

Alberta Classical
ACADEMY

CHARTER

Amended: May 2026

Table of Contents

INTRODUCTION	1
PHILOSOPHY, PURPOSE & VISION	2
UNIQUE PROGRAM FEATURES	5
CURRICULUM	9
OBJECTIVES & IMPROVED OUTCOMES	10
PARTNERSHIPS AND EXCHANGES	13
ENROLMENT CRITERIA	14
AMENDMENTS AND DISSOLUTION PROCESS	15

Introduction

The Alberta Classical Academy is a charter school board offering a classical liberal arts education.

Classical education is distinct from the dominant mode of education currently offered in Alberta public schools:

- Whereas most education programs are narrowly focused on career readiness, a classical education aims to cultivate virtue, wonder, and a love of wisdom. It is an emancipatory undertaking, not a utilitarian one.
- Classical education aims to preserve, transmit, and build upon the wisdom of past generations — not to repudiate or dismantle it.
- Instead of teaching abstract "skills" divorced from knowledge, classical education embraces an overarching structure called the "trivium," comprising grammar, logic/dialectic, and rhetoric.
- Classical education is rich in content and highly integrated across grade levels and disciplines, and it aims to produce a coherent understanding of our world.
- Contrary to the dominant ethos of value subjectivity and non-judgement, classical education is focused on the development of virtue, and is rooted in an objective standard of truth, beauty, and goodness.

The proposed program is not innovative per se; it represents, rather, a rediscovery of time-tested classical methods.

Company under which the school shall operate

Alberta Classical Academy schools shall be operated by Alberta Classical Academy Ltd., a public not-for-profit company registered pursuant to part 9 of the Companies Act.

Period of operation

The period of the board's initial charter will span five years, beginning in the 2022/2023 academic year and ending at the close of the 2026/2027 academic year. The school shall continue to operate for as long as it is able to fulfil its mission and mandate, and for so long as there is sufficient student interest in its programs.

Students for whom the program is intended

Alberta Classical Academy schools are intended for students in grades K-12 who are able and committed to seeking moral and intellectual excellence. Students are expected to follow the school's code of conduct, support its philosophy and purpose, and apply themselves diligently and conscientiously to their studies

Philosophy, Purpose & Vision

Purpose

To deliver a classical liberal arts education that equips students with the virtues, knowledge, and habits befitting free citizens.

Vision

To develop well-cultivated and virtuous men and women who are committed to seeking truth and wisdom, who contribute to the authentic common good of their communities, and who recognize the perennial reality of truth, goodness, and beauty as the guiding light of human affairs.

Philosophy

Our philosophy begins with the assertion that truth, beauty, and goodness exist as objective qualities, impervious to time or human opinion. Knowledge of these is what constitutes wisdom.

The pursuit of wisdom is a life-long endeavour. It begins with the experience of philosophical wonder, is nurtured through exposure to great ideas and beautiful works of art, is practiced through free inquiry and disciplined study, and is sustained through a love of truth.

The program we intend to offer centres on enduring and beautiful works of art, literature, science, and philosophy from around the world: from Euclid, to Homer, Aristotle to al-Farabi, Sophocles to Shakespeare, Laozi, Li Bai, and much more. We study the classics because they speak to eternal and universal aspects of the human condition, and relate to questions of ultimate concern: why are we here, and what should we desire? What is the nature of justice? What do we owe others? What is the difference between liberty and license, and how can we order our lives well? By engaging with classical works, students acquire the ability to inhabit diverse perspectives. They become historically and culturally literate, break free of the narrow and parochial prejudices of their own era, and learn to think deeply about life's most fundamental questions.

We believe that society is an intergenerational project, with each generation owing debts to those who came before, and to those who will follow in time. Our obligation to students is to ensure they can enjoy "the best that has been thought and said," and to give them opportunities to partake of the great soul-enriching conversations that have spanned millennia. In turn, students will be prepared to pass along and to build on that inheritance, with gratitude and humility.

The Alberta Classical Academy will offer an academically rigorous program that will prepare students for further study and, eventually, for participation in a modern workforce. Yet the true purpose of education is not limited to making students narrowly useful or equipping them for material success. Recalling the Chinese sage Confucius, we hold that "an educated person is not a tool." Children are not merely future workers. They are future friends, spouses, neighbours, parents, and citizens. They are bearers of souls, which thirst after knowledge of what is true, good, and beautiful. A classical education prepares students not only to live, but to live virtuously and with purpose.

Principles

- We believe that truth exists, and we are committed to seeking it diligently and courageously. This commitment is expressed through a culture that values open and civil conversation, free inquiry, and intellectual humility, and that encourages a sense of philosophical wonder.

- With Plato, we hold that the pursuit of truth is entwined with the practice of virtue. Where there is truth, there is goodness and beauty. Knowledge of them is what constitutes wisdom.

