

AGENDA**Type of Meeting:** Board**Date:** February 18, 2016**Page:**1 of 1*"TOWARDS NEW HORIZONS":**Is it in the best interest of our students?**Does it support excellence?***AGENDA 8 – FEBRUARY 18, 2016**

- | | | | |
|-----|---|-------------|---------|
| 1. | Call to Order | Jill Weiss | 7:00 pm |
| 2. | Adoption of Agenda | Jill Weiss | 7:01 pm |
| 3. | Disclosure of Conflict of Interest | Jill Weiss | 7:03 pm |
| 4. | Approval of Minutes | Jill Weiss | 7:04 pm |
| | 4.1 January 21, 2016 - attached | | |
| 5. | Matters Arising from Minutes | | 7:06 pm |
| | 5.1 Proposed Policy Referrals – attached memo | Don Falk | |
| 6. | Administration Reports | | 7:10 pm |
| | 6.1 Principal’s Report – attached | Ted Zarowny | |
| | 6.2 Superintendent’s Report – attached | Don Falk | |
| 7. | Board Reports | | 7:40 pm |
| | 7.1 Survey Committee Report – attached memo | Will Watson | |
| | 7.2 Other Board Committees – verbal reports | Jill Weiss | |
| 8. | Board Work Plan – attached | Jill Weiss | 8:00 pm |
| 9. | New Business | | 8:05 pm |
| | 9.1 Proposed School Calendar for 2016/17 – attached | Don Falk | |
| 10. | Receipt of Reports | Jill Weiss | 8:20 pm |
| 11. | Correspondence Sent | | |
| 12. | Correspondence Received | Jill Weiss | 8:25 pm |
| | 12.1 Summary of Input from Stakeholder Forum – attached | | |
| | 12.2 Letter from TAAPCS to Minister of Municipal Affairs – attached | | |
| 13. | In Camera | Jill Weiss | 8:35 pm |
| 14. | Adjournment | Jill Weiss | 9:00 pm |

Next Board Meeting – March 10, 2016 at 7:00 pm

NEW HORIZONS CHARTER SCHOOL SOCIETY
MINUTES

Type of Meeting: Board **Date:** January 21, 2016 **Initials:** **Chair** _____
Approved: DRAFT **Recorded By:** Jill Swanson **Secretary** _____

MINUTES 7 – January 21, 2016 7:00 PM

Present:

Jill Weiss CHAIR	Denise Auriat CO-SECRETARY	Ryan Bosch VICE CHAIR
Nicole Pasemko TREASURER	Vicky Qualie DIRECTOR	William Watson CO-SECRETARY

In Attendance:

Don Falk SUPERINTENDENT	Ted Zarowny PRINCIPAL	Fred de Kleine SECRETARY-TREASURER
Darlene Groton SOCIETY MEMBER	Keri Harstad SOCIETY MEMBER	Sherri Jensen SOCIETY MEMBER
Brandi Mah SOCIETY MEMBER	Christine Ingle SOCIETY MEMBER	Shelly Glen-Pekse SOCIETY MEMBER
Melanie Thorne SOCIETY MEMBER	Kim Johnson SOCIETY MEMBER	Jill Swanson SOCIETY MEMBER
Tori Kaiser SOCIETY MEMBER	Shawn Reynolds SOCIETY MEMBER	Chad Cretney SOCIETY MEMBER
Lori Vifgusson VICE PRINCIPAL	Melissa Boisvert SOCIETY MEMBER	

1. Call to Order

Jill Weiss called the meeting to order at 7:05 PM

2. Adoption of Agenda

*Motion 2016-01-21-01 Motion to adopt agenda for the Board Meeting, January 21, 2016
Moved: Vicky Qualie, Seconded: Ryan Bosch, Carried
Agenda amended at 7:40PM to include report from School Council as agenda item 8.6.*

3. Disclosure of Conflict of Interest: None

NEW HORIZONS CHARTER SCHOOL SOCIETY
MINUTES

Type of Meeting: Board **Date:** January 21, 2016 **Initials:** **Chair** _____
Approved: DRAFT **Recorded By:** Jill Swanson **Secretary** _____

4. Approval of Minutes

*Motion 2016-01-21-02 Motion to approve minutes 6 from the Board Meeting Dec 10, 2015 as presented.
Moved: Vicky Qualie, Seconded: Nicole Pasemko, Carried*

5. Administrative Reports

5.1. Principal's Report

Ted Zarowny spoke to his written Principal's Report, as attached to the agenda for the meeting.

