

THE THRIVE CHARTER

NAME OF CHARTER BOARD

Thrive Charter School Society

ABOUT THRIVE CHARTER SCHOOL

STUDENT PROFILE

Thrive Charter School exists to serve K-9 students from low-socioeconomic status (low-SES) backgrounds in central northwest Edmonton who are eager to commit to the pursuit of academic excellence and contribute to a strong community of belonging that derives strength from sustained relationships and close home-school connection.

Students and their caregivers who choose Thrive Charter School are supportive of the school's focus on student engagement and are interested in being part of a tight-knit community that values: academic achievement; Science, Technology, Engineering and Mathematics (STEM) learning; and the "soft skills" of social and emotional learning.

Criteria for determining low-SES status will be established using government data sources and methodologies as set forth in the school's approved policies and procedures.

VISION

An accessible and equitable education ecosystem that eliminates opportunity gaps, empowers students to realize their extraordinary potential and gives rise to positive multigenerational change.

MISSION

The Thrive Charter School model is predicated on the idea, grounded in educational research, that students from low-SES backgrounds experience unique systemic barriers that, in turn, lead to opportunity and experience gaps. This lack of a level footing frequently hinders academic achievement and hampers engagement, with cumulative impacts on educational outcomes. The Thrive model seeks to eliminate these gaps through the provision of a carefully and deliberately designed educational program that enables all students to excel as high achievers.

We are fiercely committed to creating a learning environment for these students that is truly accessible and facilitates deep engagement. To this end, we will:

- Champion eager minds, unlocking each student's inherent potential for high achievement.
- Empower every student with the skills, knowledge, experiences and confidence they need to pursue relentlessly bold futures.
- Nurture belonging by building meaningful connections in the classroom, the school, at home and in the community.

- Overcome the barriers, labels and implicit bias that undermine aspirations and well-being.
- Elevate each student through integrated academic, individual, and family-focused supports and services that are proactive and guided by a deep understanding of each unique individual.
- Embrace a future-focused mindset that places a high priority on enriched STEM learning for all students, preparing them for STEM pathways in high school and enabling students to see themselves as the innovators, scientists, inventors, engineers and technology experts of tomorrow.

TEACHING PHILOSOPHY

Highlighting the philosophical priorities for our students, the essence of the Thrive philosophy is captured in the phrase that guides our work and sets guideposts for each member of our collaborative learning community:

“Building curious minds, confident hearts, big futures”

Connecting to our mission of deep engagement, these pillars address the domains of engagement: cognitive, affective and operative. Our core mission of engagement takes a multidimensional approach, demanding that we create conditions to promote high-level engagement in all three domains. Thrive Charter School’s enhanced STEM programming, described in greater detail below, provides the ideal milieu for engaging students simultaneously across the three domains.

Furthermore, our philosophy dictates an approach to education that integrates academic knowledge (mind), the skills to transfer and apply that knowledge (heart), and a set of lifelong learning skills that enable students to be innovators and agents of their own success (future).

These three pillars provide an organizing principle by which to build and measure our programs, establish and pursue a strategic plan and engage in transformational learning. The unifying theme of our philosophy shapes our school culture and provides the grounding for school design. Driven by our vision, upholding these pillars will require a focused and coherent research-based strategy for sustained and structured professional learning that establishes exemplary teaching practices to support engagement and improved learning outcomes for Thrive students.

Targeted professional learning opportunities will equip educators and leaders with knowledge and tools in a variety of areas, from instructional approaches to STEM learning to supporting social and emotional development. Educators will also undertake training that enables them to better support Thrive students through a more in-depth understanding of key areas such as trauma-responsive practices, Universal Design for Learning (UDL), anti-bias training, awareness of low-SES background risk factors and knowledge of neuroscience and the impact of Adverse Childhood Experiences (ACEs) – which include poverty – on brain development and learning.

GUIDING PRINCIPLES

Our guiding principles direct and focus the Thrive vision and mission and provide the touchstone for defining and refining our culture and practice.

- We see the limitless human potential in every student and are unwavering in our belief that all students can reach great heights given the appropriate mix of challenges and supports that serve their individual learning profile.

- We are deliberate in our pedagogical choices and practice, drawing on the science of learning and development (SoLD) to inform our work and tailoring our strategies and practices to the unique needs and lived experiences of our student body.
- We are a centre of research and innovation, promoting a culture of active and collaborative research in our school and pursuing research projects with post-secondary institutions.
- We place high value on exemplary teaching and are committed to sustained, meaningful and structured professional learning that furthers Thrive student engagement and outcomes.
- We aim to be innovators and educational thought leaders and work proactively to engage with the wider educational community and share best practices for teaching and fostering student engagement.
- We foster well-being and belonging by facilitating strong and intentional home-school connections and offering holistic and synergistic support to students and their families.
- We value personal relationships, connection and understanding. We are attentive to each interaction and commit to identifying and disrupting inequitable practices and implicit bias.
- We cultivate confidence, self-efficacy and a dedication to continuous improvement in all aspects of our work, especially in our students as learners, in our practice as educators, in our systems as school leaders and in our community.
- We acknowledge the many barriers to access and strive to eliminate them.
- We welcome the many opportunities for students to learn and grow outside our school walls and outside the core school day and appreciate this continuum of learning.
- We embrace our role as potential catalysts of positive multigenerational change and recognize the responsibilities that accompany this role.