- The highest aspiration of education is to foster moral excellence. Our goal is to help students cultivate the mind and the heart, impart a love of virtue, and form the habits of temperance and self-mastery that will enable them to live good, healthy, and purposeful lives.

- We recognize that we are the temporary guardians of a rich civilizational inheritance, and from that comes a duty to transmit to the next generation the best that has been thought and written. Students likewise have a right to enjoy that inheritance, and to be ennobled and uplifted through encounters with great and beautiful works of the past. By ensuring that learners are conversant with those who came before us, we allow them to benefit from the unearned wisdom of the generations.

- We believe that liberal education is not principally a utilitarian undertaking, but an emancipatory one: It equips students with the virtues and habits that make people free in a true sense. Our academically rigorous program will prepare students well for further studies and give them the skills and knowledge they need to succeed in the workforce. Yet these are not the primary ends of education. They are, rather, a happy by-product.

- All persons are bearers of divine souls that each of us possesses with an inviolable dignity, irrespective of race, sex, creed, or ability.

- Education should be pursued in a spirit of friendship and leisure—scholē, in Greek. Learning that is forced, or that is not accompanied by a sense of wonder and joy, is unlikely to take root. Effective formation of the human personality requires space for contemplation and thought, away from distraction and material exigencies.

- Students thrive in an environment that provides stability, order, belonging, and love. We understand that structure and high expectations are not incompatible with the spirit of leisure or the pursuit of freedom, but a precondition for them. Through immersion in a well-ordered environment, pupils can learn to order their own souls well.

- Teachers are leaders in the classroom and in the school community at large. They impart knowledge and expertise to students, model good conduct, encourage respectful dialogue and inquiry, and create and uphold the school's culture.

Essential virtues

Students at the Alberta Classical Academy will develop an expansive moral vocabulary. They will learn to recognize and identify a variety of virtues, understand their varied manifestations, and use them as reminders of what is good and noble. Students will strive to embody these virtues in their own lives, both through habitual practice, and through active self-reflection.

Among the core virtues and moral qualities that we aim to impart are the following:

- Wisdom: understanding what is true, good, and beautiful; knowing how to live virtuously
- Integrity: forthrightness, simplicity, honesty, trustworthiness, and the courage to stand by one's convictions
- Temperance: self-control, discipline, restraint in the face of temptation, and mastery of one's desires and impulses
- Humility: understanding one's limitations. The opposite of hubris and arrogance, humility is the precondition for growing in wisdom
- Reverence: a sense of awe and respect for those things that are higher than us and that lie beyond our control or understanding
- Justice: the proper ordering and orientation of the soul; giving to each his or her due
- Forbearance: a capacity to endure life's trials with grace, patience, and fortitude.
- Discernment: clear-sightedness and sound judgement, achieved through the disciplined application of reason
- Diligence: applying oneself consistently in the pursuit of excellence
- Benevolence: kindness, charity, a concern for the wellbeing of others, and a willingness to give of oneself
- Courage: the ability to risk one's personal interests, forego comfort, and overcome fears, as duty and righteousness require; "the form of every virtue at its testing point"
- Loyalty: consistency, a sense of reciprocity, and a willingness to make sacrifices out of love and dedication
- Magnanimity: possessing a great and expansive soul; tolerance and broad-mindedness that arises from contemplation of higher things; avoidance of pettiness, grievance-seeking, and keeping count of wrongs
- Eutrapelia: A spirit of ease, delight, and good humour
- Propriety: appropriateness in inward feeling and outward conduct; the observance of proper rituals and decorum

Unique program features

This section describes in more detail the unique features of the proposed program, the improved student outcomes we hope to achieve, and the research supporting these approaches.

Explicit Instruction in teacher-led classrooms

At the Alberta Classical Academy, learners will pursue an academically rigorous and content-rich program of study in teacher-led classrooms. Emphasis will be placed on what is known as "explicit instruction" (sometimes called direct instruction).

The explicit instruction approach is characterized by specific instructional practices, wherein teachers: introduce new material incrementally and sequentially; routinely review previous lessons; ask a large number of questions to students when presenting new material; regularly check for understanding; provide opportunities for students to practice new skills; provide models and guidance; monitor and require independent practice; provide scaffolds for new and complex skills; and give immediate corrections and frequent feedback on student work.[1] During lessons, attention is focused on the teacher, and lessons are carefully designed to be sequential and to reduce extraneous content.

Explicit instruction has a solid foundation in education research.[2] In the United States, the most extensive study of teaching methods ever conducted found that direct instruction produced the best results in all areas studied—basic skills, cognitive (higher-order) skills, and affective responses (e.g. responsibility and self-esteem).[3] Observational studies of 'master teachers' similarly confirm that the most effective teachers adopt the methods associated with explicit instruction.[4]

Trivium Progression

The curriculum at the Alberta Classical Academy schools will be delivered using the trivium model, which comprises grammar, logic/dialectic, and rhetoric. Although each element is present at all grade levels, the emphasis shifts as students progress through their studies.

