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EDUCATION

*Office of the Minister  
MLA, Athabasca-Sturgeon-Redwater*

AR78723

FEB 07 2013

Ms. Monica McCormack  
Board Chair  
Suzuki Charter School Society  
10720 - 54 Street  
Edmonton, AB T6A 2H9

Dear Ms. McCormack:

Thank you for your November 21, 2012 letter regarding your application for a 15-year charter renewal.

The application from Suzuki Charter School has been reviewed using the charter renewal criteria identified in the *Charter Schools Regulation*. On the basis of this review, I am pleased to grant the school a renewal term of 15 years to operate a Kindergarten to Grade 6 school with an enrolment cap of 300 (with Kindergarten children counted as 0.5 full-time equivalent). The renewal period will take effect September 1, 2013 and continue through August 31, 2028. This is the maximum term allowed by the Regulation.

The charter renewal process also gives us an opportunity to review and acknowledge the accomplishments of charter boards. I am pleased to recognize the Suzuki Charter School's documented 17-year record of progress. I know that Honourable Gene Zwozdesky, MLA for Edmonton-Mill Creek, and David Dorward, MLA for Edmonton-Gold Bar, who have both been strong advocates on behalf of the school, join me in congratulating you on your charter renewal.

Over the course of the next renewal term, I expect your charter school will be significantly involved in research-informed practice and develop strategies to widely share your charter school's research and innovation with the education system.

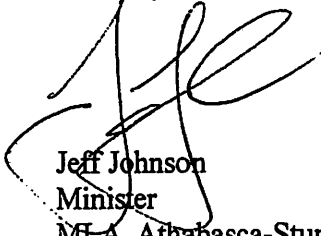
In addition, I ask that you review the follow-up items, outlined in the attached list, regarding your charter/bylaw documentation. Please contact Paul MacLeod, Zone 2/3 Services, at 780-422-8554 or by email at [paul.macleod@gov.ab.ca](mailto:paul.macleod@gov.ab.ca) to discuss these items. Please review these items with Mr. MacLeod at your earliest convenience and ensure that any resulting revisions to your charter documentation/bylaws are submitted to me by June 30, 2013.

.../2

Ms. Monica McCormack  
Page Two

I commend your board's commitment to continuous improvement and excellence in teaching and learning. Best wishes for continued success.

Sincerely,

A handwritten signature in black ink, appearing to be 'Jeff Johnson', written over the printed name.

Jeff Johnson  
Minister  
MLA, Athabasca-Sturgeon-Redwater

Attachment

cc: Honourable Gene Zwozdesky  
MLA, Edmonton-Mill Creek

David Dorward  
MLA, Edmonton-Gold Bar

## Suzuki Charter School Charter and Bylaws – Items for Review

Followup required by June 30, 2013

### Charter Document

- Update all references to Alberta Learning and Minister of Learning to Alberta Education and Minister of Education in the Charter Document.
- Review Charter Amendment process:
  - The *Charter Schools Regulation* requires the charter board to obtain written Ministerial approval where the Charter is amended.
- Review Dissolution of the Charter process:
  - Section 8 of the *Student Record Regulation* provides that student records are to be sent to the school to which the student transfers. There is no provision authorizing a charter board to provide the student record to parents upon dissolution. Any student records not transferred to another school by the dissolution date shall be forwarded to the Minister of Education.

### Amended and Re-stated Bylaws of the Suzuki Charter School Society

- Review the following with respect to the November 29, 2012 bylaw amendments:
  - Ensure Bylaw number reference respecting change to Bylaw 1(a) is correct.
  - Change to Bylaw 9(b) makes reference to the Education Act, which is not yet in force.
- Review the following with respect to the November 27, 2008 bylaws:
  - Review Bylaw number cross reference in Section 2(a).
  - Section 3 reference to *Charter Schools Regulation* should be singular.
  - Review Section 2(d) - definition of Chairperson, Section 2(j) - definition of Officer and Section 11 – Officers of the Society for consistency.
  - Review Section 11 for compliance with Section 12(1) *Charter Schools Regulation* which provides: “12(1) The charter board shall ensure that neither the charter school administrators nor any of the charter board’s employees are elected or appointed as members of its governing body.”
  - Review Section 20 – Amendment of Bylaws for compliance with *Societies Act* regarding the requirement of registration with the Registrar of Corporations.



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Office of the Minister  
MLA, Athabasca-Sturgeon-Redwater

JUL 18 2013

AR81334

Mr. Lee Lucente  
Superintendent  
Suzuki Charter School  
10720 - 54 Street  
Edmonton, AB T6A 2H9

Dear Mr. Lucente:

Thank you for your June 28, 2013 letter providing me with a copy of the revised *Suzuki Charter School Society Charter*, including the changes that I had requested in my February 7, 2013 letter.

I appreciate Suzuki Charter School's co-operation in preparing the revised document. As you are aware, charter school documents, including the charter and bylaws, must fully align with legislation and regulations. Education staff have reviewed your revised charter and determined that it complies with requirements.

If the Suzuki Charter School Society approves any further amendments to the bylaws, please advise Randy Clarke, Acting Director, Zone 2/3 Services, as your interim Field Services liaison. Mr. Clarke can be contacted at [randy.clarke@gov.ab.ca](mailto:randy.clarke@gov.ab.ca) or 780-427-5382.

Congratulations on your charter renewal. I know your MLA, David Dorward, joins me in applauding your board's commitment to continuous improvement, and in wishing you continued success.

Sincerely,

Jeff Johnson  
Minister  
MLA, Athabasca-Sturgeon-Redwater

cc: David Dorward, MLA, Edmonton-Gold Bar  
Monica McCormack, Board Chair, Suzuki Charter School





# Suzuki Charter School Society



# Charter

**Amended June 2013**

*"My heart brims over with a desire to help make all the children born upon this earth fine human beings, happy people, people of superior ability. My whole life and energies [are] devoted to this end. This is because of my discovery that every child, without exception, is born with this possibility."*

*– Dr. Shinichi Suzuki*



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## Teaching Philosophy, Vision and Purpose

### *Vision*

Every child achieving individual academic, personal, and musical excellence.

### *Mission*

Based on the philosophy of Dr. Shinichi Suzuki, students, staff, parents, and partners work together to create a nurturing learning environment to support student mastery.

### *Rationale for a Charter School*

- Music is an integral uniting force between individuals, communities and nations.
- Learning music is an important aspect of every child's education and musical progress is attainable for all.
- Parents should be allowed choices in the method of education for their children, a belief shared by Alberta Education.
- The Suzuki philosophy and methodology is internationally recognized as valid educational pedagogy in helping all children reach their potential.
- Research strongly supports the positive relationship between learning music and brain development.
- Integrating the components of the Suzuki philosophy and methodology within the academic environment effectively strengthens student learning both in music, as well as in all facets of the daily curriculum.
- Immersing children in the Suzuki Method at Suzuki Charter School nurtures the positive communication and support between all community members, specifically the Suzuki student/parent/teacher triangle.

### *Principles and Philosophies*

Every individual has an innate ability and talent, with the potential and capacity to learn within a nurturing environment, supported by dedicated and talented teachers, and nurturing parents.

The school is based upon the research of Dr. Suzuki, who believed that if children can learn a complex language at a young age, then they can also develop musical skills and appreciation if they are exposed to music making and music listening at a young age.



