mean the Board of the Society.
- f) “Board Working Session” means a meeting of a committee of the whole of which all Directors are notified and at which the Board may not pass binding resolutions.
- g) “Charter School” refers to the ***Foundations for the Future Charter Academy***.
- h) “Closed Session” means a meeting of the Board at which sensitive/confidential issues (e.g. related to personnel, legal, property) may be considered.
- i) “Director” means any person occupying a position on the Board of Directors of the Society.
- j) “Executive Committee” will consist of the Chairperson, Vice-Chair and Superintendent.
- k) “Member” of the FFCA Charter School Society means a Parent/Legal Guardian of a registered Student; a member will have voting privileges at all meetings of Members.
- l) “Motion” or “Resolution” means a proposal for decision or action which is presented to the Board at a Public Meeting of the Board or an Annual General Meeting of the Society.
- m) “Parent” means a Parent/Legal Guardian, as defined in the *School Act*, of a student attending the Charter School.
- n) “Proxy Vote” is defined as a marked ballot submitted by any Member who is unable to or decides not to attend a properly constituted meeting at which they are entitled to vote. The use of proxy votes will not be permitted in the election of Directors.

- o) “Public Board Meeting” means a business meeting of the Board where the Board may vote to pass resolutions.
- p) “Quorum” means the minimum number of Members required to be present at a meeting of the Society before it can validly proceed to transact business. Pre-votes may be counted towards Quorum.
- q) “*School Act*” means the School Act Revised Statutes of Alberta 2000, Chapter S-3 and any regulations thereunder.
- r) “School Council” means the organization of stakeholders as defined in the *School Act*.
- s) “*Societies Act*” means the Societies Act Revised Statutes of Alberta 2000, Chapter S-14 and any regulations thereunder.
- t) “Society” means the FFCA Charter School Society, a society registered pursuant to the Societies Act and has received approval to operate a charter school pursuant to the *School Act*.
- u) “Special Meeting” means any meeting of the Society other than the Annual General Meeting.
- v) “Special Resolution” means a proposal for decision or action which is presented at a Special Meeting of the Society.
- w) “Staff” includes all full and part-time employees of the Charter School.
- x) “Student” means any person currently enrolled as a student in the Charter School.

INTERPRETATIONS

The masculine gender, where appearing in these Bylaws, will be deemed to include the feminine gender and the singular will be deemed to include the plural unless the context clearly indicates the contrary, and references to persons will include firms and Society(s).

MISSION STATEMENT AND OBJECTS OF THE SOCIETY

The Society will be governed by and operate according to the Mission Statement and Objects as contained in the FFCA Charter School Society Charter document and FFCA policies.

ARTICLE I NAME, LOCATION AND FISCAL YEAR

SECTION 1. Name

The name of the Society will be “The FFCA Charter School Society”.

SECTION 2. Location

The location of the Charter School will be in the City of Calgary, Alberta, Canada.

SECTION 3. Fiscal Year

The fiscal year end of the Society will be August 31st of each year.

**ARTICLE II
SOCIETY MEMBERSHIP**

SECTION 1. Conditions of Membership

There will be two types of members: Members and Associate Members as defined in the definitions. All currently-employed staff members who are not parents of FFCA students are accorded Associate Member status. Parents/legal guardians whose membership status has been revoked must withdraw their child(ren) from the school (see ARTICLE II, Section 4).

SECTION 2. Membership Fees

There may be a membership fee as prescribed by the Board of Directors at its sole discretion.

SECTION 3. Termination of Membership

An Associate Member may withdraw from the Society by delivering to the Secretary of the Society a written request for that purpose.

SECTION 4. Expulsion of a Member

Any Member may be expelled from the Society by way of a Special Resolution if the Member is no longer meeting the conditions of membership. The conditions of revocation will be specified in the Special Resolution.

SECTION 5. Voting Privileges

Each Member has equal voting privileges of one vote per Member, to a maximum of two votes per family.

**ARTICLE III
BOARD**

SECTION 1. General Powers and Duties of the Board

The Board will act in accordance with the *School Act*, these Bylaws and any resolution passed at any Public Board Meeting to manage the business of the Society, and may assign or delegate any of its responsibilities and duties at its discretion.