Grammar is emphasized in the early grades, with students acquiring foundational skills in literacy (with an early emphasis on phonics) and numeracy. They also form a solid base of knowledge about diverse topics, including history, geography, arts, ethics, mathematics, the natural sciences, and more. As they progress into middle school, knowledge acquisition continues, yet the emphasis shifts to logic. Students develop their capacity for dialectical reasoning, and they learn to analyze, classify, draw inferences and connections, and differentiate between good and bad forms of argument. At the upper grade level, students continue to acquire logical skills and content knowledge, while becoming proficient in communicating beautifully and persuasively through speaking and writing.

The Trivium has been the foundation of classical liberal arts education for millennia, yet it also accords with modern cognitive science. The essential pedagogical insight revealed by cognitive load research is that building up factual knowledge in long-term memory must precede a focus on higher-order cognitive skills.[5] This is due to the fact that a) working memory has a limited capacity to handle new information; b) long-term memory has a seemingly endless capacity to store and organize knowledge; c) working memory has an efficient ability to recall and apply well organized knowledge from long-term memory; and d)

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[1] Rosenshine, B. (2012). Principles of instruction: Research-based strategies that all teachers should know. American Educator, 36(1), 12–19, 39. Retrieved from https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf

[2] Ashman, G. (2021). The Power of Explicit Teaching and Direct Instruction. London: Corwin.

[3] S. Engelmann (2007). Teaching Needy Kids in Our Backward System. ADI Press. Retrieved from https://www.nifdi.org/docman/suggested-reading/book-excerpts/teaching-needy-kids-in-our-backward-system/1368-teaching-needy-kids-in-our-backward-system/file.html; Egbert, R.L. (1981). Some thoughts about Follow Through thirteen years later. Lincoln, NB: Nebraska University (ERIC Document Reproduction Service No. ED244733)

[4] Sherrington, T. (2019). Rosenshine's Principles in Action. Woodbridge, U.K.: John Catt Educational Ltd.

[5] Hirsch, E.D. (2016). Why Knowledge Matters: Rescuing Our Children from Failed Educational Theories. Cambridge, MA: Harvard.

domain-specific, critical thinking processes (e.g. reading comprehension, mathematical problem-solving, or 'thinking like a scientist') are intertwined with long-term memory.[6] Once students have acquired a broad base of knowledge and converted their understandings to long-term memory, it becomes easier to build on what they have already learned and apply high-order cognitive skills.[7]

Socratic method

In addition to explicit instruction, teachers will integrate the Socratic method into their teaching, encouraging students' sense of philosophical wonder, and inspiring intellectual humility and curiosity. The Socratic method is characterized by rigorous and thoughtful dialogue, with the teacher asking questions that provoke deep reflection and, in most cases, raise further questions. This approach habituates students to examining unstated assumptions and prejudices, entertaining arguments in good faith, and considering the implications and soundness of different propositions. By building a strong foundation in content knowledge, and by engaging in open conversation and free inquiry, students develop their ability to reason clearly and practice intellectual and moral discernment.

Commitment to truth-seeking

The Socratic method supports courageous and civil conversations in the pursuit of truth. Truth-seeking is an explicit commitment of the Alberta Classical Academy and is inseparable from the pursuit of goodness and beauty.

Students are not well served by school cultures that encourage intellectual fragility or dogmatism, shield them from different perspectives, prohibit the asking of questions, or that shun meaningful debate or dialogue. Yet this is increasingly the norm, particularly (but not exclusively) at the post-secondary level.[8] Rather than teaching students to judge the correctness of ideas based on its popularity or conformity to a particular ideological program, we ask them to reason clearly and to anchor themselves in truth. To do this well, students need opportunities to ask penetrating questions, inhabit different perspectives, make mistakes without fear, practice tolerance and broad-mindedness, and learn that friendship is possible even amidst disagreement.

Great Books Program

At the heart of our knowledge-rich program of study is a "great books" curriculum, which puts learners in direct conversation with enduring works of art, literature, and philosophy, from around the world. Students will encounter canonical works, from the Analects of Confucius, to the dialogues of Plato, the dramas of Sophocles and Shakespeare, the poetic epics from Homer to Chu Yuan to Dante, the scientific explorations of Euclid, Pythagorus and al-Farabi, and much more. They will encounter classical arts and music and a well as study mathematical and scientific explorations as humane pursuits of truth.

There is strong evidence that this form of classical liberal arts education supports academic achievement. Experiments in the United States show that students exposed to great books programs displayed measurable improvements in reading comprehension, writing composition, and critical thinking skills (including mathematical reasoning).[9] Yet the most important

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[6] Sweller, J., Ayres, P., and Kalyuga, S. (2011) Cognitive Load Theory, Vol. 1. New York: Springer New York.