VISION FOR THE ENGAGED STUDENT

The Thrive educational philosophy highlights the need for a unique learning journey for students from low-SES backgrounds, one that is grounded in relevant research and centred on empowering students and cultivating deep and lasting engagement. Our **Vision for the Engaged Student** (see Figure 1) arises from a powerful awareness that although Thrive students have the same high potential as other students, their journey – and that of their families and communities -- is frequently put at risk by systemic barriers and implicit bias.

Student engagement is an important component in the educational journey of any student, but it is particularly critical for students from low-SES backgrounds. Research indicates that in typical educational environments, these students commonly face a number of disengaging messages, which impede engagement, and thereby, learning. Our model for student success realized in the Vision for the Engaged Student illuminates a path for our graduates as they move through the elementary and middle grades and into high school; it outlines the domains for engagement and gives a voice to the empowering messages that will help build their identity as an independent learner. Our vision for a graduate from this K-9 program is that of a successful and engaged student who has overcome barriers and is well-prepared to transition to high school, confident about themselves and driven to reach for an aspirational future.

Shifting the Narrative and Unlocking Potential: Thrive Success Model for Students from Low-SES Backgrounds

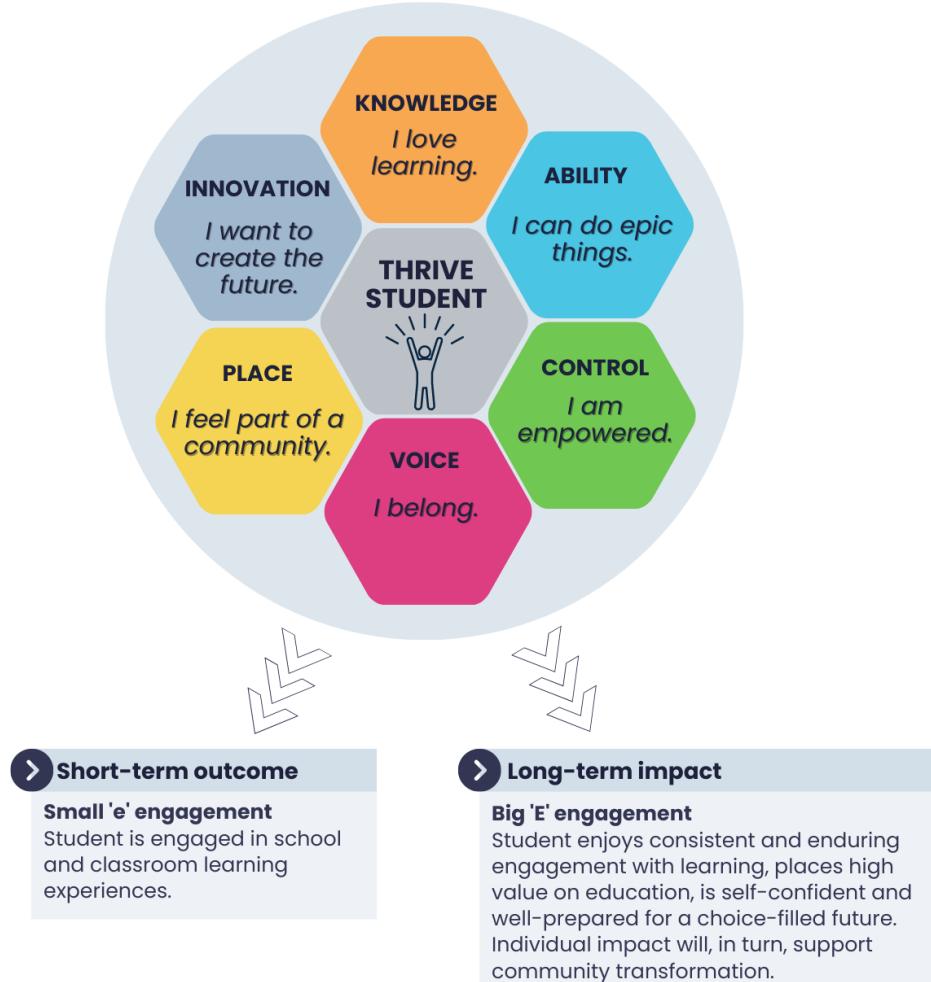


Figure 1: Thrive Vision for the Engaged Student

THRIVE CHARTER SCHOOL CONCEPT MODEL

Guided by our *“Building curious minds, confident hearts, big futures”* philosophy, the **Thrive Charter School Concept Model** (see Figure 2) provides the roadmap for the school culture, instructional strategies, social and emotional development, and system of supports that underpin our work and support the student success envisioned in the Vision for the Engaged Student. Grounded in the science of learning and development (SoLD), the Thrive model addresses the multiple modes and timelines of engagement, from the daily engagement in the classroom to the evolution over time of the student building a strong identity as a confident and independent learner.