5.2. Superintendent's Report

Don Falk spoke to his written Superintendent's Report, as attached to the agenda for the meeting.

6. Board Reports

6.1. Committee Chair Reports

Survey Committee – Will Watson provided a verbal report on the work of the Survey Committee.

Public Relations Committee – Nicole Pasemko provided a verbal report on the work of the Public Relations Committee.

Audit Committee – Nicole Pasemko provided a verbal report on the work of the Audit Committee.

7. Board Work Plan – The Board reviewed the Board Work Plan, as attached to the agenda for the meeting. It was decided to reschedule the Board Retreat by moving it from February to March 2016.

8. New Business

NEW HORIZONS CHARTER SCHOOL SOCIETY
MINUTES

Type of Meeting: Board

Date: January 21, 2016

Initials:

Chair _____

Approved: DRAFT

Recorded By: Jill Swanson

Secretary _____

8.1. Proposed Amendments to Policy #104 - Presentations to the Board

*Motion 2016-01-21-03 Motion to refer the proposed amendments to Policy #104 to the school staff and School Council for feedback and that the feedback be forwarded to the Policy, Guidelines and Bylaws Committee for review, with a request that the Committee bring a recommendation to the Board of Directors at the February 2016 meeting of the Board.
Moved: Vicky Qualie, Seconded: Nicole Pasemko, Carried*

8.2. Proposed New Policy #208 - Sexual Orientation, Gender Identity, and Gender Expression

*Motion 2016-01-21-04 Motion to refer proposed Policy #208 to the school staff and School Council for feedback and that the feedback be forwarded to the Policy, Guidelines and Bylaws Committee for review, with a request that the Committee bring a recommendation to the Board of Directors at the February 2016 meeting of the Board.
Moved: Will Watson, Seconded: Vicky Qualie, Carried*

8.3. Progress Report on Education Plan

Ted Zarowny spoke to the 3-year Education Plan, as attached to the agenda for the meeting.

8.4. Field Trip Proposal

Motion 2016-01-21-05 Motion that the proposal for a grade 9 field trip to Quebec, scheduled for May 22-28, 2016, be approved with the understanding that final approval for the detailed plans must be obtained from the Superintendent. Moved: Ryan Bosch, Seconded: Vicky Qualie, Carried

8.5. Open House, Waitlist, Enrolment Growth

Vicky Qualie provided verbal comment on the recent school open house, enrolment growth, and a waitlist for prospective students. Discussion followed.

NEW HORIZONS CHARTER SCHOOL SOCIETY
MINUTES

Type of Meeting: Board **Date:** January 21, 2016 **Initials:** **Chair** _____
Approved: DRAFT **Recorded By:** Jill Swanson **Secretary** _____

8.6. Report from School Council

Darlene Groton provided a verbal report on the work of the School Council.

9. Receipt of Reports

*Motion 2016-01-21-06 Motion to receive reports.
Moved: Jill Weiss, Seconded: Ryan Bosch,
Carried*

10. Correspondence Sent - None

11. Correspondence Received

11.1. Letter from charter board chairs to Minister of Education – attached to agenda for the meeting.

11.2. Memo from Faye Parker re Sherwood Park Regional Planning Exercise – attached to the agenda for the meeting. Discussion followed.