Dr. Suzuki's 'mother tongue' learning method values the realization of the potential of all children through:

- The awakening and growth of a desire to learn at an early age
- The creation of positive, high expectations for the learner
- A favorable environment characterized by encouragement, praise and cooperation
- The utilization of a mastery approach to learning, which is understood by distinguishing three phases of task-specific skill development:
  - i) emphasis on the learner's understanding of what is to be learned*
  - ii) meaningful practice with appropriate feedback that is specific to the relationship between current performance levels and goals that are within the student's immediate reach and*
  - iii) review that develops and reinforces the automatic execution of skill*
- Instruction based on the knowledge that children will learn at different rates and with different learning styles
- Cognitive learning is facilitated by a strong auditory foundation
- Social interaction in the form of group lessons encourages motivation and commitment
- The active involvement of parents as crucial participants to ensure the open communication of the student-teacher-parent-triad, and
- Teachers contributing as role models and facilitators of learning.

### ***Overview of the Suzuki Philosophy and Methodology***

There are moments in history when a place, a time, a man and an idea converge to produce results of great significance. Such a moment occurred when Shinichi Suzuki (1898 –1998) began his research in violin teaching in Japan. The results have attracted international attention, and have generated much speculation about the nature of musical learning and the way in which every human being develops in the early formative years. Upon studying violin in Germany under the tutelage of Karl Klinger, Suzuki began to realize that most children, by the age of three, could speak and understand fluent German. If young children can learn a complex language by absorbing it throughout their environment, they must also have the abilities to learn music.

These observations and reflections on the learning habits of young children gave birth to apply the "Mother Tongue" approach to music education, otherwise known as the Suzuki Method. He began the Talent Education Institute in Matsumoto, Japan in 1947, which is based on the assumption that humans are born with a very high potential for developing themselves not only in knowledge or technical skill but also in character and sensitivity – human attributes acquired by education and environment.

***"The purpose does not lie in an effort to create professional musicians, but to create persons of a receptive, creative mind and fine ability."***



The Suzuki method engages in human education through music so children will grow with beautiful and high sensitivity through an unparalleled uniquely musical approach. The aim is to raise in children sensitivity and understanding creating for each child a better life and for us a better world. Education begins by fostering the ability to learn with the assumption that children come to school with a wealth of experiences and knowledge; teaching is not just filling an empty vessel with facts and figures.

Teachers should not simply be dispensers of information, but should foster the learning experience. The purpose is to advance education from mere instruction to education in the real sense of the word – *“education that inculcates, brings out, and develops the human potential, based on the growing life of the child”*.

The core philosophy of Suzuki Charter School is embedded in the philosophy of Dr. Shinichi Suzuki. The following principles, used in the Suzuki Method, provide the framework necessary to create a natural environment so that learning can occur in a way similar to that in which language development occurs, that is, the “Mother Tongue” approach.

### ***Every child can learn***

*“...that talent is not inborn; all children have great potential. Ability must be developed. Talent is no accident of birth. Any child has the sprout of possibility to grow. If a child is left alone, his talent will wither. Nurture that sprout with overflowing love, and make the flower of hope bloom. In today’s society a good many people seem to have the idea that if one is born without talent, there is nothing he can do about it; they simply resign themselves to what they consider to be their fate. Consequently they go through life without living it to the full...never knowing life’s true joy. That is man’s greatest tragedy.”*



### ***Education begins as early as possible***

Ability development begins at birth thus necessitating much participation on the part of the parent in the role of home teacher. One knows well that rice will never give a good crop if one fails to nurture a good young plant.

### ***A positive environment encourages learning***



Learning is encouraged when adult interest and praise are strong, the desire to imitate the adult and other children acting as good role models is powerful, and when many opportunities for success are present. Create an enjoyable, nurturing learning environment. When working with children we should remember Dr. Suzuki’s advice that

*“we must come down to their physical limitation and up to their sense of wonder and awe.”*



The self-fulfilling prophecy states that if you expect a child to act in a certain way, he will. Think of the child's feelings and praise rather than criticize. If the child is corrected after being praised, receptiveness to the correction is beyond comparison than if given after criticism.

Teacher/parent expectations must be transmitted in a loving, caring way that conveys to the child a belief in her respect for feelings. Too heavy expectations place a heavy burden on a child making him want to give up rather than strive for further goals.

It is essential to find the balance of 'wisely held' and 'wisely expressed' expectations of a student's potential. Teachers/parents require optimism and enthusiasm. Research has shown that intellectual/artistic performances are considerably enhanced and increased in proportion to the strength of the belief of the teacher/parent in the child's ability and potential.

## **Mastery By Design**

- 1. Clear Expectations**
- 2. Meaningful Practice**
- 3. Automatic Response**

Children need to master each activity before it can be integrated with another for a higher stage of learning. Knowledge plus 10,000 times is skill. Learning requires waiting patiently, exerting a great control and letting the child do it for himself. Such occurrences reveal the capacity of children to become absorbed in a task and to persist.

Mastery of a **skill** consists of three aspects:



- First, the learner needs to understand what he is expected to achieve; he must understand the objective and how to accomplish it.
- Secondly, the learner must be given meaningful **practice** with appropriate feedback. Knowledge of results or feedback is one of the most significant factors in practice. The learner will improve much more quickly if he receives specific information about the relationship of his practice/performance to his goal. Assessment is ongoing and positive. Assessment must be meaningful, specific and immediate, and should endeavor to help the student recognize his own learning challenges. He should be assisted in recognizing and observing his own sensory information from the task.
- Thirdly, the learner's movement patterns should become automatic so the student can concentrate on interpretation. Technical problems and challenges should be executed automatically. The program of reviewing reinforces the principle of automatic execution. With memory as the basis of learning, each child has experiences. As a result of these experiences, he can reason.



***“If you rest today, yesterday’s ability is diluted.”***

### ***Children learn at different rates***

“Where are you going in such a hurry? There’s no finish line you know.” Students learn at different rates according to their ability. The rate of improvement on a specific task is dynamic. Refinement and growth are gradual, not necessarily perceived by the student, yet are very real, contributing significantly to skill development. Don’t push. Learn precisely and with quality. “I think all elementary schools must give education which fosters ability. Don’t be the kind of parents who insist on the immediate progress of their children. Sit back calmly with the determination to make your child great. It’s fine to be slow; handle it so your child enjoys it. All you need is to be faithful to the principle, no hurry, no rest...without stopping, without haste...carefully taking one step forward at a time will surely get you there”. In this manner a child can feel a total sense of success, and foster confidence and enthusiasm for learning.

### **Aural Immersion**

The importance of taking advantage of the auditory sense to facilitate quicker learning immerses the child in good examples for future cognitive learning. Immersion through daily listening to good examples be it language, music, reading or other subject matter, is paramount.

### **Group Activities**

Giving opportunities for group interaction increases motivation. Older students, by joining with the younger students, provide role models making them conscious of the necessity of learning more and helping them get more. In this way, the children develop their own ability of learning for themselves. The spirit of self-betterment and collaboration prevails among them, inspiring all participants.

### **Quality Role Models**

Dr. Suzuki states that, *“The child’s first teacher is the parent. Who else fosters their own children but parents?”* The responsibility and joy both belong to parents. Those who assist in it are teachers; hence teachers are supposed to be cooperators.