[7] As noted by cognitive researcher Tom Sherrington, "We organise information into schemata. Typically, new information is only stored if we can connect it to knowledge that we already have. As a result, prior knowledge is a major factor in our capacity to learn new information. The more complex and interconnected our schemata are, the easier it is to make sense of new related information and the better we are able to organise it so that it makes sense. The concept of understanding is really 'memory in disguise'. This means that our schemata are more fully formed, and more interconnected, and can be explored and recalled more fluently." See Sherrington, T. (2019). Rosenshine's Principles in Action. Woodbridge, U.K.: John Catt Educational Ltd.

[8] Maria Carrasco, "Survey: Most Students Self-Censor on Campus and Online" https://www.insidehighered.com/quicktakes/2021/09/23/survey-most-students-self-censor-campus-and-online ;

[9] For example, studies conducted in Chicago, New York, and Washington DC found that students enrolled to a great books programs performed significantly better in reading comprehension, writing, and mathematics than peers in a control group. See "Measuring the Benefits of Junior Great Books—2006 to 2013," https://www.greatbooks.org/wp-content/uploads/2016/07/Measuring-the-Benefits-of-JGB-2006%E2%80%932013.pdf

benefits of a liberal arts education are not quantifiable. We study great works of literature and philosophy not simply for their practical value, but because of what they can teach us about the human condition and what it means to live well. Similarly, the humane exploration of geometry, mathematics, and sciences reveal the order and beauty of the cosmos, inspiring wonder, respect, and humility—not only that we may appreciate our place as part of an expansive whole, but also by pointing to the limits of our knowledge, so that we may resist our temptation to mastery.

Through immersion in this great tradition, students become conversant with the past. They come to understand the intellectual roots of today's society, learn to inhabit diverse perspectives, expand their moral vocabularies, and engage deeply with life's most fundamental questions.

Languages

As part of our commitment to putting children in direct conversation with classical texts, and nurturing an appreciation for different cultures and traditions, we intend to offer a diverse language program. The language options offered will depend, in part, on expressions of interest from prospective parents, but will include French, Latin, and Mandarin. Additional language electives in upper grades may include Spanish, German, Arabic, Classical Chinese, and/or Ancient Greek.

Fine arts and performing arts

In addition to fostering moral, physical, and academic excellence, we also believe in developing students' sense of aesthetic judgement and teaching them to love and to create beautiful things. Our students will have opportunities to both experience and partake in a range of classical art forms, including music, drama, poetry, dance, painting, sculpting, and traditional building arts. Encounters with beautiful works of art open the soul to the possibility of transcendence, while the rigour of classical arts training tempers the mind and ennobles the heart.

Outdoor programs

Outdoor education will be an important focus at the Alberta Classical Academy schools. In addition to time spent outdoors daily, our students will partake in day and overnight trips, taking advantage of Alberta's beautiful natural environment. This will give them opportunities to study the natural sciences, understand the importance of sustainability and conservation, learn about Alberta's indigenous cultures, build camaraderie and resilience, acquire valuable outdoor skills, and experience a sense of wonder and awe at the majesty of the natural world.

Integrated approach to curriculum delivery

While adhering to the Alberta provincial programs of study, Alberta Classical Academy schools will deliver an enhanced curriculum that is integrated both vertically (e.g. sequential across grade levels) and horizontally (across disciplines). The history curriculum, in particular , shall help guide the progression and sequencing of other subjects. World history will be taught in a largely chronological way, grouped into four major periods: the ancient world, the medieval world, the renaissance world, and the modern world. This progression will repeat three times from grades K-12. Where applicable, the history curriculum will be integrated across subjects. For example, when students learn about Mesopotamia, they might read excerpts from the Epic of Gilgamesh in literature; learn about the Tigris and Euphrates Rivers in geography; discuss the Code of Hammurabi; explore the basic principles of early agriculture; learn about seconds, minutes, hours, and weeks; study ziggurats in art/architecture; and learn about Assyrian and Babylonian military tactics and technologies.

An education in virtue

With Socrates, we believe that the pursuit of moral excellence is the noblest of human ambitions. A sound education not only prepares students for success in the workforce, but imparts a love of wisdom. It teaches us to recognize what is true, good, and beautiful, and orients us towards these qualities.

The practice and study of virtue will be a central objective of our program, infusing everything from our institutional culture and code of conduct to the content and delivery of the curriculum, to the student evaluation process. In the delivery of the curriculum, moral education will be an implicit or explicit focus of classroom readings and assignments. Biographies of moral exemplars will also be studied, and virtues will be displayed in classrooms as reminders to students of what they should to aspire to. As they progress into higher grades, students not only learn to recognize and identify a range of virtues, but also develop their understanding of how those qualities can be expressed in a variety of circumstances.