12. In Camera

*Motion 2016-01-21-07 Motion to move into Camera at 9:25 pm.
Moved: Jill Weiss, Seconded: Vicky Qualie, Carried*

*Motion 2016-01-21-08 Motion to accept the request of Employee #0188 to
take general leave of absence without pay until the
end of the 2015/16 school year.
Moved: Jill Weiss, Seconded: Vicky Qualie, Carried*

*Motion 2016-01-21-09 Motion to move out of Camera at 9:53 pm
Moved: Vicky Qualie, Seconded: Nicole Pasemko,
Carried*

13. Adjournment

Jill Weiss adjourned the meeting at 9:53 PM

Next Board Meeting: Regular Board Meeting February, 2016 at 7:00 PM



Don Falk
Superintendent
Phone: 780-416-2353
Email: dfalk@newhorizons.ab.ca

MEMORANDUM

February 13, 2016

To: Board of Directors

From: Don Falk - Superintendent

Re: Matters Arising from Minutes

Background:

The Board is advised that the following resolutions remain as items to be addressed in forthcoming Board meetings:

1. *Motion 2015-11-09-06*
Motion to recommend that the draft proposed Policy 315 (Employee Recognition) be referred to the Policy, Guidelines and Bylaws Committee for review, with a request that the Committee bring a recommendation to the Board of Directors with respect to the possible implementation of the policy.
Moved: Vicky Qualie; Seconded: William Watson; Carried

Proposed Policy 315, has been referred to the Policy, Guidelines and Bylaws Committee. Following consideration by the Committee, it will be brought before the Board for its consideration.

2. *Motion 2016-01-21-03*
Motion to refer the proposed amendments to Policy #104 (Presentations to the Board) to the school staff and School Council for feedback and that the feedback be forwarded to the Policy, Guidelines and Bylaws Committee for review, with a request that the Committee bring a recommendation to the Board of Directors at the February 2016 meeting of the Board.
Moved: Vicky Qualie, Seconded: Nicole Pasemko, Carried

The draft proposed amendments to Policy 104 were referred to the school staff and School Council for feedback, together with a request that feedback be provided to the superintendent by February 11, 2016. At the time of the writing of this memo, feedback from the staff has been received. Upon receipt of feedback from the School Council, all feedback will be forwarded to the Policy, Guidelines and Bylaws Committee. Given the evident time constraints, it is suggested that a recommendation from the Committee be postponed until the March 2016 Board meeting.

Policy, Guidelines and Bylaws Committee. Following consideration by the Committee, it will be brought before the Board for its consideration.

3. *Motion 2016-01-21-04*

Motion to refer proposed Policy #208 (Sexual Orientation, Gender Identity, and Gender Expression) to the school staff and School Council for feedback and that the feedback be forwarded to the Policy, Guidelines and Bylaws Committee for review, with a request that the Committee bring a recommendation to the Board of Directors at the February 2016 meeting of the Board.

Moved: Will Watson, Seconded: Vicky Qualie, Carried

Proposed Policy 208 was referred to the school staff and School Council for feedback, together with a request that feedback be provided to the superintendent by February 11, 2016. At the time of the writing of this memo, feedback from the staff has been received and from an individual parent has been received. Upon receipt of feedback from the School Council, all feedback will be forwarded to the Policy, Guidelines and Bylaws Committee. Given the evident time constraints, it is suggested that a recommendation from the Committee be postponed until the March 2016 Board meeting.

Recommendations:

It is recommended that consideration of proposed Policy 315, proposed amendments to Policy 104, and proposed Policy 208 be scheduled for consideration by the Board of Directors at the March 2016 meeting.



Don Falk – Superintendent



Don Falk
Superintendent
Phone: 780-416-2353
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MEMORANDUM

February 14, 2016

To: Board of Directors

From: Don Falk - Superintendent

Re: Reports from Administration

Background:

Attached for the information of the Board of Directors, are the following reports from Administration for the Board meeting of February 18, 2016:

- Principal's Report
- Superintendent's Report

There will not be a report from the Secretary-Treasurer at the February 18, 2016 Board meeting.

Recommendation:

It is recommended that the reports from Administration be received as information.

A handwritten signature in blue ink, appearing to read "Don Falk", is written over a light blue horizontal line.