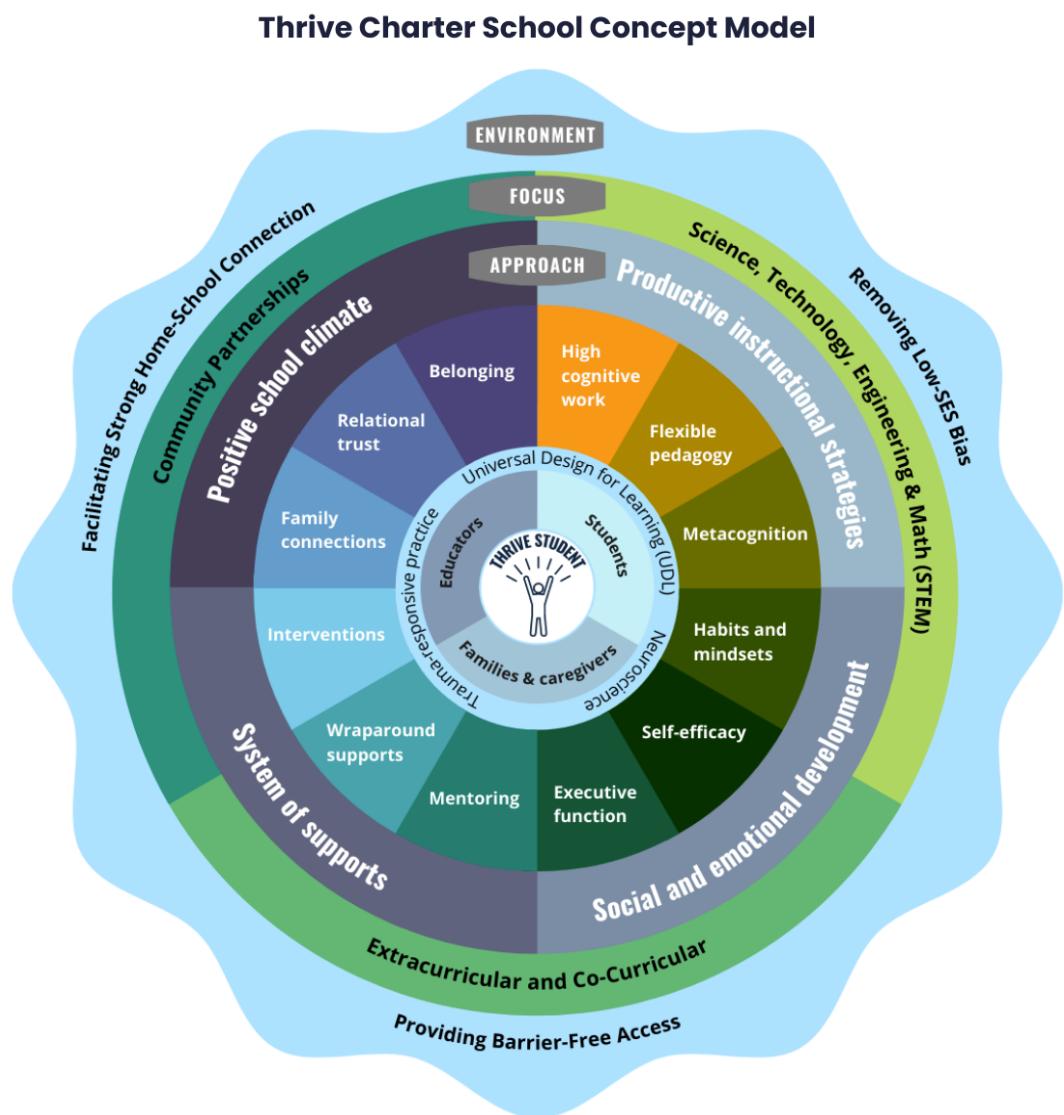


Figure 2: Thrive Charter School Concept Model

The Thrive model begins with the whole child approach envisioned in SoLD, which recognizes the varied yet connected domains of the student's development: academic, cognitive, ethical, physical, psychological and social-emotional. Taking this as an origin point, Thrive further refines the model by placing the student within the context of a low-SES background and acknowledging the barriers often created as a result of this experience. System-level design principles and pedagogies are carefully selected to align with relevant research on the educational needs and effective strategies for the Thrive student population. Individual personalization begins from "day zero," as we work to understand each student's experience, needs, strengths and future aspirations.