Finally, along with academic evaluations, students will also work with teachers to conduct substantial self-evaluations, assessing their progress and identifying areas for improvement as it relates to our core virtues. For pupils in K-4, these self-evaluations will take the form of conferences with their teachers at the end of each term, as well as evaluation against a set of specific criteria. In addition to conferences with their teachers, pupils in grades 5-12 will also write reflective essays concerning their own character development, identifying areas of growth and those requiring further improvement.

Schools that place a strong emphasis on moral character and discipline have been shown to produce improved academic performances, better affective and behavioural responses, improved attendance, and fewer disciplinary problems such as bullying and vandalism, and a greater sense of security in their school community.[10]

Smartphone-free environment

Although our curriculum will feature a robust science and digital literacy component, we aim to use technology in a minimal, deliberate manner in the classroom, and offer a smartphone-free environment. This approach responds to a growing body of research on the negative impacts of screen time and social media on developing minds.[11] Excessive exposure to screen-based technologies has been shown to rewire the brain's rewards pathways, interfering with our capacity for sustained concentration, diminishing our ability to store and retain information, and leading to addiction.[12] Social media and smartphone use is also correlated with an alarming rise in adolescent anxiety and depressive disorders.[13]

Providing a screen-free environment allows students to escape these social pressures, and affords more opportunity for deep reflection, concentration, and restful learning. We hope to enable our pupils to find tranquility and stillness in their own souls, without need of external distraction.

[10] See U.S. Department of Education (2009). Survey of Outcomes Measurement in Research on Character Education Programs. Retrieved from https://ies.ed.gov/ncee/pdf/2009006.pdf

[11] N. Stiglic and R. Viner. Effects of screentime on the health and well-being of children and adolescents: a systematic review of reviews. BJM Open. 2019; 9(1). https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6326346/

[12] D. Ruder (2019). Screen Time and the Brain. Harvard Medical School. https://hms.harvard.edu/news/screen-time-brain

[13] C. Carter (2018). Is Screen Time Toxic for Teenagers? Berkeley University. https://greatergood.berkeley.edu/article/item/is_screen_time_toxic_for_teenagers ; J. Nesi (2020). The Impact of Social Media on Youth Mental Health. North Carolina Medical Journal, 81(2). https://www.ncmedicaljournal.com/content/81/2/116

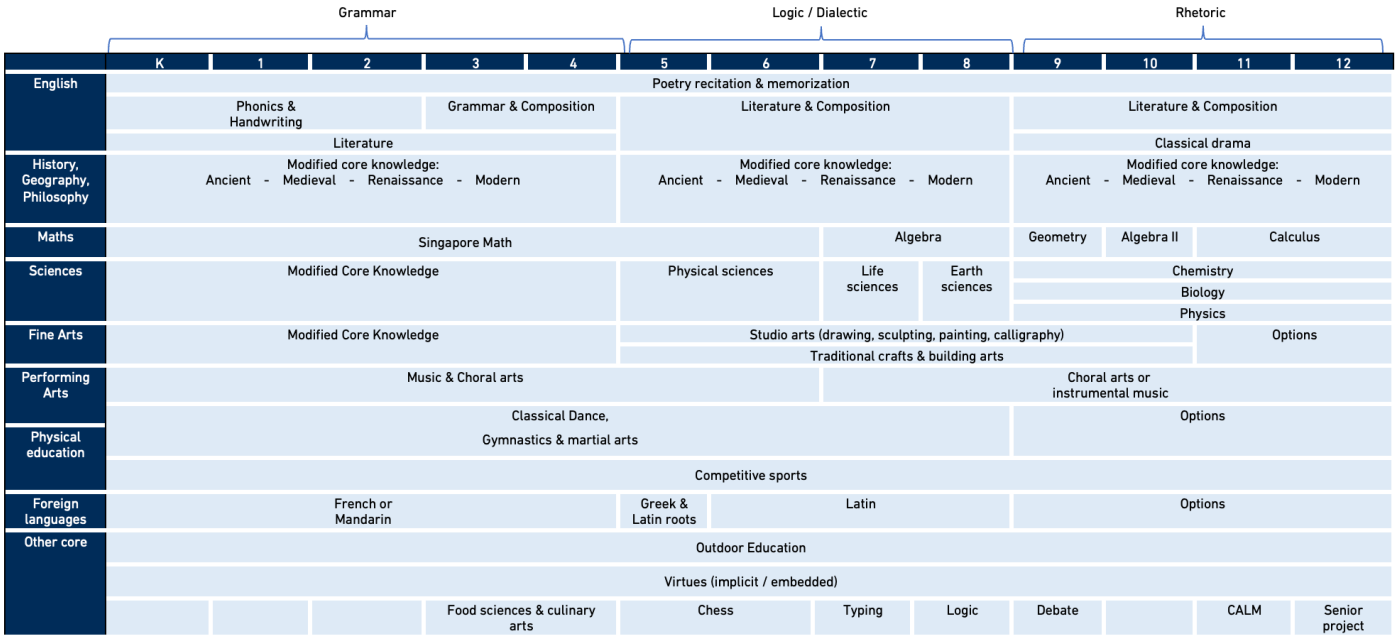
Curriculum

Alberta Classical Academy schools will deliver the Alberta provincial programs of study using a distinct, classical approach and ethos:

- Students will study classical works of literature, philosophy, and art. Wherever possible, they will rely on primary texts and sources of information.
- The pursuit of truth, beauty, and goodness shall at all times inform the approach to curriculum delivery, with an explicit goal of nurturing virtue and developing pupils' capacity for sound moral, intellectual, and aesthetic judgement.
- The curriculum shall be delivered in accordance with the "trivium" model, in which the emphasis shifts from the mastery of foundational knowledge and grammar, to logic/dialectic, to rhetoric.
- Lessons will be delivered in teacher-led classrooms through a combination of explicit instruction and the Socratic method.
- The curriculum will be rich in content and knowledge. To the extent possible, subjects will be highly integrated and coherent both vertically and horizontally (i.e. across disciplines).

Where necessary to deliver the proposed program, we will also work in cooperation with other classical programs to acquire or develop additional programs of study, such as classical dance, formal logic, rhetoric, Greek & Latin roots and Latin (grades 5-9), traditional crafts and building arts, and more

Proposed Curriculum Map



Objectives & improved outcomes

The measurable objectives and improved student outcomes to be achieved by the Alberta Classical Academy are as follows:

1. Students will grow in virtue, demonstrate exemplary moral character, and relate to each other in a spirit of friendship and good will
2. Students will achieve academic success and personal excellence in all programs of study
3. The school will contribute to the education system in Alberta as a whole, and enhance education research and delivery

Objective 1: Students will grow in virtue, demonstrate exemplary moral character, and relate to each other in a spirit of friendship and good will

Students enrolled in Alberta Classical Academy schools will develop a rich moral vocabulary. They become conversant with the meaning and applications of a variety of virtues, and use these as a standard for measuring their own conduct. Character education will be infused through the school's culture, code of conduct, delivery of the curriculum, and student self-assessment processes. This emphasis reflects our belief that the practice of goodness is indelibly connected to the pursuit of truth and beauty.

The virtues we seek to impart will manifest in all areas of a student's conduct. For example, the qualities of humility, discernment, diligence, and the love of wisdom, are connected to a student's academic performance. By nurturing these, students acquire a love of learning, and they refine their ability to reason clearly and judge correctly. In athletics, students are encouraged to practice the virtues of sacrifice, temperance, fortitude, justice, and equanimity in both victory and defeat. As community members, they display a sense of propriety, friendship, honesty, charity, and a commitment to service. In the arts, students apply themselves diligently to their craft and, by refining their own hearts and minds, increase their ability to create beautiful and ennobling things.

All members of the school community will relate to each other in a spirit of magnanimity, integrity, kindness, good humour, propriety, and generosity. Most of all, ours shall be a community of friendship, bound by the shared pursuit of wisdom and the joint apprehension of the good.

<u>Measurable Outcomes</u>

- Students will be able to identify virtuous behaviour and its antithesis, both in literature and in their own lives
- Students demonstrate an understanding of the meaning and applications of a range of virtues
- Students demonstrate moral growth, as determined by both the subjective assessment of parents and teachers, and through their own self-assessments
- Students display an ability to reflect on their own character and conduct with reference to virtues
- Students acquire an understanding of major religious and philosophical traditions from around the world, and are able to discuss and identify their essential moral teachings
- Students grow in their understanding of the relationship between virtue and the intellectual traits necessary for clear thinking and sound judgement.
- Students will demonstrate their understanding that truth and wisdom exist, and that seeking them is an essential human pursuit
- Students will display improved affective and mental health outcomes, as compared to peer cohorts not enrolled in the program
- Students will demonstrate their understanding of the links between truth, goodness, and beauty
- Students will become comfortable engaging in open conversation and dialectical dialogue in the pursuit of truth, and in a spirit of friendship
- Students will participate in one or more community service projects each year
- Students will indicate a strong sense of belonging, pride, and security in the school

- Instances of bullying and harassment will be minimal, and will be addressed quickly and effectively
- Parents will indicate high levels of satisfaction with the development of virtuous and conscientious behaviour in their children

Objective 2: Students will attain academic success and reach personal excellence in all programs of study

The path to academic excellence begins with early literacy and numeracy. During the first stage of the Trivium (Grammar), students will be acquire the ability to read and write above grade level by grade three, and their number sense and arithmetic skills are also expected to be above grade level. At this stage, students will also develop strong foundational knowledge in history, geography, sciences, ethics, and the arts. As they progress into middle school, knowledge acquisition continues, yet the emphasis shifts to logic. Students develop their capacity for dialectical reasoning, and they learn to analyze, classify, draw inferences and connections, and differentiate between good and bad forms of argument. At the upper grade level, students continue to acquire logical skills and content knowledge, while becoming proficient in communicating beautifully and persuasively through speaking and writing. Through their participation in the program, students will develop a familiarity with the world's great philosophical, artistic and literary traditions. They will be capable of engaging deeply and meaningfully with classical works from the past, and display an understanding and appreciation for the intellectual roots and development of our civilization.