The Board is responsible for finalizing Board policies and for ensuring that the Charter School complies with Board policies, the terms of the Charter, and provincial legislation and regulations. The Board may enter into any lawful contract on behalf of the Society. The Board will be guided by the philosophy, objectives, and vision of the Charter School and the objects of the Society. The Board will hire a Superintendent to supervise the operation of the Charter School and the provision of education programs subject to the *School Act*. The Board will be responsible for the governance of the Charter School and is accountable to the membership of the Society and to the Minister of Education for the performance of the school.

SECTION 2. Directorship

The Society will have a volunteer Board of Directors which will consist only of Members or Associate Members. A Director who is an Associate Member of the Society will have full voting privileges on the Board of Directors.

The Board will consist of a maximum of seven (7) people, of whom three may be Associate Members. All Directors will be elected in accordance with ARTICLE IV ELECTIONS. Directors will not be permitted to serve concurrently on the Board of Directors and any FFCA School Council. Only one parent/legal guardian per family may serve as a Director at any one time.

SECTION 3. Nominations for the Position of Director

Candidates will be nominated by a Member. The nomination form and a statement by the candidate indicating their willingness to let their name stand for election to the Board must be received by the Secretary of the Board a minimum of twenty-one (21) days prior to the election date.

SECTION 4. Qualifications of Directors

Directors must be 18 years of age or older, must be either Members or Associate Members, must provide a Criminal Record Check and an Alberta Children and Youth Services Intervention Record Check satisfactory to the Board within six weeks of being elected. Conditions for disqualification of a Director will apply in accordance with the *School Act*. Staff members are not eligible to become Directors.

SECTION 5. Term

Directors will be elected for three-year terms, unless they are filling a vacated position (see ARTICLE III, SECTION 6 Vacancies). A Director's term will expire upon the swearing-in of the new Directors.

SECTION 6. Vacancies

In the event of the death, removal or resignation of a Director, a by-election may, at the discretion of the Board, be held to fill a vacant position. Unfilled positions at the time of an election will not be considered vacancies and will not be filled until the next election.

SECTION 7. Compensation

No salary will be paid to Directors. The Board may grant Directors an honorarium in recognition of their time and effort. The Board may reimburse Directors for any expenses they incur in the course of performing their duties as Directors.

SECTION 8. Resignations

A Director may resign his office by delivering a written resignation to the Chairperson. Such resignation will take effect at the time specified therein; and, unless otherwise stated therein, the acceptance of such resignation will not be necessary to make it effective.

SECTION 9. Removal of a Director

A Director may be removed from office:

- a) if he is found by a court of law to be of unsound mind;
- b) on death;
- c) if Disqualification of Trustees under the *School Act* applies;
- d) if ARTICLE III, SECTION 10. Attendance of these Bylaws applies.

A Director removed from office by means of 9(d) above may appeal the decision as per the Charter School Regulations.

SECTION 10. Attendance

Attendance by the Directors at Public Board Meetings and Working Sessions is mandatory. A Director missing three (3) consecutive regularly scheduled Public Board Meetings except in the case of illness (as outlined in the *School Act*), or without prior approval of the Board, will forfeit his position on the Board of Directors.

SECTION 11. Directors' Conflicts of Interest

The *School Act* will apply.

SECTION 12. Indemnities to Directors

a. Except as otherwise hereinafter provided, the Society hereby indemnifies and saves each and every present and former member of the Board (an "Indemnified Party") and each of their respective heirs and legal representatives, harmless from and against all reasonable amounts, losses, costs, charges, damages, expenses and misfortunes of whatsoever nature or kind that become payable, including an amount paid to settle an action or satisfy a judgment, and including legal costs (on a solicitor and his own client basis) (collectively, "Costs") that are reasonably incurred by an Indemnified Party in respect of any civil, criminal or administrative action, suit or proceeding to which the Indemnified Party is made a party by reason of or arising out of or in any way incidental to the Indemnified Party holding or having held such position with the Society, EXCEPT IN relation to matters as to which it is adjudged in such action, suit or proceeding that the Indemnified Party is liable for gross negligence or misconduct in the performance of his or her duties and PROVIDED THAT the Indemnified Party:

- (i) acted honestly and in good faith with a view to the best interests of the Society;
- (ii) acted with the care, diligence and skill that a reasonably prudent person would exercise in comparable circumstances; and
- (iii) in the case of a criminal or administrative action or proceeding that is enforced by a monetary penalty, the Indemnified Party had reasonable grounds for believing their conduct was lawful.

b. Such right of indemnification shall not be deemed exclusive of any other rights to which the Indemnified Party may be entitled at law.

c. The indemnity granted herein shall apply notwithstanding any fees or other remuneration paid to the Indemnified Party while serving in any capacity with the Society.

d. Nothing herein shall relieve an Indemnified Party from the duty to act in accordance with these Bylaws or the provisions of the *Societies Act* (Alberta) as amended or replaced from time to time by legislation of similar nature and substance and any and all other applicable common law and federal, provincial, municipal, local statutes, codes, ordinances, decrees, rules, regulations, by-laws, policies, requirements, standards and guidelines in force and effect, or from liability for any breach thereof.

e. None of the provisions of this Section 12 shall be construed as a limitation upon the right of the Society to exercise its general power to enter into a contract or undertaking of indemnity with or for the benefit of any member of the Board in any proper case not provided for herein.

ARTICLE IV ELECTIONS

Elections of Directors will be held in May of every third year. By-elections may occur in accordance with ARTICLE III, SECTION 6. Vacancies. Nominations must be received by the Secretary a minimum of twenty-one (21) days prior to the election date.

Returning Officers will be three people selected by the board and will consist of two (2) Society Members, neither of whom are Directors nor candidates for a Director position, and one (1) staff member as recommended by the Superintendent.

If the number of candidates is equal to or less than the maximum number of available Director positions, no election is required and the candidates are acclaimed. Unfilled positions at the time of an election will not be considered vacancies and will not be filled until the next election.

When an election is required the Board will be responsible for the design and implementation of an election process that meets the following requirements:

- a. The process will be conducted by secret ballot within the ten-(10) day period prior to the date set for the election.
- b. The Returning Officers will count all ballots and will declare candidates elected whose names appear on the greatest number of ballots.
- c. In the event of a tie for the last position, a new vote, also by secret ballot, will be taken for only those candidates who have received an equal number of votes.

Candidates will be notified of the election results by the Superintendent within 24 hours, and the results will be announced to the membership.

ARTICLE V MEETINGS OF THE BOARD

SECTION 1. Meetings

- a) Public Board Meetings will be held as often as may be required and will be called by the Chairperson pursuant to the directions set out in these Bylaws. The Board will meet as required to discuss Charter School matters.
- b) The Board may hold Closed Sessions which will include all Directors and may include other participants at the invitation of the Board. Closed Sessions are initiated by Board motion at any time after the Public Board Meeting call to order, and require a motion to revert to the Public Board Meeting. Any decision reached in a Closed Session must be ratified by Board motion in a Public Board Meeting.
- c) Emergency Board meetings may be held by notifying all Directors by phone, fax or e-mail. Provided a Quorum is present at an emergency meeting, a majority of the attending Directors may waive notice of the meeting and constitute the meeting as a Public Board Meeting and may vote on resolutions that may be acted upon. However, any business transactions or resolutions passed, and the minutes of any such emergency meeting, will be disclosed at the next regularly scheduled Public Board Meeting.
- d) The Board may hold Working Sessions to discuss any matter. Working sessions may include other participants at the invitation of the Board.

SECTION 2. Notice

Notice of regularly scheduled Public Board Meetings will be posted on the FFCA website and in each campus a minimum of 48 hours prior to the meeting. Notice of emergency meetings may be waived as per ARTICLE V, SECTION 1. Meetings.

No error or omission in giving notice of any meeting of the Board to the membership will invalidate such meeting or make invalid any proceedings taken at the meeting. For the purpose of sending notice to any Member or Director for any meeting or otherwise, the email address of the Member or Director will be his last email address recorded on the books of the Society.