***“The teacher, if he is a teacher at all, must seriously study together with the parent and develop himself; he must be a human presence that ever continues to advance. The better teacher brings out better ability from his students. Children view the teacher as a tall child. He has stayed close to the little boy within, and that is the most compelling of his gifts as a teacher of children.”***





## Parental Involvement

Dr. Suzuki's approach to learning requires a strong parental commitment and involvement in the educational process. Dr. Suzuki suggests that schools have tended to take away the educational function from parents, and there is need for the re-involvement of parents in their children's learning. The most important ingredient for success is the parent's willingness to devote regular quality time to work closely with the child and the teacher.

*"The Suzuki method aims at fostering the desire to learn. This is the most important. Young children...don't do things because they have to. They live in a natural world in which they do things they feel like doing. The challenge is to create conditions that make the child love it and want to do it by all means. Creating desire in a child is a parent's duty."*

## Fostering an attitude of cooperation

The Suzuki approach seeks to foster improvement-oriented and persistent young learners. Competition, with its likelihood of stress often eroding a student's self-image and confidence, adds nothing of merit to the learning process.

There is no need to compare your child with other children. Recognize how your family operates and motivate your child within the given environment; he will improve. Eventually each child will have a basis for developing in his own unique way. Supporting each other's accomplishments through the Suzuki developmental process enables children to acquire confidence and self-esteem, determination to try difficult things, self-discipline and concentration as well as a lasting enjoyment of music and the sensitivity and skill for making music.

The Suzuki principles seek to develop the whole child, to help unfold his natural potential to learn and to become a good and happy person. Every child is a worthy person and through the study of music, can attain greatness as a human being.

## References

*Nurtured By Love*, Shinichi Suzuki,

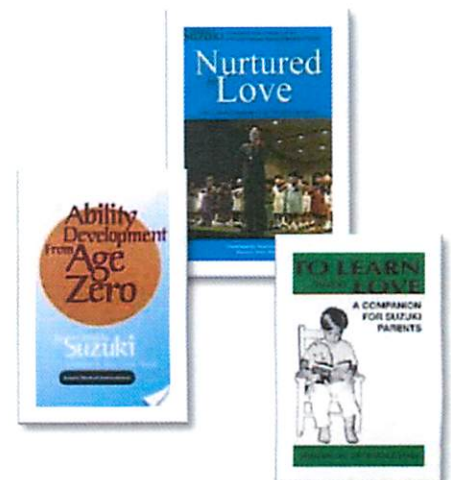
*Ability Development from Age Zero*, Shinichi Suzuki

*To Learn With Love*, W. and C. Starr.

*The Genius of Simplicity*, Linda Wickes

*The Suzuki Approach*, Libby Dixon and Molly Johnson

*An Introduction to the Suzuki Method*, Zen-On Music Company Ltd.





## Charter Goals and Outcomes

*“Our purpose does not lie in a movement to create professional musicians, but to create persons of a beautiful mind and fine ability. We engage in human education through music so that children will grow with beautiful and high sensitivity, through an unparalleled, uniquely musical approach.” – Dr. Shinichi Suzuki*

Thanks to Alberta Education’s support of educational innovation, Suzuki Charter School is able to offer a unique educational experience. Our mandate is to provide a holistic education where every child achieves academic, personal, and musical excellence. Based on the philosophy of Dr. Shinichi Suzuki, students, staff, parents and partners work together to create a nurturing learning environment to support student mastery.

We believe all students can learn and experience success when there is strong communication and supportive alignment between parents and staff; this concept is what we call the Suzuki Triangle. Parents provide the foundation for success with their efforts to attend individual music lessons, listen to repertoire daily and practice music, academics and personal excellence daily. It is also the home that frames the development of character, work habits, aspirations and social behavior that are so important for success at school.

Our staff models lifelong learning as a professional learning community. It is through their efforts that the Suzuki Approach is enacted in every classroom. However, it is the work we do together that makes our school community a family, working together to prepare children to be lifelong learners and to have productive and fulfilling lives.

### ***Mandate Goal One: Students Demonstrate Musical Excellence***

#### ***Outcome 1: Students develop strong cognitive music skills.***

Performance Measures
Percentage of students who achieved excellent standards in cognitive music skills
Percentage of students who achieved acceptable standards in cognitive music skills
Percentage of students achieving acceptable in music theory.

#### ***Outcome 2: Students develop strong instrument playing skills.***

Performance Measures
Percentage of students who achieved excellent standards in instrument playing skills
Percentage of students who achieved acceptable standards in instrument playing skills
Percentage of students who achieved excellent standards in music ability skills
Percentage of students who achieved acceptable standards in music ability skills
Percentage of parents who indicated that their child has improved his/her music skills
Percentage of students who feel that they have improved their musical skills this year



### *Outcome 3: Students develop strong ensemble skills.*

Performance Measures
Percentage of students who achieved excellent standards in ensemble skills
Percentage of students who achieved acceptable standards in ensemble skills

### *Outcome 4: Students have a positive attitude towards music.*

Performance Measures
Percentage of students achieving excellent standards in commitment
Percentage of students achieving acceptable standards in commitment
Percentage of parents satisfied with the motivation of students
Percentage of students who take Suzuki music lessons outside of school
Percentage of students who practice the recommended amount of time
Percentage of students who plan to continue with music when they leave grade six
Percentage of students who are still in music three years after leaving Suzuki
Percentage of students who achieved excellent standards in musical appreciation
Percentage of students who achieved acceptable standards in musical appreciation
Percentage of students who indicated that they like learning music



## ***Mandate Goal Two: Students demonstrate personal excellence***

### *Outcome 1: Students are respectful.*

Refer to Provincial Goal 1: Success for Every Student

- Outcome: Students develop competencies for success as engaged thinkers and ethical citizens with an entrepreneurial spirit.
  - Performance Measure: Overall teacher, parent and student agreement that students model the characteristics of active citizenship.
  - Performance Measure: Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.

- Performance Measure: Overall teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes for lifelong learning.

**Refer to Provincial Goal 2: High Quality Education Through Collaboration and Innovation**

- Outcome: Effective learning and teaching within caring, respectful, safe and healthy environments.
- Performance Measure: Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.

*“It is necessary to be concerned about the importance of educating a really beautiful human spirit”*

**Mandate Goal Three: Students demonstrate academic excellence**

**Refer to Provincial Goal 1: Success for Every Student**

- Outcome: Students demonstrate proficiency in literacy and numeracy.
- Performance Measure: Overall percentage of students in Grades 3 and 6 who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests.

Performance Measures
Percentage of students participating in provincial achievement tests (PAT)
Percentage of students achieving at grade level on Writing HLAT
Percentage of students achieving at grade level on Reading HLAT
Percentage of students achieving above grade level on Reading HLAT
Percentage of students achieving acceptable standard on grade equivalent French
Percentage of students achieving acceptable standard on Suzuki Music Theory exam

## Approved Operating Period

The Suzuki Charter School was approved to operate from September 1, 2008 to August 31, 2013.

## Suzuki Charter School Society

The Suzuki Charter School Society operates Suzuki Charter School, according to the requirements of the School Act, the Charter Schools Regulation (Alberta Regulation 212/2002), and the Bylaws of the Society.