This base of information provides the foundation for the Personal Opportunity Plan (POP), a personalized plan for every Thrive student that addresses their needs, gifts, and goals. These plans provide a roadmap for each student and a guide for optimal instructional approaches. Each POP also outlines any needs for further assessment, intervention and/or enrichment specific to each student. POPs are updated quarterly, with a view to maintaining momentum and ensuring programming and support services respond to a student's changing needs. Each student's POP considers requirements for academic intervention and/or enrichment. In addition, delivery of wraparound supports to address any identified student and/or family needs is also considered.

Foundational to the Thrive model is the **environment** that pervades every element of the school and the student experience. Within this context, our learning, practice and operations are shaped by three elements of the Thrive environment:

- **Removing low-SES bias:** Our model acknowledges the innate and pervasive bias that negatively impacts student learning and frequently fails to create a culture of high expectations for students from low-SES backgrounds. Thrive rejects this negative construct in favor of a culture of high academic expectations and exposure to high cognitive engagement, particularly through STEM.
- **Barrier-free access:** In addition to the social and emotional barriers, our model seeks to eliminate the economic barriers to access by providing a comprehensive educational program at absolutely no cost to families, including: extended day (8 a.m. – 6 p.m.) programming; yellow bus transportation to and from school; a nutrition program; and high-quality extra- and co-curricular after-school programming, including music, sports and arts as well as co-curricular STEM programming that offers students the opportunity to extend and solidify their STEM skills and knowledge.
- **Home-school connection:** Building strong, trusting relationships with the student's network outside the walls of the school is an important factor in student success. At Thrive, wraparound service provision is fortified by a robust on-site family resource centre. Integrating these services within the school improves access for families, strengthens collaboration, and reinforces relationship-building across all members of the school community (including students, families, educators and social service providers.)

The Thrive school design emphasizes shared and explicit pedagogical philosophies based on learning science research, particularly in areas such as neuroscience, engagement, trauma-responsive approaches and youth development. The Thrive model is designed purposefully to incorporate pedagogical approaches that have been shown to be highly successful for Thrive students. These include Universal Design for Learning (UDL), culturally responsive strategies, personalization and designs that promote strong and sustained relationships amongst members of the learning community.

Our approach focuses on pedagogies that produce a high level of engagement and learning environments that offer strong instructional and emotional support. We will cultivate a positive culture of high expectations, complemented with a continuum of supportive structures and services. Building a strong community and close relationships between and among all learning partners – including students, educators, leaders, families and other salient adults in our students' lives and communities – is key. All our work will be guided by a dedication to understanding the complexities of our students' lives, a commitment to UDL and trauma-responsive practices, and an appreciation of how neuroscience can illuminate our teaching and learning practices.

KEY PROGRAM COMPONENTS

The Thrive Charter School model provides a number of key areas of enrichment and enhancement to supplement the Alberta Programs of Study.

Science, Technology, Engineering and Mathematics (STEM)

Providing rich and meaningful STEM learning that incorporates a knowledge-based curriculum is a central tenet of Thrive and will support our work to prepare students with the skills and competencies they need to continue STEM studies after grade 9 and, ultimately, to pursue post-secondary STEM pathways. Our STEM programming will be implemented in collaboration with other school authorities and post-secondary institutions.

Extracurricular and Co-Curricular

The fundamental principles of the school and the stretching of programming across an extended day (8 a.m. to 6 p.m.) represents an additional layer of educational opportunity, providing further opportunities to narrow the “experience gap” as well as to solidify and expand the buffering relationships and school culture built during the school day. Thrive’s after-school extracurricular and co-curricular programs will align with education objectives and will provide Thrive students with opportunities to participate in the kind of high-quality music, athletics, arts and STEM that are often cost-prohibitive for families from low-SES backgrounds.

Community Partnerships

The Thrive Charter School model values connection and collaboration amongst students, teachers, families and supportive partners. We will pursue community partnerships to further strengthen our learning community and extend our connections with a view to enriching student learning, growing our school culture and further enhancing our extracurricular and co-curricular programs.

CHARTER GOALS AND OUTCOMES

Our three purpose-driven and forward-focused strategic goals and associated outcomes have been carefully designed to support improved student learning, realize the Thrive vision and mission, and further educational research and innovation in the province. Each of these goals is composed with exacting attention to the context of learners from low-SES backgrounds. A combination of local and provincial measures will assist in monitoring our performance.

CHARTER GOAL 1

CHARTER GOAL 1: STUDENTS FROM LOW-SES BACKGROUNDS THRIVE IN A CULTURE OF ACADEMIC SUCCESS.