SECTION 3. Attendance

Any person may attend a Public Board Meeting as an observer. Presentations to the Board may be allowed in accordance with ARTICLE V, SECTION 9. Addressing the Board. Directors participating in a meeting of the Board by phone or video-conference will be considered to be in attendance at the meeting. The Board may, by resolution, require the removal from the meeting of any person whose behaviour is deemed to be belligerent or disruptive.

SECTION 4. Agenda

Agendas for all regularly scheduled Public Board Meetings will be made available a minimum of 48 hours prior to the meeting.

SECTION 5. Quorum

For Public Board Meetings, Quorum will consist of a majority of Directors.

SECTION 6. Voting

All Directors are required to vote. Directors' votes will have equal weight. A simple majority vote will decide all issues. All votes to pass resolutions must be made or ratified at Public Board Meetings. A tie vote will be considered to be lost.

SECTION 7. Minutes of Meetings

The minutes of all Public Board Meetings will include the names of those in attendance, a summary of discussions and actions, committee reports and recommendations, and resolutions. Unofficial minutes will be made available within two weeks of each meeting. Minutes of Public Board Meetings will be approved at the next Public Meeting and will be signed by the Board Chairperson.

SECTION 8. Meeting Procedures

"Parliamentary Procedure at a Glance", by O. Garfield Jones will be followed as deemed necessary by the Board.

SECTION 9. Addressing the Board

A Member may request an item to be placed on the agenda, provided that the subject matter reasonably pertains to the business ordinarily transacted by the Board. Any such item will be added to the agenda at the discretion of the Executive Committee of the Board.

**ARTICLE VI
ANNUAL GENERAL MEETING**

SECTION 1. Timing

An Annual General Meeting will be held within fifteen (15) months of the previous Annual General Meeting.

SECTION 2. Notice

Fourteen (14) days prior written notice of the Annual General Meeting will be given to the membership. Notice of the meeting must include the date, time, location and agenda, as well as information pertinent to the pending decision(s). The notice will also provide the Members with a Pre-Vote option.

No error or omission in giving notice of any Annual General Meeting to any Member or Members will invalidate such meeting or make invalid any proceedings taken at that meeting.

SECTION 3. Agenda

The agenda for the Annual General Meeting will be determined and approved by the Board.

SECTION 4. Quorum

Quorum will be 10% of all Members, or one hundred Members present at the meeting or represented by Pre-Votes, whichever is the lesser. In the event that Quorum is not present at the Annual General Meeting, the meeting may proceed but the business transactions may not be acted upon until such time as ratified by Members either at a meeting called for such purpose, or by a resolution in writing which will be signed by a Quorum of Members entitled to vote on that resolution.

SECTION 5. Voting

At an Annual General Meeting, a vote will be decided by a show of hands. If requested, an alternate voting format may be considered.

A Member not attending the Annual General Meeting may submit a Pre-Vote in writing to the Secretary of the Board at least 24 hours prior to the meeting.

The Secretary will keep all Pre-Votes confidential until the meeting. Pre-Votes will be counted prior to the start of the Annual General Meeting, and added to the votes taken at the meeting.

Resolutions will be decided by a simple majority.

SECTION 6. Minutes of Meetings

The minutes of the Annual General Meeting will include the names of those in attendance, a summary of discussions and actions, committee reports and recommendations, and resolutions. Unofficial minutes will be made available within two weeks of the meeting. Minutes of the Annual General Meeting will be approved at the next Annual General Meeting and will be signed by the Board Chairperson.

SECTION 7. Meeting Procedures

“Parliamentary Procedure at a Glance”, by O. Garfield Jones will be followed as deemed necessary by the Board.

**ARTICLE VII
SPECIAL MEETINGS OF THE MEMBERS**

SECTION 1. Calling of a Special Meeting

A Special Meeting is a meeting called for the purpose of:

- a) dealing with issues related, but not limited, to the Charter, bylaws and society membership,
- b) dealing with important concerns from the membership, or
- c) dealing with other important issues where the Board may require member input.