## Description of Students

Suzuki Charter School became a charter school in 1995. We receive public funding and are provided the opportunity to demonstrate innovative education in Edmonton. Our school is intended to serve parents who have a commitment to music for their children, in accordance with Suzuki philosophy, and who actively support that commitment. Suzuki Charter School also creates a warm, supportive, learning environment for children.

Working closely with parents to meet the needs of each student, our accomplished teachers help Suzuki Charter School children become confident, skilled, lifelong learners with positive attitudes toward learning.

## Grades Offered

Suzuki Charter School currently enrolls students in ECS (Kindergarten) through to Grade 6.

## Additional Curriculum Offered

### *Music Curriculum*

All students are required to participate in the enriching Suzuki Charter School music program that includes a rotating variety of music genres and enriching musical opportunities. Our program provides access to three half-hour instrument group lessons on Tuesdays, Wednesdays and Thursdays and two half-hour choral/theory lessons each week. Our trained Suzuki music staff provides group instruction for violin, viola, cello, double bass, piano, guitar, flute and recorder. For students attaining a greater degree of proficiency, quartets or other small ensemble groups are offered. Children are given many opportunities to perform at monthly assemblies featuring different instruments in a variety of combinations. Public concerts are held in venues outside the school. Because all K-6 students learn to play a musical instrument, we have needed to enhance the music curriculum to reflect student skills and abilities. We also have developed outcomes for our group music lesson program based on the Suzuki Association of the Americas pedagogy and performance standards.

## ***French Language Learning Curriculum***

Using the Accelerative Integrated Method of French language instruction, we begin exposing students much earlier than other French as a Second Language programs. Beginning in Kindergarten, students are actively engaged 15 minutes per day and by Gr.1-6, students receive 30 minutes of French language instruction every day. Because of our early introduction, we have needed to enhance the French language learning curriculum to reflect student skills and abilities.

## **Communication Plan**

### ***Communication efforts to share learnings and outcomes with the broader educational community***

#### ***Objectives***

To continue to implement purposeful and responsive communication regarding student learning using a variety of medium to:

- Engage and inform our Suzuki Charter School stakeholders and collaborative partners and
- Explore and encourage potential partnerships to support innovative practice within our Suzuki community as well as the broader education community.

#### ***Audiences***

- Suzuki Charter School stakeholders ie. the Suzuki Triangle - students, parents and staff - as well as
- External current and potential collaborative partners within the broader education community.

#### ***Key Messages***

- Suzuki Charter School parents, teachers and students have a voice in planning for continuous improvement.
- Through collaborative partnerships we can continue to transform educational practice to support student growth in the areas of musical, academic and personal excellence.

#### ***Action Plan***

- Continue to seek stakeholder feedback to inform continuous school improvement initiatives including:
  - Student Representative Council meetings
  - School Council meetings
  - Board meetings
  - Admin meetings
  - Staff and Professional Learning Community meetings



- Continue to administer stakeholder surveys annually and review results in August to inform 3 Year Education Plans and Annual Education Results Reporting including:
  - Parent surveys including Exit surveys
  - Student surveys
  - Staff surveys
  - Accountability Pillar surveys
  - Continue to share current events and innovative practices and related research via digital school newsletter emailed to parents and posted on our website
  - Web-based articles and links
  - Articles in Capilano community newsletter, the SouthEast Voice
- Continue to share educational resources for students, parents and teachers via the library and stakeholder tabs on our website
- Initiate a new website to provide tailored parent communication regarding individual formative and summative student assessment in the areas of music, academic and personal excellence as well as calendar and other online learning opportunities and homework reminders.
- Continue to host annual Open House and Parent Information evening
- Continue to welcome stakeholders and community members to attend:
  - Monthly assemblies featuring student music and academic presentations
  - Community concerts
  - Volunteer appreciation tea
  - City Hall concerts
  - Winspear concerts
- Continue to encourage relationships with local media personnel and submit press releases to promote greater advocacy and community awareness of Suzuki Charter School
- Continue to develop and present informative workshop sessions at educational conferences including:
  - Annual Initiative for School Improvement Conference 2012, Edmonton
  - Suzuki Association of the Americas Conference 2012, Minneapolis
  - CASA Conference 2012, Whistler
  - Annual Initiative for School Improvement Conference 2013, Edmonton



## Roles and Responsibilities

### *Charter Board*

The Board of Directors is responsible for the development of goals and policies to guide the provision of educational services to its students, in keeping with the requirements of government legislation, the values of the Suzuki Charter and the interests of the parents.



## ***General Areas of Responsibility***

The Board is responsible to set priorities and policies to provide leadership and overall direction for SCSS.

The Board shall serve as an advocate of the charter school and public education.

## ***Specific Areas of Responsibility***

### **Accountability to Provincial Government**

- 1.1 Act in accordance with all statutory requirements to implement provincial educational standards and policies.
- 1.2 Perform Board functions required by governing legislation and existing Board policy.

### **Accountability to Community**

- 2.1 Proactively identify student needs and develop mechanisms to address those needs.
- 2.2 Make decisions that reflect values outlined in the Suzuki Charter and represent the interests of parents.
- 2.3 Establish processes and provide opportunities for focused community input.
- 2.4 Develop procedures for and hear appeals as required by statute and/or Board policy.
- 2.5 Model a culture of respect and integrity.

### **Combined Annual Education Results Report and Education Plan**

- 3.1 Provide overall direction for SCSS by establishing mission, vision, strategic priorities and key results.
- 3.2 Annually approve planning process and timelines.
- 3.3 Identify Board priorities at the outset of the annual planning process.
- 3.4 Annually approve Combined Annual Education Results Report and Education Plan for submission to Alberta Education by the due date.
- 3.5 Monitor progress toward the achievement of student outcomes and other desired results.
- 3.6 Approve Combined Annual Education Results Report and Education Plan for distribution to public.

### **Policy**

- 4.1 Determine the goals and objectives SCSS wishes to pursue.
- 4.2 Identify the manner in which the Board is to function.
- 4.3 Monitor policy impact to determine if policy is producing the desired results.
- 4.4 Define responsibilities for the Superintendent.

### **Superintendent/Board Relations**

- 5.1 Select the Superintendent.
- 5.2 Provide the Superintendent with clear corporate direction.
- 5.3 Identify administrative authority, in writing, subject to provisions and restrictions in the School Act and the
- 5.4 Annually evaluate the Superintendent in regard to the Superintendent's job description and additional Board direction.
- 5.5 Annually review compensation of Superintendent.

### **Political Advocacy**

- 6.1 Develop a yearly plan for advocacy including focus, key messages, relationships, and mechanisms.

## **Board Development**

- 7.1 Annually evaluate Board effectiveness.
- 7.2 Develop a yearly plan for Board/director development including increased knowledge of role, processes and issues to further the effective implementation of the Education Plan.
- 7.3 Develop an annual work plan outlining its key activities along with appropriate timelines.

## **Fiscal Accountability**

- 8.1 Approve budget annually and ensure resources are allocated to achieve desired results.
- 8.2 Receive Audit Report and ensure quality indicators are met.
- 8.3 Monitor fiscal management of SCSS.
- 8.4 Ratify salary agreement for staff
- 8.5 Approve the transfer of funds to capital reserves.
- 8.6 Approve all contracts for goods and services with SCSS that exceed a value of \$200,000 unless such contracts follow explicitly from budget approval.