Connecting to the “curious minds” element of the Thrive philosophy and the specific context of learners from low-SES backgrounds, this goal focuses on the cognitive domain and drives attainment of the knowledge and ability components of Thrive student success. This charter goal furthers our mission to amplify student engagement in learning and empower students from low-SES backgrounds to reach high levels of achievement, two key pillars in our vision of a future free of educational opportunity gaps.

Outcomes:

- Students are engaged in learning and recognize connections to their own lives and experiences.
- Students are able to identify their strengths and areas for growth and can make relevant connections with goal-setting and personal growth.
- Students demonstrate year-over-year improvement in the areas of the Alberta Programs of Study related to literacy and numeracy.
- Students express confidence in their ability to excel in school, have a positive disposition towards lifelong learning and maintain high aspirations for their future studies and careers.

Local measures:

- School-administered assessments
- School surveys (for students, staff and parents) to gauge perceptions and attitudes in areas such as student engagement, self-efficacy, academic mindsets and lifelong learning
- Thrive Student Personal Opportunity Plans (POPs), measuring attainment of academic goals
- School enrolment and attendance data

Provincial measures:

- Provincial Achievement Test results
- Student Learning Assessment results
- Alberta Education Assurance survey

Strategies:

- Support diverse learners through Universal Design for Learning (UDL), minimizing barriers and maximizing access to participation in meaningful learning opportunities.
- Maintain rigor and high standards for all students, whilst allowing flexibility for how and when these standards are met.
- Emphasize the importance of understanding each student's unique profile and future aspirations to inform the development of their Personal Opportunity Plan (POP), which identifies strengths, areas of need and learning goals; update POPs throughout the school year and ensure continuity from one year to the next.
- Support students in developing a positive academic identity and strong sense of self-efficacy. Reinforce these ideas through home-school connections.
- Embed assessment into personalized learning cycles and clarify students' next steps for individual learning pathways.
- Undertake an affirming and culturally responsive approach to learning in all contexts, recognizing students for the assets they possess, building on their diverse experiences and encouraging them to develop their interests and talents while building their knowledge, skills and competencies.
- Establish school structures that provide opportunities for contextually meaningful deeper learning, whereby students apply skills and knowledge to build competencies and strengthen higher-order thinking skills. Relevant approaches include: project-based and problem-based learning; artists in residence; field trips; extra- and co-curricular activities; outdoor education and place-based learning; and extended learning in the community.

- Align extracurricular and co-curricular programming with student learning outcomes. Make the connections between these activities and overall student learning explicit for students and families.
- Adopt a two-generation approach to developing academic behaviors, academic perseverance, academic mindsets and learning strategies by engaging parents, caregivers and other salient adults to build academic support capacity at home and in the community. Ensure engagement efforts incorporate cultural competence and are structured to maximize relational trust.
- Invite collaboration with Indigenous Elders and Traditional Knowledge Holders to explore how Thrive can incorporate not just Indigenous knowledge systems and cultures, but also Indigenous learning and assessment approaches.
- Ensure that the voices and experiences of all students, including Indigenous students and students new to Canada are affirmed and supported.
- Employ highly relevant and authentic assessments such as portfolios, projects, or extended performance tasks that require students to create, perform and demonstrate the relevant knowledge, skills, and abilities.
- Develop a purposeful, systematic approach to analyzing data and other information on student performance to optimize allocation of resources and supports.

CHARTER GOAL 2

CHARTER GOAL 2: STUDENTS FROM LOW-SES BACKGROUNDS ACQUIRE AND APPLY THE KNOWLEDGE, SKILLS AND ATTITUDES THAT PROMOTE WELL-BEING AND LIFELONG LEARNING.

Linking to the “confident hearts” segment of the Thrive approach, this goal concentrates on the affective domain, fostering belonging, empowerment and agency through relationship-building, a welcoming affirming environment and an integrated system of supports. This charter goal supports our mission to nurture belonging and build strong interpersonal networks for students from low-SES backgrounds in a highly supportive environment that promotes equity and well-being. These elements serve as the foundation for the accessible and equitable educational ecosystem laid out in our charter vision. Social and emotional competencies provide students with a valuable toolkit to navigate difficult circumstances and, ultimately, an avenue to find redress for the systemic barriers they have experienced.

Outcomes:

- Students access integrated systems of supports that enable learning and holistic well-being (including academic, social and emotional components).
- Students maintain strong relationships with their peers, teachers and other members of the school community and report a strong sense of belonging.
- Students articulate a positive self-concept, take ownership in their learning and feel empowered to succeed.
- Students demonstrate social and emotional competencies and develop positive attitudes about school, self and others.

- Students demonstrate developmentally appropriate skills, habits and mindsets that support well-being, lifelong learning, and limitless goals and aspirations.