A Special Meeting may be called at any time:

- a) by a resolution of the Board to that effect, or
- b) on the written request to the Board of not less than fifteen percent (15%) of eligible, voting Members. The request must state the reason for the Special Meeting and the motion(s) intended to be submitted at the Special Meeting.

SECTION 2. Notice

Twenty-one (21) days written notice of the Special Meeting will be given to each Member. Notice of the meeting must include the date, time, location and business to be transacted, including any information to assist the Member to make a decision. Only the item(s) stated in the notice for the Special Meeting will be discussed at the Special Meeting.

No error or omission in giving notice of any Special Meeting to any Member or Members will invalidate such meeting or make invalid any proceedings taken thereat.

SECTION 3. Quorum

Quorum for a Special Meeting will be 10% of all Members, or one hundred Members present at the meeting or represented by Pre-Votes, whichever is the lesser. In the event that Quorum is not present at the Special Meeting, the meeting may proceed but the business transactions may not be acted upon until such time as ratified by Members either at a meeting called for such purpose, or by a resolution, in writing, signed by a Quorum of Members entitled to vote on that resolution.

SECTION 4. Voting

A Special Meeting vote will be decided by a show of hands. If requested, an alternate voting format may be considered.

A Member who is unable or decides not to attend a Special Meeting in person may submit a Proxy Vote.

A seventy-five (75%) percent majority vote of eligible voting Members present (including Proxy Votes) at the meeting will decide the issue(s) as outlined in the Special Meeting notice.

SECTION 5. Minutes of Meetings

Special Meetings minutes will include the names of those in attendance, a summary of discussions and actions, committee reports and recommendations, and resolutions. Unofficial minutes will be made available within two weeks of each meeting. Special Meeting minutes will be approved at the next Public Meeting and will be signed by the Board Chairperson.

SECTION 6. Meeting Procedures

“Parliamentary Procedure at a Glance”, by O. Garfield Jones will be followed as deemed necessary by the Board.

ARTICLE VIII OFFICERS OF THE BOARD

SECTION 1. Officers

The Officers will be Directors and will consist of a Chairperson, Vice-Chairperson, Treasurer and Secretary, and will be determined by the Board at the first Public Board Meeting (Organizational Meeting) following the election. Officers of the Board will retain the responsibilities of their previous positions in the period between the election and the organizational meeting. If an Officer resigns or is removed from office, a new Officer will be elected by the Board. Any two offices, with the exception of Chairperson, may be held by the same person.

SECTION 2. Chairperson

The Chairperson will be the executive officer of the Society and an *ex-officio* member of all Board committees. He will, in general, supervise all of the business and affairs of the Society as directed by the Board at Public Board Meetings, and will see that all orders and resolutions of the Board are carried into effect. He will be the Chairperson at all meetings of the Board. In his absence, the Vice-Chairperson will preside at any such meetings, and in the absence of both, a Chairperson may be elected by the Directors to preside thereat. The Chairperson will be the official spokesperson for the Board to the media and the public. The Chairperson will have signing authority for the Society. In general, the Chairperson will perform all duties and may exercise all rights incidental to the Office of Chairperson of the Board, and such other duties as may be prescribed by the Board or these Bylaws.

SECTION 3. Vice-Chairperson

The Vice-Chairperson will have all the powers and perform all the duties of the Chairperson in the absence of the Chairperson. The Vice-Chairperson will perform such other duties as from time to time may be assigned to him by the Chairperson or by the Board.

SECTION 4. Secretary

The Secretary will attend all meetings of the Board and cause minutes to be kept, recording all the acts and votes undertaken at all meetings of the Board. Minutes will be available not more than fourteen (14) days after the minutes have been approved by the Board at their next scheduled Public Board Meeting, and will be posted on the website. The Secretary will see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law, and will perform such other duties as may be assigned by the Chairperson or by the Board. In case of the absence of the Secretary, his duties will be discharged by such Officer as may be appointed by the Board. The

Secretary will have charge of all the correspondence of the Society and be under the direction of the Chairperson and the Board.

The Society will keep a record of all Members and Associate Members of the Society and their addresses, and the Secretary will send all notices of the various meetings as required by these Bylaws. The Board may vote to delegate the duties of the Secretary through the Superintendent to a Staff member.