Don Falk – Superintendent

Attachments (2)

New Horizons Charter School Society
Principal's Report to the Board of Directors
February 18, 2016

ITEMS

1. MINDFULNESS

- On February 1 Director Qualie led an informative parent session on mindfulness. Approximately 40 parents and staff were present.
- The school had its mindfulness introduction to students on February 11. We have begun our school-wide Mindful Minute.

2. INSPIRE AND CREATE

- Our January IC event focused on the Rubik's Cube. We had our in-school competition for three events: the Red Cross, the Red Face, and the full cube.
 - The students were amazingly supportive of their peers.
 - An overall winner was selected and won a fully paid registration fee to a sanctioned Rubik's Cube competition at the Telus World of Science.
- Our February IC event (in honor of friendship) was held on Thursday, February 11.
 - The first activity was a multi-grade "The human knot" activity.
 - The second activity was the creation of a friendship bead bracelet. Division 3 students helped Division 1 students. Each student received a pipe cleaner and filled it with 20 identical beads.
 - During the days following the event, students traded beads with classmates when something friendly was said to them.
 - The goal is that each student ends up with a rainbow bracelet.

3. LANNIE KANEVSKY PRESENTATION

- Dr. Lannie Kanevsky, Associate Professor in the Faculty of Education at Simon Fraser University led a parent session on January 28. She provided insight as to how to notice how high ability children learn when they are deeply engaged and challenged.
- Dr. Kanevsky spent part of January 28 in the school and was complimentary to the program we have in place at NHS.
- On January 29, Dr. Kanevsky led our PD session. She led staff through a series of tools that can assist teachers when developing IPPs and differentiated learning activities.

4. **WEBSITE UPDATE**

- As a part of our communication strategy in the Education Plan, the school's website has a new page called "Best Practices and Innovative Approaches."
- The link is found on the Quicklinks on the home page.
- Photos and videos still need to be added.
- This page will expand as the year progresses.



Don Falk
Superintendent
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Superintendent's Report to the Board of Directors

February 18, 2016

Items:

1. Twentieth Anniversary Celebration
 - a. A twentieth anniversary celebration for our school is planned for Tuesday, February 24, 2016. The celebration will begin with an assembly at 9:00 a.m. and will continue with special student activities during the course of the day. Special guests will include Colleen Taylor (a key individual in the founding of the school and its first Board chair), Strathcona County Mayor Roxanne Carr, and Sherwood Park MLA Annie McKittrick. Invitations have been extended to all New Horizons' parents.
2. Stakeholder Forum
 - a. Approximately 35 parents, staff members, and students participated in a Stakeholder Forum held on January 19, 2016. Facilitated by the Community Development Unit of Alberta Tourism and Culture, the Forum provided opportunity for participants to provide input into the development of our school's next Three-Year Education Plan. A summary of the input gathered at the Forum has been circulated to directors and posted on the school website. The results will be included among the data considered at the Board Planning Retreat, to be held in March 2016.
3. Modernization Update:
 - a. The User Group Design Committee (UGDC), consisting of representative students, parents, staff members, administrators, and Board members, together with representation from Alberta Education and Alberta Infrastructure, completed its work with a final meeting on January 25, 2016. The input received from the UGDC is now being utilized in the preparation of a *Design Development Report*, which will be available for review following the completion of an associated costing report.
 - b. The next key milestone in the project is the "50% Contract Documents Submission with Cost Plan," the target date being February 26, 2016.
4. École francophone de Sherwood Park
 - a. Directors will recall that approximately 40 parents attended a consultation meeting held on November 30, 2015. At the meeting, a government-appointed facilitator guided discussions regarding the installation of the temporary Francophone starter school and its impact on New Horizons School. Summary information on the most

common questions received that evening has been prepared by Alberta Education and is attached to this report. (Note: Alberta Education has added the cautionary comment that, although it believes the summary "... to be valid at the beginning of January 2016, ... recent developments may contradict the information in the document.")