Local measures:

- School surveys (for students, staff and parents) to support understanding of perceptions and attitudes in areas such as school climate, connectedness, community cohesion, collective trust, self-esteem and belief in the value of education.
- School-administered social and emotional learning assessment. This is an emerging area of study and Thrive expects this to evolve over time as additional evidence is available.
- Thrive Student Personal Opportunity Plans (POPs), measuring attainment of affective goals
- Data on utilization of student and family support services
- Data on extracurricular and co-curricular participation and accomplishments
- School enrolment and attendance data

Provincial measures:

- Alberta Education Assurance survey

Strategies:

- Complement explicit social and emotional learning instruction by embedding social and emotional learning into instructional practices, relationship building, and classroom management, with further reinforcement through wraparound supports, school-wide routines, and family/community engagement practices.
- Cultivate a culture of collaboration and connection; support school structures that facilitate sustained relationship-building, build relational trust and foster strong home-school connections.
- Attend to the holistic needs of the student, recognizing the many ways the student connects with – and arises from – their unique self and experiences.
- Build culturally responsive practices, drawing on the cultural and linguistic experiences and strengths of our students, their families and communities, to fuel student success.
- Establish on-site wraparound services that are responsive to student and family/caregiver needs.
- Employ a two-generation approach to developing social and emotional skills by engaging parents, caregivers and other salient adults to build common understanding of these assets and strategies to support them.
- Emphasize the unique strengths of students, families and communities and demonstrate how social and emotional skills provide a framework for navigating challenges and breaking down barriers.
- Build social capital among educators, families, and the community through programs that foster family and community involvement and facilitate relationship building across the school community.
- Provide opportunities for shared leadership.
- Support comprehensive school health through curricular, extracurricular, and co-curricular programming and supports that encompass the continuum of well-being.
- Approach learning and school development through an assets-based lens that includes viewing language, culture and family background as assets to a student's learning.
- Within an identity-safe environment, leverage common experiences and values to build community cohesion and reveal that shared strengths and wisdom can translate into collective impact.

- Work to remove the barriers, labels and implicit bias that limit access and undermine student success.
- Facilitate sustained and structured professional learning to equip staff with the knowledge and skills necessary to build positive and sustained connections with students and support student learning. This will include training specifically geared toward Thrive Charter School and its students, including trauma-responsive practices, neuroscience and culturally responsive teaching.
- Support knowledge-sharing on social and emotional learning, with particular emphasis on tracking current research about promising evidence-based practices that support improved student learning for students from low-SES backgrounds.

CHARTER GOAL 3

CHARTER GOAL 3: STUDENTS FROM LOW-SES BACKGROUNDS DEVELOP CORE STEM SKILLS AND COMPETENCIES THAT PREPARE THEM TO EXCEL IN HIGH SCHOOL AND BEYOND.

Supporting Thrive's "big futures" aspiration for students and the associated adoption of an innovator's mindset, this goal focuses on the operative domain, aiming to increase student engagement, counteract competency bias, and eliminate opportunity gaps in the highly rewarding realm of STEM, where the opportunity gap between students from low-SES and high-SES backgrounds is particularly vast. Challenges around STEM equity begin at an early age and underrepresented groups are the most likely to opt out of pursuing further study or careers in STEM fields, often as early as junior high. This Thrive charter goal seeks to build STEM skills and competencies by sparking early interest in STEM, building a rich learning environment with strong real-world connections, fostering strong STEM identities and illuminating the pathways for continued study and work in high school and post-secondary education.

This charter goal provides the future-focused foundation of our mission to equip every Thrive Charter School student with the specialized STEM knowledge, skills and competencies required to become the leaders, scholars and innovators of the future. The transformative potential of universal and rigorous STEM learning for students from low-SES backgrounds is key to our charter vision.

Outcomes:

- Students demonstrate superior STEM knowledge, skills and competencies.
- Students convey understanding and awareness of the wide variety of STEM pathways and make connections between their learning and future STEM education and future careers.
- Students exhibit a strong sense of self-efficacy in STEM and self-identify as scientists, technology creators, engineers and mathematicians.

Local measures:

- School-administered STEM competency assessments
- School-administered STEM attitude surveys
- Thrive Student Personal Opportunity Plans (POPs), measuring attainment of STEM-related learning goals
- Data on STEM co-curricular participation and accomplishments

Provincial measures:

- Provincial Achievement Test results
- Student Learning Assessment results
- Alberta Education Assurance survey

Strategies:

- Provide enriched STEM programming strategically designed to prepare Thrive students for deeper levels of STEM learning in secondary and post-secondary pathways.
- Provide access to real-world tools, technologies, materials and resources used by STEM professionals.
- Embrace a two-generation approach to supporting STEM education in all contexts (home, school and community) by building understanding of STEM tools, ways of thinking and pathways (both educational and career) amongst parents, caregivers and other salient adults in students' lives.
- Offer exposure to STEM pathways and the diversity of STEM experts through guest speakers, residencies, partnerships and community connections.
- Foster creativity -- an essential component of innovation -- across the curriculum and through extra- and co-curricular activities.
- Reinforce STEM knowledge and skills through aligned co-curricular activities, including competitions, contests, community events and entrepreneurial opportunities.
- Strengthen educator capacity by facilitating professional learning opportunities that increase STEM content knowledge and understanding as well as STEM instructional practices.