## **Additional Responsibilities**

1. Acquire and dispose of buildings.
2. Approve school-year calendar.
3. Establish entrance ages for student admission.
4. Approve leaves of absence with pay for employees other than those specified.
5. Provide for recognition of students, staff and community.
6. Hear appeals of the Superintendent's decision on harassment complaints.
7. Approve instructional materials fees.
8. Approve new leases; such leases to include any provisions for the placement or modification of facilities by outside agencies.
9. Approve the appointment of a secretary-treasurer.

## **Parents**

### ***General Areas of Responsibility***

- Ensure that their children are at school on time and prepared to learn.
- Encourage responsibility for lunch, books, materials and assignments.
- Encourage high effort regarding achievement and prompt completion of assignments.
- Encourage daily practice of the musical instrument their child is learning to play.
- Show confidence in their children, and also recognize and promote the unique quality of each child's individual learning style.
- Actively share in their child's development by closely working with the child and teacher.
- Ensure that their child participates in Suzuki individual and group lessons in addition to the Suzuki group class music instruction they receive in school.
- Be a positive role model.



## *Specific Opportunities for Parent Involvement*

### **School Council**

The School Council is a group of parents and teachers who work together to support student learning. The School Council advises the Board and Principal on any matters relating to the school.

### **Volunteers**

Our school relies upon the participation and active involvement of parents and friends. The success of education offered by Suzuki Charter School depends upon the school and home working together.

### **Classroom Volunteer Guidelines**

The following guidelines are provided to encourage a positive, nurturing experience for the students, teachers and volunteers:

- The volunteer is under the supervision of the classroom or music teacher.
- The teacher will assign the volunteer a role.
- All confidential matters arising in the classroom should be kept confidential. All classroom or music group issues should be discussed with the teacher only.
- The volunteer should model good behaviour, language, and a positive, caring attitude.

### **Office Volunteer Guidelines**

The following guidelines are intended to ensure that a productive and satisfying experience is provided for the administrative staff and office volunteer:

- The volunteer is under the direct supervision of the Secretary/Treasurer and/or administrative assistant.
- The volunteer will be provided with a handbook regarding office and telephone procedures.
- The volunteer is under a strict code of ethics especially regarding confidentiality. All office matters should be discussed with the administrative staff only.
- The volunteer should model warmth and friendliness in a professional and respectful manner.

## *Homework and Practice*

Homework consists of completing unfinished assignments, extra drill in an area where a student needs practice, or review of work given that day. It may also include completing long-term assignments. Homework helps students develop self-reliance and good study habits and enables parents to see their child's progress.

Parents can help by providing a quiet, regular place to work, help organize their child's time, and be a supportive audience for reading practice, spelling, and math drills. Their interest has a considerable influence on their child's attitude toward homework. They need to keep in touch with the teacher and make time for daily uninterrupted music practice time as students are expected to practice their instruments regularly. Parents also need to be vigilant about listening to Suzuki repertoire, and surrounding their child's environment with other good music.

## Suzuki Charter School Society Bylaws

### ***Bylaws or articles of association of the charter board***

The bylaws of the Suzuki Charter School Society were amended at our November 22, 2002 Annual General Meeting and subsequently approved by Alberta Education. Five amendments to the bylaws have been approved by our membership at our November 29, 2012 Annual General Meeting and submitted to Corporate Registries for approval before being submitted to the Minister for final approval. Please refer to [Appendix A](#) for further details.

## Projected Student Enrolment

### ***Projected student enrolment***

Suzuki Charter School currently provides a Kindergarten to grade 6 program. The current enrolment is 44 children in Kindergarten, and 261 students in grades 1-6. Being responsive to community interest in expanding our program to include Grades 7-9, our Board of Directors are currently beginning discussions within our community to gauge interest in expansion to include Junior High. This potential expansion would impact not only our student population but a need for a facility to support the program.

### ***Grade distribution***

Specific grade enrolments are:

- Grade 1 - 46
- Grade 2 - 44
- Grade 3 - 41
- Grade 4 - 47
- Grade 5 - 45
- Grade 6 - 38

### ***School building requirements***

In August of 2010, Suzuki Charter School moved into its new home, the former Capilano Elementary School. This current facility is a major improvement over its former location. The amenities gained include additional classroom space, a library media/ ancillary centre, an administrative suite, a staff room and staff workroom, and sufficient washrooms, all which were lacking in at our previous site.



Additional bonuses comprise spacious school grounds and a community playground that the Capilano community has made available for our student use. In summary, Suzuki Charter School could not have asked for a better facility to meet all of its current needs.

However, not unlike other such facilities of this age, the building is in need of modernization and updating. All of these deficiencies were identified in the latest audit completed by Alberta Infrastructure. Charter schools require access to capital funding to address these needs. In its latest capital plan, Suzuki submitted a request for modernization of windows, siding, block walls, exterior doors, the 1962 roof assembly and brick sills in the amount of \$671,000 as a start to addressing these identified deficiencies.

## Charter Amendments

### *Description of the process by which the charter may be amended*

The Charter can be amended by majority vote of the Board of Directors of the Suzuki Charter School and written Ministerial approval

## Charter Dissolution

A decision to terminate the Charter can only be made on the recommendation of the Board of Directors, at a Special Meeting of the Suzuki Charter School Society, called in accordance with the Society's Bylaws. The Society must notify the Minister of Education of its intent to terminate the operation of the Charter school by January 31 if it plans to cease operations at the end of that school year. The Minister must approve the termination of the Charter.

In calling a Special Meeting of the Society to consider a recommendation from the Board of Directors that the Society notify the Minister of Education that it intends to terminate its Charter, the Board of Directors must communicate in full the reasons for its recommendation. The Board of Directors must also clearly identify that termination of the Charter can only be approved by the Minister of Education.

### *Form of Notice*

If the Board of Directors determines that termination of the Charter is necessary, it must call a Special Meeting of the Society.

Members of the Society must be given 7 days' notice of the date, time and place of the special meeting, and be advised that the Special Meeting is being called to consider and vote on a recommendation from the Board of Directors that the Society apply to the Minister of Education for approval of the termination of the Charter.

### *Disposition of Property*

Following the final receipt of all revenues due to the Society, and the payment of all liabilities of the Society, all funds that have accrued from grants from Alberta Education will be returned to Alberta Education. Funds that have accrued from revenues other than those provided by Alberta Education will be distributed among registered charitable organizations as determined by the members of the Society.

The physical assets contained within the school will be offered in the first instance to other Charter Schools. Any remaining items will be offered to the various Suzuki Music Associations.

### *Students and Staff*

Complete student records will be made available to each student and shall be transferred directly to the school chosen by the student. If the new school has not been chosen at the time of dissolution the records shall be forwarded to the Minister of Education. Students and parents will be offered every form of assistance in choosing a new school.

The administration will assist staff in securing employment by providing references, and assisting in the preparation of resumes.



***“Man is the son of his environment.”***

***Dr. Shinichi Suzuki***



Suzuki Charter Society



# Bylaws

*May 25, 2017*

*“Any child who is properly trained can develop ability, just as all children develop the ability to speak their mother tongue. The potential of every child is unlimited.” Shinichi Suzuki*



**AMENDED AND RESTATED BYLAWS OF THE  
SUZUKI CHARTER SCHOOL SOCIETY  
(the "Society")**

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## 1. Name of Society:

The name of the Society shall be the "Suzuki Charter School Society".