- b. The specific location of the temporary starter school for École francophone de Sherwood Park has now been identified and is shown on the attached site plan. The Board is advised that the plan calls for the installation of twelve modular classrooms, an increase of two from the number shared at an earlier date.
- c. Planning meetings with respect to implementation details regarding the construction of the starter school have begun, with one meeting having been held to date and another scheduled for February 16, 2016. Participating in the meetings to date are representatives from Alberta Education, Alberta Infrastructure, GNCFER, and New Horizons School. Invitations to other parties (e.g. architects, Strathcona County) will be extended as the need arises.
- d. As a continuation of the process that began with the parent meeting on November 30, 2015, a meeting of the New Horizons Board of Directors and the Board of Trustees of the GNCFER has been scheduled for February 29, 2016. (Alberta Education and facilitator Faye Parker will also be in attendance.) At this time, consideration will be given not only to the next step in the parent consultation process, but also to the extent to which it might be possible to integrate the parent consultation process that began with the November 30 meeting with the Sherwood Park Regional Planning Exercise that is also committed to parent and board consultation.



Don Falk
Superintendent – New Horizons Charter School

Attachments (2)

On November 30, 2015, parents of New Horizons Charter School attended a meeting in the school gym. A government-appointed facilitator guided a series of discussions about the installation of a temporary Francophone starter school and its impact on the students and parents of New Horizons.

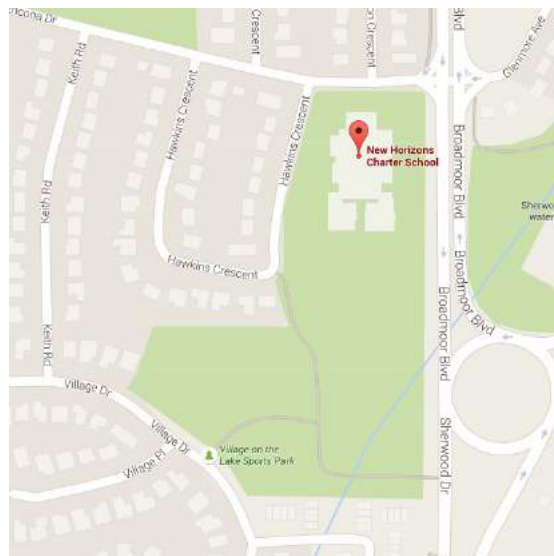
Questions were presented to Alberta Education staff in attendance. Ministry staff committed to following up on any questions that could not be answered immediately.

Below is information on several of the most common questions received that evening, grouped into five themes:

1. *What can you tell us about the construction of the starter school and its impact on New Horizons Charter School amenities?*

The Minister requested the construction of 10 modular classrooms. At the end of the installation, the starter school will have its own hallway, entrances and washroom facilities. An exact date for the installation of the starter school has yet to be determined. Discussions are ongoing with Greater North Central Francophone Education Region about potential start dates in the new location.

The location of the starter school will be south of the existing playground, subject to confirmation regarding servicing location and requirements. The 10-classroom school would be about 150 feet long and 80 feet wide, so its footprint would be smaller than that of the existing New Horizons Charter School. It is not anticipated that the playground will be affected at this time.



2. *What are the medium and long-term plans for the Francophone school?*

The starter school will remain until a permanent solution is identified or until additional space is needed.

We anticipate that École francophone de Sherwood Park, pre-Kindergarten to Grade 6, will grow over the next few years from its current student population of approximately 50 students. Growth prospects for the Francophone school are difficult to predict accurately, but the starter school could accommodate up to 200 students, depending on grade-by-grade enrolments.

Some parents suggested that École francophone de Sherwood Park should be subject to an enrolment cap. There is no enrolment cap for Francophone schools in Alberta under the terms of the *School Act*, unlike charter schools, which are subject to different regulations and to Division 3 of the *School Act*.

Although Sherwood Park and area schools offer French Immersion programming, this programming is intended for non-Francophones (largely English-speaking families), while Francophone schools provide programming for families who already speak French and live the Francophone culture. This explains why Francophones require their own facility, even if there are French Immersion programs in the Sherwood Park area.

Once a permanent solution for the Francophone school is in place, the modular classrooms will be relocated to complement programming for other schools experiencing growth pressures.