Measurable Outcomes

- Students will show continuous improvement in reading, writing, numeracy and arithmetic as they progress from kindergarten to grade six
- Students who begin the program in kindergarten will be at or above grade level in reading and writing by the end of grade 3
- Students will be at or above grade level in numeracy and mathematics as they progress from kindergarten to grade six
- Students will indicate continuous improvement in the acquisition of knowledge, skills and competencies related to the Alberta Curriculum and the ECA's expanded programs of study
- Students will achieve mastery of a broad knowledge base, as set out in the Alberta Curriculum and the ECA programs of study
- Students will acquire familiarity with canonical texts, including fables, histories, poems, dramas, literature, and philosophical and scientific texts
- Students will indicate continuous improvement in the application of logic and dialectic
- Students will indicate continuous improvement in their communication skills, both written and oral
- Students will indicate continuous improvement in their skills in debate and respectful argumentation
- Students enrolled continually in the program for at least three years will acquire conversational proficiency in at least one language
- The overall percentage of students in grades 6, 9 and 12 who perform above the acceptable standard on Provincial Achievement Tests and Diploma Exams will exceed the provincial average, and will increase for each of the school's first five years of operation
- Graduating students pursuing the academic stream will be qualified to succeed in the Classical Learning Test (CLT)

Objective 3: The school will contribute to the education system in Alberta as a whole, and enhance education research and delivery

In addition to providing students in grades K-12 with a classical education, the Alberta Classical Academy will seek to make contributions to education in Alberta as a whole by: contributing to education research; locally developing and disseminating a classical curriculum (complementing the Alberta programs of study); offering teacher training courses; sharing our practices and results with members of the public and the education community; generating public interest and awareness of classical education.

Measurable outcomes:

- The school will publish newsletters, blogs, opinion essays, and maintain an active social media presence, in order to publicize its approach to teaching, conduct, and curriculum delivery,
- Student academic performance and survey results will be available to the public
- The school will host tours for interested educators, researchers, and parents interested in learning about classical education
- Research projects shall be undertaken in collaboration with a post-secondary institution (or institutions) to better measure and assess the academic and affective outcomes achieved by the school
- Teachers-in-training will gain practicum experience at the Alberta Classical Academy schools
- Curriculum tools and resources will be locally developed and shared with other school boards and homeschooling families
- Training courses related to classical education will be developed and made available to all teachers and educators

Partnerships & exchanges

In addition to providing students in grades K-12 with a classical education, we also aim to raise awareness of classical education in Alberta, so that more children can benefit from this mode of education.

The following are some of the ways that we will communicate our school's successes and best practices to the wider education community:

- Document and publicize our practices and findings: Through an active blog, newsletter, website, social media presence, and media engagement strategy, we will document and publicize our practices and the results we achieve. This will include informing the public about our approach to character education; the benefits of classical education; research on explicit instruction; and the academic results achieved by our students.

- Tours for educators, parents, and researchers: One of the most powerful things a school can do to spread the word about its educational approach is to open its doors to visitors. Without disrupting students' classroom experience, we will facilitate regular tours for interested parents, educators, and researchers.

- Collaboration with post-secondary institutions: The Alberta Classical Academy will actively seek out opportunities to conduct research projects and otherwise collaborate with post-secondary institutions.

- Practicum opportunities for teachers-in-training: Teachers-in-training at Alberta faculties of education will be invited to do practicums at Alberta Classical Academy schools, gaining exposure to the methods of explicit instruction, the trivium progression, and participating in the school's distinctive culture. Future teachers will be able to apply their insights and observations in their own classrooms.

- Development of curriculum resources and professional development courses: Schools operated by the Alberta Classical Academy schools will work together to develop classical educational products, courses, and curriculum resources. The board will actively collaborate with other interested school boards, as well as home educators, who wish to deliver a similar style of classical curriculum.

Enrolment criteria

Which students is this school for?

The Alberta Classical Academy is intended for learners who are committed to cultivating moral and intellectual excellence, and who want to partake in a community founded on friendship, conversation, respect for human dignity, and a shared pursuit of truth, wisdom, and beauty.

The proposed program is demanding, both academically and in its standards for student behaviour. Students are expected to follow the school's code of conduct, support its philosophy and purpose, and apply themselves diligently and conscientiously to their studies. A high level of parental engagement is encouraged.