## 2. Definitions:

In this application and in these bylaws:

- (a) "AGM" or "Annual General Meeting" shall mean the Annual General Meeting of the Society as described in bylaw 5
- (b) "Board of Directors" or "Board" shall mean the Board of Directors of the Suzuki Charter School Society
- (c) "Bylaws" shall mean the bylaws of the Suzuki Charter School Society,
- (d) "Chairperson" shall mean the individual elected by the members of the board at the organizational meeting held prior to the first regular meeting following the Annual General Meeting. This individual will be the Chairperson of the Suzuki Charter School Society and the Board of Directors;
- (e) "Director" shall mean an individual elected or appointed to the Board of Directors of the Society pursuant to these bylaws and in accordance with the provisions of the Societies Act,
- (f) "General, Special Meetings and Emergency meetings of the Society" shall mean those meetings held in accordance with bylaw 6,
- (g) "General, Special Meetings and Emergency meetings of the Board of Directors" shall mean those meetings held in accordance with bylaws 10 (a) and 10 (b).
- (h) "Members" shall mean those individuals designated as members of the Society as described in bylaw 3,
- (i) "Officer" shall mean a person who occupies one or more of the following positions on the Board of Directors: Chairperson, Vice- Chairperson, Secretary, Treasurer, as described in bylaw 11
- (j) "Parent" shall mean a parent or guardian of students attending the Suzuki Charter School,
- (k) "School Act" shall mean the School Act R.S.A., 2000 c. S.3 and the regulations made thereunder, as amended from time to time
- (l) "School" shall mean the Suzuki Charter School,
- (m) "Societies Act" shall mean the Societies Act, R.S.A. 2000, c. S-14, and the regulations made thereunder, as amended from time to time,
- (n) "Society" shall mean the Suzuki Charter School Society
- (o) "Special Resolution" shall mean;
  - i. a resolution passed:
    - 1. at a general meeting of which not less than 21days' notice specifying the intention to propose the resolution has been duly given, and
    - 2. by the vote of not less than 75% of those members who, if entitled to do so, vote in person,



ii. a resolution proposed and passed as a special resolution at a general meeting of which less than 21 days' notice has been given, if all the members entitled to attend and vote at the general meeting so agree, or

iii. a resolution consented to in writing by all of the members who would have been entitled at a general meeting to vote on the resolution in person or, where proxies are permitted

### **3. Membership:**

Subject to these bylaws, membership shall be open to persons who want to advance the objects for which the Society was formed.

No person shall be a member of the Society unless he/she is over the age of 18 years of age and has a child registered in the Suzuki Charter School.

The parents or guardians of each child registered in the Suzuki Charter School shall automatically, become a member of the Society. There shall be a maximum of two (2) members per family of each child so registered.

There shall be no dues or fees payable by the members of the Society.

Each member of the Society shall promote the objects of the Society and shall conform to all rules and regulations of the Society whether expressed in the bylaws of the Society, the School Act, the Charter Schools Regulation, or otherwise, which may have been, or may be, from time to time adopted by the Society.

Membership in the Society ceases upon the happening of one of the following events:

- (a) a member ceases to have a child registered in the Suzuki Charter School; or
- (b) a member resigns from membership by providing written notice of resignation to the Board of Directors.

Any member, upon a majority vote of the Board of Directors, may be expelled from membership for any cause, which the Society may deem reasonable.

### **4. Head Office and Registered Office:**

The Head Office and Registered Office of the Society shall be in Edmonton, Alberta.

## 5. Annual General Meeting:

The Annual General Meeting of the Society shall be held by May 31, of each year, at such place and time as may be determined by the Society Board of Directors to consider and vote on the reports of the previous year's activities, to elect the Directors and to transact such other items of business as may properly come before it.

The members of the Society shall be given fourteen (14) days' notice of the date, time and place of the Annual General Meeting. Five (5) members of the Society shall constitute a quorum at an Annual General Meeting.

## 6. General and Special Meetings of the Society:

### (a) General and Special Meetings

Subject to section 5, general and special meetings of the Society shall be held at such times and at such places as may be determined from time to time by the Board of Directors of the Society.

### (b) Special Meetings

Special meetings of the Board may be called:

- i. by the Chair, or
  - ii. in the Chair's absence, by the Vice-Chair, or
  - iii. by an approving vote of the Board,
- after written notice has been given to each Director in accordance with subsection 6(c).

### (c) A notice of a special meeting shall state

- i. the date, time and place of the special meeting, and
- ii. the nature of the business to be transacted at the special meeting.

### (d) The notice of the special meeting shall be

- i. sent by registered mail to each Board Director at least 7 days before the date of the meeting, or
- ii. personally served at least 2 days before the date of the meeting on
  - (1) the Board Director or
  - (2) a responsible person at the Director's residence.
  - (3) Notwithstanding subsections (c) to (d), a special meeting may be held without notice being given under this section if every Board Director agrees to waive the requirements of subsections (1) to (3).

### (e) Unless all the Board Directors are present at the special meeting, no business other than that stated in the notice of the special meeting shall be transacted at the special meeting.

### (f) Emergency Meetings

Items that require immediate action because of the harm that will result if held until a regular or special meeting may be considered at an emergency meeting. Emergency meetings of the Board may be called:

- i. by the Chair, or



- ii. in the Chair's absence, by the Vice-Chair, or
- iii. by the written request of four (4) Directors of the Board.

Twenty-four (24) hours' notice, if possible, of an emergency meeting shall be given to each Director and said notice is to be accompanied by an agenda specifying the subject(s) of the emergency meeting. The emergency shall be stated in the notice of the meeting.

The Board shall first determine whether an emergency exists before taking any affirmative action on the emergency agenda.

Only the subject(s) appearing on the emergency meeting agenda may be discussed at that meeting.

The date, time, and location of an emergency meeting shall be determined by the Chair, Vice-Chair, or Board, as appropriate.

If it is impossible to give notice to each Director or because of the nature of the emergency, it is impossible to let twenty-four (24) hours' lapse before the meeting, such failure shall not affect the legality of the meeting if a quorum is in attendance, provided the emergency and the reason less than twenty-four (24) hours' notice was given are both stated by the Board before the Board takes any affirmative action on the emergency agenda.

Five members of the society shall constitute a quorum at a general or special meeting.

## **7. Notice: General and Special Meetings**

- (a) Whenever notice is required to be given to the members of the Society, such notice may be given to a member by providing a written notice to the child or children of the member registered in the Suzuki Charter School and by posting written notice in a prominent location at the Suzuki Charter School facility. Notice shall be posted on the school's website; emails shall be sent to parents who have provided the school with email address.

## **8. Voting and Written Limited Proxies**

Every member of the Society shall be entitled to one (1) vote in person; however, such vote may be given by a written proxy, where applicable, on a form obtained from the Secretary of the Society. Such written proxy before voting shall be deposited with the Secretary of the Society on or before noon of the day of the Annual General Meeting. Members may hold only one written proxy vote at any time. All proxies (that is, written proxies, where applicable) shall be submitted on the approved Society proxy form, and dated no more than four (4) weeks prior to the meeting date to which they apply. For further clarity, no member shall hold more than one proxy at any meeting.