Some parents wondered if the decision to establish a Francophone school was done at the last minute. The ministry worked with Elk Island Public Schools, Elk Island Catholic Schools and New Horizons Charter School throughout the spring and summer of 2015 to identify potential locations for Sherwood Park's Francophone program. The decision to have the Francophone school share facilities with New Horizons was made with much thought and consideration.

3. *Can the ministry describe the sharing arrangements between New Horizons Charter School and École francophone de Sherwood Park?*

The ministry does not get involved in the details of sharing arrangements between parties. Alberta Education remains confident that both schools can mutually agree on matters such as gym schedules, protocols for shared spaces and expectations for student behaviour. It is up to both boards to decide if there should be regular meetings between administrations and/or school councils to discuss problem resolution and the well-being of students, staff and parents at both schools.

There are many examples throughout the province of public, separate, Francophone and charter school authorities sharing teaching spaces, school grounds and recreation facilities. In each case,

the authorities decide if the agreements are informal and discussed between principals or if a more formal agreement is required between boards.

The board chairs and superintendents for both school authorities have agreed to meet in early 2016 to discuss the details of the sharing arrangements. Those discussions will include the sharing of costs of custodial services, gym equipment and other services and equipment. Parking, busing, traffic and supervision concerns will likely be addressed at that time, or when the exact location of the Francophone school is established.

4. *Will the construction of the starter school impact the plans for modernization of New Horizons Charter School? Will our children be safe?*