Application process

Prior to submitting an enrolment application, all prospective families will be required to participate in a tour of the school (during and after the first year of operations) and attend a presentation on classical education, where they will learn about the school's philosophy, approach to curriculum, teaching methods, and expectations for students. This requirement shall apply to parents of prospective K-4 students, and to both student and parents for pupils in grades 5-12.

If, having attended the presentation, parents or students deem that the school's philosophy and aims align with their own, they will be invited to submit a pre-enrolment application.

Should enrolment applications exceed the maximum capacity of the program, students will be entered into a lottery. They will then be placed on a wait list in accordance with their lottery number and priority status. Each grade level shall have its own wait list, and wait lists positions will be reset annually. If a waitlisted student is not accepted in a given year, they must renew their entry in the lottery. Priority status shall be assigned to siblings of already enrolled students, the children of founders, staff and instructors, and students transferring from another Alberta Classical Academy school. In a school's first year of operations, priority status will be given to families that registered for the school's initial interest list.

Students with sufficiently high positions on the waitlist will be invited to attend a placement interview to determine their readiness for the program. Students entering middle school and above may also be asked for evidence of their commitment to seeking moral and intellectual excellence, and their desire to be part of the Alberta Classical Academy community.

Following the interview, students who wish to proceed with the application process will submit a final application. Offers of enrolment will be made in accordance with a student's waitlist position based on the number of spots available per grade. Students will be considered enrolled once they have accepted the offer of enrolment, paid the school fees, and completed all required registration paperwork.

Amendments and Dissolution Process

1. Dissolving the Corporation

1.1 - Dissolution of the Corporation

1.1.1 The Charter Board shall exist in perpetuity unless dissolved:

a. Due to a decision by the Minister of Education not to approve or renew the Charter; or
b. On a voluntary vote of the Board as indicated in the Bylaws

1.1.2 In the event that either Minister of Education does not approve or renew the Charter, or the Board is voluntarily dissolved in accordance with the Bylaws, then the Board shall immediately call a Special Meeting (the "Dissolution Meeting") to determine the effective date of dissolution of the Board and plan the dissolution process.

1.2 - Notice of Dissolution

1.2.1 Within two (2) weeks of a decision to dissolve the Board, pursuant to the Bylaws, the Board shall, in accordance with any applicable legislation, issue written Notice of Dissolution to all stakeholders. "Stakeholders" include, but are not necessarily limited to:

a. The Minister of Education;
b. The Members;
c. The Principal of the School;
d. The Teachers of the School;
e. The other employees of the School and, if applicable, the Board; and
f. The students of the School.

1.2.2 Notice of Dissolution shall include the reason(s) for, effective date of, and proposed plan for the dissolution process.

1.3 - Dissolution Process

1.3.1 The Dissolution Process shall begin immediately following the Dissolution Meeting, and shall be carried out by the Board.

1.3.2 The Board shall use its best efforts to meet financial and other obligations of the School throughout the Dissolution process.

1.3.3 After issuing Notice of Dissolution to the Stakeholders in accordance with these Bylaws, the Board shall proceed to, in a timely fashion:

a. Issue Notice pursuant to any rental or lease agreements;
b. Assess and determine a value for any assets owned by the Board; and
c. Liquidate assets owned by the Board either through public auction or private sale, with proceeds to be allocated in accordance with the following priority ranking:
    i. Paying off of the Corporation's debts and liabilities;
    ii. Donating any remaining proceeds to philosophically-aligned community organizations, as determined by ordinary resolution of the Directors.

1.3.4 The Board shall not pay any proceeds from the sale of its assets upon dissolution to any Members or Directors.

1.4 – Transfer and Disposition of Student Records upon Dissolution

1.4.1 Once a decision to dissolve the Board and close an Alberta Classical Academy school has been made, the Board shall arrange with each Parent Member to transfer the records of each registered child of that Parent Member to another school as directed by the Parent Member, and as required by the other school. The Board shall prioritize the prompt transfer of these records.

1.4.2 The Board shall remain responsible for the transfer of student records for a period of four (4) months from the date of dissolution. Upon expiry of this period, any remaining student records that have not been transferred shall be sent to the Minister of Education in accordance with the terms of any applicable privacy legislation.

2. Amending the Charter

2.1 The Charter may be amended as necessary to enhance the delivery of the School's programs, in accordance with the philosophy, purpose and vision of the School.

2.2 Proposed amendments to the Charter shall be subject to stakeholder consultation, including public notice on the Academy's website, inviting written feedback prior to Board consideration.

2.3 The Charter may be amended by Special Resolution of the Directors at any Regular Meeting or at any Special Meeting called for that purpose

2.4 Excepting the Corporation's Bylaws, any amendments to the Charter must be approved in writing by the Minister of Education before it shall come into effect.