SECTION 5. Treasurer

The Treasurer oversees the financial affairs of the Society and will have the custody of the funds and securities of the Society. The Treasurer will receive all moneys paid to the Society and will be responsible for the deposit of same in the name and to the credit of the Society in whatever Bank, Trust Company, Credit Union or Treasury Branch the Board may order. The Treasurer will properly account for the funds of the Society and keep such books as may be directed. The Treasurer will present a full detailed account of receipts and disbursements to the Society whenever requested and will prepare for submission to the Annual General Meeting a statement, duly audited, of the financial position of the Society, and submit a copy of same to the Secretary for the records of the Society. The Board may delegate these duties through the Superintendent to a Staff member.

SECTION 6. Removal of an Officer

An Officer may be removed from office:

- a) if he is found by a court of law to be of unsound mind;
- b) by passage of a Special Resolution;
- c) on death;
- d) if Disqualification of Trustees under the *School Act* applies;
- e) if ARTICLE III, SECTION 10. Attendance of these Bylaws applies;

An Officer removed from office by means of 6(d) above may appeal the decision as per the Charter School Regulations.

SECTION 7. Compensation

No salary will be paid to Officers. The Board may grant Officers an honorarium in recognition of their time and effort. The Board may reimburse Officers for any expenses they incur in the course of performing their duties.

ARTICLE IX COMMITTEES ESTABLISHED BY THE BOARD

The Board may establish committees in accordance with the *School Act*. These Committees will research and make recommendations to the Board regarding the issues related to the Committee, as directed by the Board.

SECTION 1. Composition

Each Committee will be chaired by a Director and will consist of a specified number of Members. The number of Directors on each Committee will not equal or exceed the number of Directors that comprise quorum. Persons from the community, Staff, or Associate Members may also be chosen to sit on the Committee at the invitation of the Board.

SECTION 2. Committee Powers and Prerogatives

A Board possesses certain legal powers and prerogatives which cannot be delegated or surrendered to others. Committees may not make decisions on behalf of the Board unless authorized by the Board to do so, and only where this is permissible under the *School Act*. Committees may establish sub-committees as necessary to carry out the functions of the Committee. The Board will have the power to dissolve any Committee at any time.

SECTION 3. Meetings

The Chairperson of any Committee established by the Board will call meetings of the Committee, set the agenda, and ensure that minutes and other records are made and distributed to the Board.

SECTION 4. Minutes

Committee Chairpersons will assign a secretary to keep minutes of Committee Meetings. When the Committee is dissolved, all minutes will be forwarded to the Secretary of the Board for keeping.

**ARTICLE X
FUND DEVELOPMENT**

SECTION 1. Donations and Partnerships

The Board may accept or allow to be accepted on behalf of the Society, any contribution, gift, grant, bequest or device, or enter into any partnerships, deemed beneficial to the Society.

SECTION 2. Fundraising

The Board may raise funds in a manner acceptable to the Board, and may borrow money in accordance with the *School Act*.

**ARTICLE XI
EXECUTION OF DOCUMENTS**

Contracts, documents or any instruments in writing requiring the approval of the Board and the signature of the Society will be signed by the Board Chairperson, and all contracts, documents and instruments in writing so signed will be binding upon the Society without any further authorization or formality. The Board may give the Society's

power of attorney to any registered dealer in securities for the purposes of the transferring of and delaying with any stocks, bonds and other securities of the Society. The Society does not have a corporate seal.

ARTICLE XII BOOKS AND RECORDS

SECTION 1. Books and Records

The Directors of the Board will cause all necessary books and records of the Society required by the Bylaws of the Society or by any applicable statute or law to be regularly and properly kept.

SECTION 2. Inspection of Books and Records

Requests by Society members and the general public to inspect the books and records of the Society must be made to the Chairperson and the Superintendent. Such inspection will take place at a mutually agreeable time within the offices of the Society and in the presence of a staff member acceptable to the Superintendent. Any person requesting copies of documents will be charged the prescribed fee as set by Freedom of Information and Protection of Privacy Legislation.