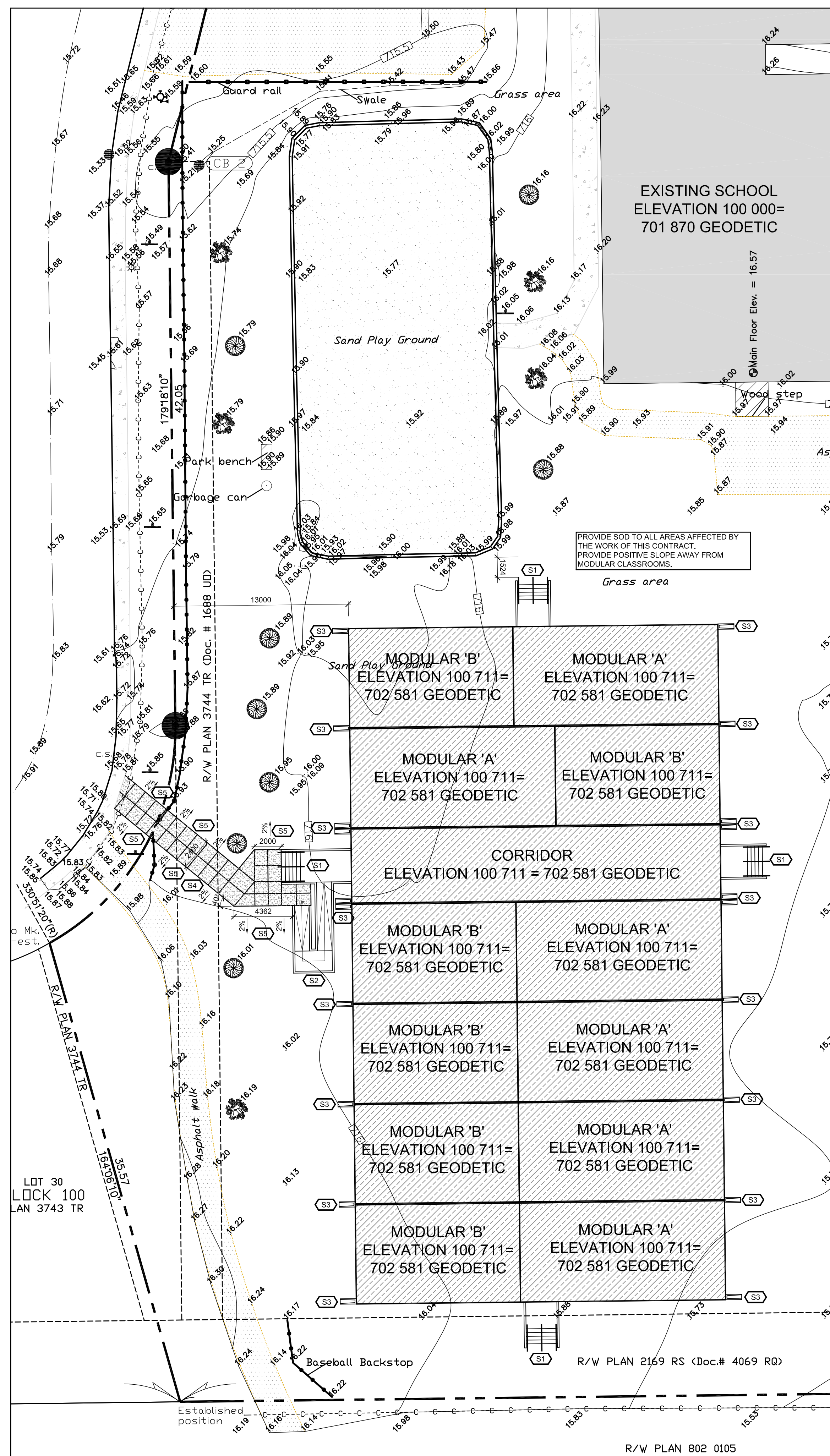
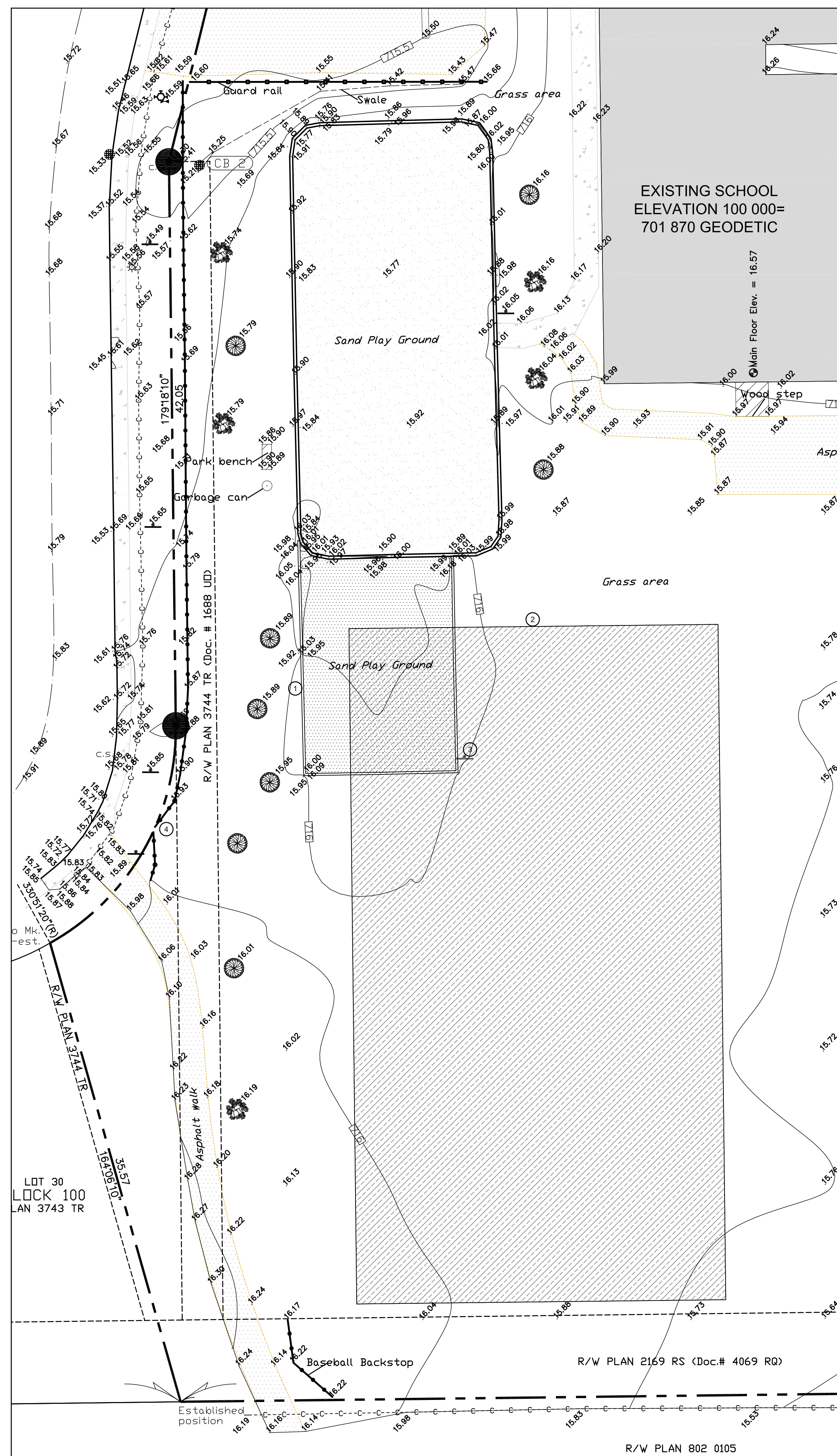
Depending where the starter school is located, some accommodations may be required, but the project will continue to go ahead as planned with little impact to the construction schedule and no consequences to the allocated budget.