STUDENT SELECTION

GRADES TO BE OFFERED AT THE SCHOOL

Thrive Charter School will initially enrol elementary school students in Kindergarten through Grade 6 at the current school location, with future plans to expand to junior high (Grades 7 through 9).

STUDENT SELECTION CRITERIA

The focus of Thrive Charter School is to provide programs to support the education and well-being of students from low-SES backgrounds. Accordingly, admission policies and procedures will reflect the school's vision and mission.

Identification and admission procedures will:

- comply with provincial legislation;
- respect procedural fairness;
- align with the Charter; and
- be clearly communicated to parents/caregivers of current and prospective students.

In advance of each year, the Principal will be responsible for making a recommendation on the number of spots available for new student enrolment in each grade and the Superintendent will be responsible for approving the

enrolment plan. In keeping with its mission, Thrive intends to serve as many students as possible given capacity and resource constraints. Enrolment levels may be adjusted from year to year to reflect current research and best practices.

Students meeting the Thrive Student Profile whose parents/caregivers have completed the application for enrolment will be considered for selection. If applications for enrolment exceed the number of spots available in a particular grade, Thrive will use a random draw (lottery) to determine selection. Priority will be given to siblings of currently enrolled students. In the first year of operation, if a student is selected for enrolment through the lottery, eligible siblings with a completed application for enrolment will also be offered a spot.

Names of students not selected will be placed on a waiting list. Parents/caregivers are responsible for ensuring that their contact information is current and for providing updated documentation to support their application.

CURRICULUM

Provision of an enriched STEM curriculum over and above the math and science requirements set out in the Alberta Programs of Study is a key component of the Thrive Charter School program. Emphasizing STEM literacy for all students aligns with the school's mission to ensure that all students have the skills, competencies and confidence they need to pursue STEM pathways in high school and beyond. The Thrive commitment to STEM is reflected in the inclusion of STEM instructional approaches and STEM content knowledge in sustained professional learning.

Thrive Charter School provides rich and meaningful STEM learning that incorporates a knowledge-based K-9 curriculum, hands-on learning and connections to real world problems that resonate with Thrive students. Beginning in full-day kindergarten, Thrive students undertake problem-based and project-based learning, which invites creativity while also supporting the development of important critical thinking and problem-solving competencies. High-quality STEM resources and experiences (e.g., field trips, field studies, land-based learning, demonstrations and visiting STEM experts) ensure that Thrive students have exposure to the equipment and materials used in real world STEM environments, and also have an opportunity to interact with the diverse individuals in their community who are STEM creators and innovators.

The Thrive STEM program also embeds career education throughout the K-9 continuum to ensure that students and their families understand how STEM learning connects to a wide variety of education and career pathways. Extended learning opportunities and community engagement with local STEM professionals facilitates deeper understanding of the interconnectedness of the STEM disciplines.

SHARING INNOVATION

Thrive Charter School is centred around a bold vision to eliminate opportunity gaps for students from low-SES backgrounds and to drive lasting multigenerational change. Sharing our research, innovations and best practices is not only part of our responsibility as a charter school in Alberta, it is central to our collaborative mindset and a requisite element in our work to improve student outcomes. In support of our vision, we plan to go beyond the minimum requirements of information sharing to take on a leadership role in promoting the benefits of collaboration as well as providing improved structures for collaboration and opportunities for schools, educators and communities to come together with a unifying purpose for the betterment of the system and the benefit of all students.

Innovations and best practices will be shared in a variety of ways and through numerous channels, with the goal of sharing as widely as possible with a diverse audience through:

- school staff meetings and professional development projects;
- charter school board communications and meetings;
- conferences with parents, caregivers and students;
- school website, newsletters and social media channels;
- school events and activities;
- school council;
- active participation in educational organizations;
- collaborative research projects with post-secondary institutions and researchers;
- workshops, conferences, seminars, teachers' conferences and speaking engagements;
- Education Plan and Annual Education Results Report;
- media;
- meetings with Alberta Education and other governmental bodies; and
- community events.

Within our school community, we will engage with:

- educators and their professional learning communities as well as other staff members;
- our community of parents, caregivers and other salient adults; and
- partners, including area family resource centres.