SECTION 3. Auditing

The books, accounts and records of the Society will be audited at least once each year by an Auditor appointed for that purpose at the Annual General Meeting. A complete and proper statement of the standing of the books for the previous year will be submitted by such Auditor at the Annual General Meeting of the Society. The fiscal year of the Society will be September 1 - August 31. The remuneration of the Auditor will be fixed by the Board of Directors. The Auditor may not be one of the Board of Directors, a member of the Society, or a member of the Staff.

SECTION 4. Budgets and Financial Statements

The Board will:

- a) prepare financial statements for the Charter School for the fiscal year ending on the previous August 31; and
- b) in accordance with the deadline set by Alberta Education, prepare and submit to the Minister a budget for the Charter School for the fiscal year beginning on the following September 1.

ARTICLE XIII BEING HEARD

The Board, working in conjunction with the Superintendent, will ensure, through policies and administrative procedures, that members of the Society will have the opportunity to have their concerns addressed.

ARTICLE XIV
PROCEDURE TO AMEND THE BYLAWS

The Bylaws of the FFCA Charter School Society will be reviewed by the Board every three years, and may not be rescinded, added to or altered except by Special Resolution, and with the approval of the Minister of Education at the time of Charter Revision or Renewal.

Appendix C

FFCA

Projected Enrolment, Grade Distribution, School Facilities Requirements

ENROLMENT PROJECTIONS to 2021

Projected Student Enrolment, Grade Distribution and Building Requirements September 30, 2021

SEVEN CAMPUSES

STUDENTS:

Assumptions:

*17 students per class (K-3)

*25 students per class (4-6)

*25 students per class (7-12)

GRADE	Elementary				Middle		High Sch	TOTAL
	SEE	SWE	NEE	NWE	SMS	NMS	HSC	
K	68	68	68	68				272
1	68	68	68	68				272
2	68	68	68	68				272
3	68	68	68	68				272
4	75	75	75	75				300
5					150	150		300
6					150	150		300
7					150	150		300
8					150	150		300
9							275	275
10							231	231
11							228	228
12							225	225
Total	347	347	347	347	600	600	959	3547
FTE	313	313	313	313	600	600	959	3411

0.97% Growth over 2020

Building Capacity 407 556 379 est. 425 553 500 est. 1000

Without K
3275

2925 Current Charter Cap

Legend:

- | | | |
|-----------------------|-----|-----------------------------|
| Andrew Davison Campus | SMS | South Middle School Campus |
| Greenview Campus | NMS | North Middle School Campus |
| NEW Campus | HSC | FFCA High School Campus |
| Alice M Curtis Campus | SEE | Southeast Elementary Campus |
| Southwood Campus | SWE | Southwest Elementary Campus |
| St. Clement Campus | NEE | Northeast Elementary Campus |
| NEW Campus | NWE | Northwest Elementary Campus |

Summary Comments

Assumption: FFCA will not ask any existing families to leave the school.

1. Ratios used:

Grades	K-3	17:1
	4-6	25:1
	7-9	25:1
	10-12	25:1 (AB ED = 27:1)

2. Facility Implications

- a) Sept.2011 Addition of four portables, bringing the total portables to eight, at FFCA High School (Ogden School) to accommodate the grade 9 population moving in from the North and South Middle Schools.
- b) Sept.2012 Addition of two portables, bringing the total portables to six, at South Middle School (Andrew Davison School) to accommodate the student population moving in from the two south elementary schools
- c) Sept.2012 Replacement high school required as the population of grade 9's moving into the high school is greater than the grade 12's who are graduating.
- d) Sept.2012 Replacement of the Northwest Elementary Campus (St. Lawrence) for a more appropriately sized facility, approximately 425 student spaces.

Appendix D

Foundations for the Future Charter Society Communication Plan

FFCA Board Communications Strategy – 2012

Introduction

This strategy paper is intended to establish a clear set of communication guidelines for the Board which will help coordinate their efforts and ensure messaging is aligned towards desirable outcomes.

Board Directors should speak with **clarity, brevity and confidence** in putting forward any Board messaging whether written or vocal.

When a Board Director communicates with stakeholders, the school's overall key messages should be highlighted in a consistent manner, with an awareness of who the target audiences are guiding the actual structure and content of the message.