Every resolution or motion shall be decided by a majority of the votes of the members of the Society present in person or represented by written proxy, where applicable, unless otherwise required by the bylaws of the Society, the School Act, or the Charter Schools Regulation.

Upon a show of hands every member having voting rights shall have one (1) vote and the Chairperson shall declare that a motion or resolution has been carried or not carried and an entry to that effect in the minutes of the Society.

Shall be sufficient evidence of the fact without proof of the number or proportion of the votes recorded in favor or against such resolution or motion. For further clarity, members may hold only one written proxy at any time.

**9. Directors of the Society:**

(a) Number:

The Society shall have not fewer than five (5) and not greater than nine (9) Directors.

(b) Powers and Duties

The Board will act in accordance with applicable legislation, including the School Act/Education Act, these Bylaws and any resolution passed at any public board meeting to govern the business of the Society and the school.

The Board shall:

- i. approve and implement Board policy;
- ii. ensure that the Charter School complies with board policy, the terms of the Charter, and provincial legislation and regulations;
- iii. be guided by the philosophy, objectives and vision of the Charter School and the objects of the Society;
- iv. hire a Superintendent to supervise the operation of the Charter School and the provision of education programs subject to the School Act;
- v. 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.

The Board may

- i. enter into any lawful contract on behalf of the Society.

(c) Qualifications:

A Director shall be a member of the Society. Unless a majority of the Directors otherwise decide, a Director may complete his/her current term of office if he/she ceases to be a member of the Society in consequence of his/her child no longer attending Suzuki Charter School.

No person shall be qualified for election or continue to hold office as a Director if he/she:

- i. is less than 18 years of age;
- ii. is an employee of the Suzuki Charter School Society
- iii. is not an individual;
- iv. has the status of a bankrupt; or,
- v. is not ordinarily resident in Alberta.



(d) Election and Term:

The Directors of the Society shall be elected at the Annual General Meeting of the Society and shall hold office for three (3) years, or until resignation. A Director may run for only two consecutive terms.

- 1) If the number of candidates is equal to or less than the minimum 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.
- 2) When an election is required (as per above) the responsibility to run the election lies with the Secretary Treasurer of the Board, who may delegate this task as appropriate.
- 3) The Returning Officer (whether that be the Secretary-Treasurer to the Board or a delegate thereof) will count all ballots and will declare candidates elected whose names appear on the greatest number of ballots.
- 4) Candidates will be notified of the election results by the Chief Returning Officer within twenty-four (24) hours of any election and the results will be announced to the membership as soon as possible.

The office of a Director shall be vacated when:

- i. he/she dies or is found by a Court of competent jurisdiction to be of unsound mind;
- ii. he/she becomes a bankrupt;
- iii. he/she resigns by delivering notice in writing of his/her resignation; or,
- iv. he/she is removed from office by the Society in a meeting specifically called for that purpose. Such special meeting may be called by a majority of the Board Directors upon 7 days' notice to the members. To effect removal of the Director, 50% in number +1 vote of all members present at that special meeting is required.
- v. His/her child no longer attends Suzuki Charter School.

The Board of Directors must hold a by-election if the minimum number of (5) directors is not maintained.

(e) Nominations for Directors

Candidates will be nominated by a member of the Society. The nomination form and a statement by the candidate indicating their willingness to let their name stand for election for the Board, must be received by the Secretary Treasurer a minimum of twenty-one (21) days prior to the election date to be included in the nomination package presented at the AGM.

The Board may, from time to time, establish a Nominating Committee to ensure that there are sufficient, qualified candidates to stand for elections as Directors at each Annual General Meeting.

However, a nomination to stand for election at an Annual General Meeting may be made from the floor.



(f) Remuneration

Directors shall serve without receiving any profit either directly or indirectly from his/her position, provided that a Director may be repaid the out of pocket expenses incurred by him/her in performance of his/her duties and provided that such repayment of such expenses are approved by a majority of the Board of Directors.

Directors of the Society will not be paid a salary or honorarium for their service.

(g) Indemnity

Every member of the Board of Directors shall be deemed to have assumed office on the express understanding, agreement and condition that every such Director, his/her heirs, executors, administrators and estates, respectively shall from time to time, and at all times, be indemnified and saved harmless out of the funds of the Society from and against all costs, charges and expenses which such Director sustains or incurs and/or about any action, suit or proceeding which is brought, commenced or prosecuted against him/her for any act, deed or matter made, done or permitted by him/her or any other Director arising out of the execution of his/her duties or office. However, such indemnity shall not take effect where liability arises due to the failure of the Director to act honestly and in good faith with a view to the best interests of the Society.

Subject to the School Act, the Society may purchase and maintain insurance for the benefit of any person referred to in the preceding Section against liability incurred by him/her in his/her capacity as a Director or Officer of the Society.

**10. Meetings of the Board Directors:**

(a) The Board of Directors of the Society shall meet, as a whole, not less than once per month during the school year at such time and such place as the majority of the Board of Directors deems appropriate in accordance with this By-Law. A copy of the resolution of the Board of Directors fixing the date and place of such regular monthly meetings shall be sent to each Director forthwith after having been passed. All meeting of the Board of Directors are open to the public in accordance with School Act, Charter Schools Regulation, Board policy and these bylaws.

(b) Special and Emergency Meetings shall be held in accordance with clause 6 of this By-Law.

(c) Quorum

Five (5) members of the Board of Directors shall constitute a quorum at any of its meetings. In the event that the Board of Directors is made up of only five members, four (4) members shall constitute a quorum. In the event that no quorum is present within 30 minutes of the time appointed for the meeting, the meeting shall stand adjourned to the same time, day and

place in the following week and the Directors present at that time shall constitute a quorum. However, a meeting that commences with a quorum shall be deemed to continue until the meeting is concluded.

(d) Voting

Every question, resolution or motion arising at any meeting of the Board of Directors shall be decided by a majority of votes of the Directors present at that meeting. Each Director shall have one (1) vote. On any vote, the Chairperson shall have a vote but shall not have a second casting vote. A decision by the Chairperson that a resolution has been carried or not carried and an entry to that effect in the minutes of the meeting shall be prima facie evidence of the fact without proof of the number or proportion of votes recorded in favour or against such resolution.

(e) Meeting by Telephone

If all Directors of the Society consent, a Director may participate in a meeting of the Board of Directors or a committee of the Board by means of a telephone or other communication device provided that all persons participating in the meeting can clearly hear each other. A Director participating in such a meeting by such means is deemed present at the meeting for all purposes. If all Directors are participating in the meeting by telephone, no resolutions may be passed.

**11. Officers of the Society:**

(a) General:

The Officers of the Society shall be the "Chairperson", "Vice Chairperson", "Secretary", "Treasurer", and such other Officers as the Board of Directors may determine. Officers of the Society shall be members of the Society and may, but need not, be Directors of the Society. Any two offices may be held at any one time by the same Director. Officers shall serve without remuneration or profit, either directly or indirectly, but may be paid out of pocket expenses incurred by him/her in the performance of his/her duties and provided that such expenses are approved by the Board of Directors; provided that an Officer who is also an employee of the Society may be remunerated for the performance of his/her duties as an employee as determined by the Board of Directors from time to time.