Amongst the wider educational community, we will endeavour to interact at many levels, including with:

- public school authorities in Edmonton and across Alberta;
- other charter schools, both on an individual basis and through The Association of Alberta Public Charter Schools (TAAPCS);
- Indigenous-run and Indigenous-focused schools and educators;
- early childhood organizations and educators;
- education organizations such as the Edmonton Regional Learning Consortium (ERLC);
- organizations such as the College of Alberta School Superintendents (CASS) and the Association of School Business Officials of Alberta (ASBOA);
- visiting academics and educators; and
- practicum students.

We will also prioritize collaboration and information sharing around research initiatives, including with:

- post-secondary institutions, including faculties of education, business, sociology, etc. and other post-secondary groups;
- relevant journals and research publications; and
- provincial, national and international institutions, researchers and research organizations.

Our focus on local impact will also emphasize information-sharing and cooperative efforts with the community, including:

- arts and cultural organizations and professionals;
- athletic organizations;
- local and regional organizations focused on initiatives to improve outcomes for families from low-SES backgrounds;
- area agencies and organizations in a variety of areas, including social services and health;
- Indigenous organizations, elders and leaders;
- local youth organizations;
- charitable organizations and philanthropic initiatives;
- municipal, provincial and federal government representatives; and
- community groups.

Finally, the Thrive Charter School enhanced STEM education program provides special opportunities for collaboration with a variety of parties, such as:

- STEM educators, schools and organizations at the local, provincial, national and international levels, including those engaged in STEM education initiatives in other school authorities and post-secondary institutions;
- STEM-related organizations based at post-secondary institutions;
- STEM-focused organizations such as AMII, Alberta Innovates and Innovate Edmonton;
- local businesses and entrepreneurs;
- professional and industry organizations; and
- local and provincial business groups.

Taken together, our outreach and engagement initiatives will promote a stronger culture of information sharing and ultimately have a multiplier effect, increasing understanding of our findings and enabling our innovative pedagogical approaches and strategies to percolate throughout the education system.

AMENDMENT OF CHARTER

Any member of the Charter Board or the Society may request that the Charter Board review a term or condition of the Charter.

The Charter Board shall meet within thirty days to consider the amendment request. The Charter Board's decision shall be communicated, in writing, within seventy-two hours to the requesting member.

If the amendment proposal is rejected, it may be discussed again after one year. If the amendment proposal is accepted, the Charter Board shall have not less than thirty days to provide Society members with a copy of the proposed amendment and call a meeting of the members of the Society. At this meeting, the proposed amendment will either be approved or rejected by a majority vote of Society members present and entitled to vote at such a meeting. Minor rewording of the amendment that does not affect either the substance or intent of the amendment may also be considered at this meeting.

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

TERMINATION AND DISSOLUTION OF CHARTER SCHOOL

In accordance with the Alberta Charter Schools Regulation 85/2019 and its subsequent amendments, the Charter Board may decide to terminate the operation of its charter school and to dissolve the charter school at the end of a specific school year, and the following process will therefore occur:

1. Notwithstanding that the term of the Thrive Charter School Society charter has not expired or been repealed by the Minister of Education, the Charter Board shall:

- a. Notify the Minister of Education of its intent to terminate the operation of its charter school(s) at the end of a school year and such notice will be given to the Minister by no later than January 31st of the year in which the termination shall occur; and
- b. Proceed with termination of school operations and dissolution of the charter school only after the written approval of the Minister for the termination of operations has been received.

2. Within two weeks of receiving Ministerial approval for the decision of the Charter Board to terminate the charter school operations, the Charter Board shall provide written notice of its decision to terminate school operations and dissolve the charter to the following stakeholders:

- a. Minister of Education;
- b. Superintendent;
- c. Society Members;
- d. Principal, teachers and other employees and contractors; and
- e. Parents and students of Thrive Charter School Society.

3. Notice of termination of operations and dissolution of the charter school shall provide the reasons for the decision, the effective date of dissolution, and the proposed plan for dissolution.

4. The Charter Board shall proceed to:

- a. Provide notice pursuant to any rental or leasing agreements for buildings, land, property or facilities;
- b. Determine a value for any owned buildings, land, property, facilities or other assets;
- c. Liquidate any owned assets either by public auction or private sale;
- d. Discharge the liabilities of the school;
- e. Provide the Society, the Superintendent, and the Minister of Education with a full accounting of the finances of the school;
- f. Return any surplus attributable to provincial funding to the Provincial Treasurer; and
- g. Turn over any residual funds to the Society.

5. The Charter Board will work with other school jurisdictions to facilitate the transfer of students to other schools, and thus the Charter Board shall:

- a. Provide each registered student's parent/guardian with information on the procedure specified in the Student Record Regulation 97/2019 or its subsequent amendments or revisions for a receiving school to request the student record for that student; and
- b. Maintain responsibility for the transfer of each student's records for a period of three (3) months from the date the Charter Board specified as its last day of school operations, and thereafter, any remaining student records shall be forwarded to Alberta Education.