Key Messages 2012

FFCA is one school with multiple campuses. It offers an educational model that provides quality education in a consistent, unique environment spanning K-12.

The System Works! - 100% per cent of FFCA students write the Provincial Achievement Tests (PATs) each year and consistently earn outstanding scores – generally much higher than Alberta averages.

Beyond Academics! – FFCA has excellent programs in the Fine Arts and Physical Education, and also nurtures and expects good character from its students. The High School program includes Leadership Training as a mandatory course in all four years.

High Satisfaction of Parents - measured annually, and consistently there is exceptionally high satisfaction with FFCA, teaching staff and programs.

Teacher Growth opportunities – FFCA provides exceptional opportunities for professional development. Teachers report high satisfaction with their learning opportunities.

Charter Schools are Public Schools – funding should be equitable, and all grants, programs and funding sources available to regular public school authorities should apply to charter schools.

The 5-year charter renewal system is burdensome; there should be a process through which a charter school has the ability to earn “permanence”.

Audiences

Being aware of whom one is addressing can sometimes alter the form of the message if not the content. Our main audiences are:

Primary Audiences:

Internal to FFCA:

- students, parents and staff
- School Councils & Administration
- Prospective parents/students (the wait list)

External groups, such as:

- Alberta Education
- The Media
- Post secondary institutions
 - o graduating students (prospective employees)
 - o Faculty of Education
- Potential donors and supporters
- Government (MLA's, City of Calgary)

Secondary Audiences:

- Other charter schools
- Other school authorities
- Teachers outside of FFCA
- Communities within which the FFCA campuses are located
- ATA, ASBA, CASS, TAAPCS

Specific Communications Strategies

Being Current

In order for our Board Communications to have impact, the topics about which we communicate must be current at all times so that our message is engaging, informative and focussed. Keeping the stakeholders informed of the work of the Board helps move the organization forward toward its goals.

FFCA will have an up-to-date “Media Package” posted on the website in order to provide the media with information they may use to showcase our system in a positive light. The same information should be available in print format for use with government contacts, etc. All media inquiries for comments or quotes regarding FFCA should be directed to the Superintendent or the Board Chair.

The FFCA website will be maintained so as to provide timely information to stakeholders. The Board will ensure that its section on the website is informative and current.

The Board will distribute a newsletter to all stakeholders at least four times annually.

When timeliness is of paramount importance, the Board will use email, in preference to slower distribution methods, to communicate with stakeholders.

Being Available

The FFCA Board takes seriously their responsibility to listen to all stakeholders within FFCA and take their views into account when making decisions. By being accessible and visible within the community as much as possible, we encourage open and honest communication in all directions.

The Board will continue to foster an atmosphere of openness and transparency by offering an Open Gallery time during public Board Meetings.

Board Directors will continue to attend School Council meetings, share current Board happenings with the Council Members, and provide an opportunity for questions or concerns to be voiced.

Board Directors will make attendance at school functions a priority, and will engage in open conversation with parents and students at every opportunity.

Being Purposeful about Government Relations

An important part of our work as a Charter Board is to keep our fellow politicians in the provincial government informed about our school and its successes, needs and challenges. Developing these relationships takes time, effort, and purposefulness, but done correctly this effort will produce a positive partnership of mutual respect and benefit.

The Board will continue to work within the political sphere to promote FFCA in particular, and charter schools in general. It will continue to build beneficial relationships with politicians, particularly at the Provincial level – keeping MLA's well informed of our current needs, status and accomplishments.

Our current main messaging to government is that in order to fully meet the needs of our stakeholders, FFCA strives to acquire:

- o Permanent charter status
- o Equitable funding
- o Timely access to appropriate existing schools
- o Access to surplus school reserve land
- o Funding to build new schools

Being Prepared

Good communications don't "just happen" – it takes forethought and practise to communicate well.

All Directors should be able to articulate current Board thinking *in their own voice*, enabling them to convey key messages and board goals, in plain language suitable to the applicable audience, in only a few minutes.

Appendix E

Responding to the Needs of FFCA Learners

Interventions In Support of Student Success