The other Officers shall be appointed by resolution of the Board of Directors at the first meeting of the Board of Directors following the Annual General Meeting. The Board of Directors, in its discretion, may remove any Officer of the Society, without prejudice to such Officer's rights under any employment contract with the Society. Otherwise, each Officer appointed by the Board of Directors shall hold office until his successor is appointed or until his earlier resignation. An Officer may resign by delivering written notice of his resignation to the Society and such resignation shall be effective upon the date of receipt of such notice by



the Society or, if a time is specified in such resignation, at the time so specified, whichever is later.

(b) The Chairperson

The Chairperson:

- i. shall, when present, preside at all meetings of the Board of Directors, meetings of committees of Directors or Officers and at all meetings of the members;
- ii. shall be the official spokesperson of the Society but may delegate such authority in this regard as the Chairperson, in consultation with the Board of Directors, deems appropriate;
- iii. may from time to time, with the concurrence of the Board of Directors, approve the formation of ad hoc committees of the Society or Officers and prescribe their functions and limitations, and appoint such persons to sit thereon; provided however that each appointment to membership on each committee shall end on the day prior to the Annual General Meeting following such appointment;
- iv. shall inform and work with the Superintendent and Principal of the Suzuki Charter School in accordance with the wishes of the majority of the members of the Society, these bylaws, the School Act; the Charter Schools Regulation; and
- v. shall be a signing authority of the Society.

In the absence of the Chairperson, the Vice Chairperson shall exercise the duties of the Chairperson.

(c) The Vice Chairperson

The Vice Chairperson:

- i. shall, in the absence or disability of the Chairperson, perform all of the duties and exercise all of the powers of the Chairperson,
- ii. shall be a signing authority of the Society; and
- iii. shall perform all such other duties and exercise all such other powers as shall from time to time be determined by the Board of Directors.

(d) The Secretary/Treasurer

The Secretary/Treasurer:

- i. shall attend at and be the secretary of all meetings of the Board of Directors or meetings of the members and shall enter or cause to be entered in the records kept for the purpose, minutes of all such meetings. However, in the absence or disability of the Secretary- Treasurer at any such meeting, the Chairperson shall appoint a member of the Society to perform all of the functions of the Secretary-Treasurer for that meeting;
- ii. shall prepare and keep custody of other books and records of the Society.
- iii. shall give, or cause to be given, as and when instructed, all notices to members, Directors or Officers, as the case may be;
- iv. shall be a signing authority of the Society; and
- v. shall perform all such other powers and duties as may be specified by the Chairperson or the Board of Directors.
- vi. shall oversee the financial affairs of the Society and shall keep full, proper and accurate accounts of all assets, liabilities, receipts and disbursements of the Society in compliance with the School Act and Charter Schools Regulation;
- vii. shall have custody of the funds, monies and securities of the Society and shall be responsible for the deposit of monies, the safekeeping of securities and the disbursement of monies of the Society;
- viii. shall cause to be deposited all of the monies and securities of the Society, in the name and to the credit of the Society, in a chartered bank or the Province of Alberta Treasury Branch;
- ix. shall render to the Board of Directors whenever required, an accounting of the financial transactions of the Society;
- x. shall have the duty and responsibility to ensure that the Society has a balanced budget as required by the School Act;



- xi. shall be a signing authority of the Society, and
- xii. shall perform all such other duties and exercise all such other powers as shall from time to time be imposed by the Board of Directors
- xiii. The board shall delegate the position of Secretary-Treasurer to the Chief Financial Officer.

**12. Conflict of Interest:**

The conflict of interest provisions of the School Act shall apply to all Directors and Officers of the Society in the same way as they apply to a "trustee" as defined in the School Act.

**13. Working Committees:**

The Board of Directors shall have the power to constitute such working committees, as it deems necessary to assist the Board of Directors in its mandate. In this regard, the Board of Directors shall:

- (a) identify the Chair of the working committee or make provision for the selection of same;
- (b) designate the composition of the working committee, or provide for a selection process for its members, such process to be consistent with these bylaws and the School Act;
- (c) define the role and tasks of the working committee, including time lines and budgets if necessary;
- (d) define the reporting requirements of the working committee; and
- (e) define such other requirements and regulations, as the Board of Directors deems appropriate.

**14. Minutes of Meetings:**

The minutes of all meetings of the members of Society, and meetings of the Board of Directors, as stated in section 11 (d), upon approval of minutes of any meetings of the members of the Society and the Board of Directors, the minutes must be signed by the Chairperson and Secretary-Treasurer. Minutes of Board of Directors meetings or working committees shall be available to the members. A copy of all minutes of such meetings shall be available in the General Office of the Suzuki Charter School within 14 days of approval of the minutes.

**15. Borrowing:**

For the purposes of carrying out the objects of the Society, the Board of Directors, subject to limitations of the School Act and Charter Schools Regulation, may borrow or raise or secure the

payment of money in such manner as they deem fit, and in particular grant security to secure repayment of such borrowings.

**16. Lease or Purchase of Real Property:**

For the purposes of carrying out the objects of the Society, the Board of Directors, on behalf of the Society and subject to the limitations of the School Act and Charter Schools Regulation, may lease or purchase, on whatever terms they deem appropriate, real property to be used by the Society.

**17. Waiver of Notice:**

Notice of regularly scheduled public Board Meeting will be posted on the SCS website and in a prominent place in the school a minimum of seven (7) days prior to the meeting. Notice of emergency meeting may be waived as per clause 10 (b) of these bylaws.

No error or omission in giving notice of any meeting of the Board to the members 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 otherwise, the email address of the member or Director will be the last email address recorded with the school.

**18. Execution of Documents:**

All documents executed on behalf of the Society may be in such form and contain such terms and conditions as the Directors may see fit and shall be signed by any two Officers of the Society, one Officer and one Director, or any one of more individuals which the Board may by resolution from time to time authorize.

**19. Amendment of Bylaws:**

The bylaws of the Society may be amended or repealed, in whole or in part, only by a motion approved by a majority of not less than 75% of those members of the Society who, if entitled to attend do vote in person, by a Special Resolution (as defined in the Societies Act of Alberta) of the members. Such amendment shall not be enforced or acted upon until the approval of Registrar of Corporations has been obtained.

**20. Fiscal Year:**

The fiscal year end for the Society shall be August 31 unless altered by the Board of Directors as prescribed herein.

**21. Books and Records:**

The Directors shall ensure that all necessary books and records of the Society required by these bylaws and the School Act are properly kept. The members of the Society shall have the right to



inspect the books and records of the Society during the regular business hours of the Suzuki Charter School at the Suzuki Charter School facility.

**22. Auditor:**

The Society shall appoint an auditor in compliance with Part 6 of the School Act. The auditor shall provide an annual audit of the finances, books and records of the Society in compliance with the School Act.

**23. Repeal:**

The previous bylaws of the Society are repealed as of the coming into force of these bylaws; provided that such repeal shall not affect the previous operation of any bylaws so repealed or affect the validity of any act done or right, privilege, obligation or liability incurred under or the validity of any contract or agreement made pursuant to any such bylaws prior to their repeal. All Officers and Directors acting under any bylaws so repealed shall continue to act as if appointed under the provisions of these bylaws and all resolutions of the members or the Board of Directors of the Society with continuing effect passed under any repealed bylaws shall continue to be good and valid except to the extent inconsistent with these bylaws and until amended or repealed.

**24. Society Seal:**

The Society is not adopting a Society Seal.

**Approved by special resolution by the members of the Society at the AGM May 25, 2017**