The ministries of Education and Infrastructure have high standards to ensure the security and safety of students who attend a school in the area of major construction projects. We expect that the construction crews would pay the same level of attention to the security and safety of students.

5. *Will the Minister transfer title of the land and building from Elk Island Catholic Schools to New Horizons Charter School?*

The Minister is still considering the request to transfer title. No decision has been made at this time.

We trust that the above information helps answer outstanding questions from the November 30 parent meeting. Should you have further questions, please contact Maurice Trottier, Senior Education Manager, Field Services, at 780-427-6714 or at maurice.trottier@gov.ab.ca.



DEVELOPMENT PERMIT PROGRESS SET
NOT FOR CONSTRUCTION, FEB. 2016

SITE INFORMATION

ZONING: PS(PUBLIC SERVICES)

LEGAL ADDRESS:
BLOCK NO.: 100
LOT NO.: 31

MUNICIPAL ADDRESS:
1000 STRATHCONA DR. SHERWOOD PARK, AB
T8A 3R6 CANADA

SITE AREA: 19,418m²+

EXISTING BUILDING AREA: 4,066m²+

NEW BUILDING AREA: 1,385m²

EXISTING FLOOR AREA(ALL FLOORS): 4,066m²+

NEW FLOOR AREA(ALL FLOORS): 1,385m²

BUILDING USE: GROUP A, DIVISION 2

GENERAL SITE NOTES

GENERAL NOTES INCLUDE BUT ARE NOT LIMITED TO THE FOLLOWING:

NOTES ARE GENERAL AND SHOULD BE READ IN CONJUNCTION WITH ALL CONSTRUCTION / CONTRACT DOCUMENTS.

EXISTING SITE INFORMATION IS DERIVED FROM THE SITE SURVEY PROVIDED. ALL INFORMATION SHALL BE CHECKED AND VERIFIED ON SITE PRIOR TO CONSTRUCTION. ANY DISCREPANCIES OR CONFLICTS SHALL BE ADJUSTED ACCORDINGLY UPON ARCHITECT'S WRITTEN INSTRUCTIONS.

THE CONTRACTOR IS RESPONSIBLE FOR LOCATING ALL EXISTING UTILITIES PRIOR TO CONSTRUCTION.

THE CONTRACTOR IS RESPONSIBLE FOR ANY DAMAGE TO MARKED UTILITIES OR AS A RESULT OF NOT CONTACTING THE APPROPRIATE UTILITIES.

CONTRACTOR IS RESPONSIBLE FOR ANY DAMAGE TO LANDSCAPED AREAS, PAVEMENT, CONCRETE AND UNDERGROUND UTILITIES WHICH ARE TO REMAIN AND MUST MAKE ALL RESTORATIONS AND REPAIRS.

CONTRACTOR IS RESPONSIBLE FOR HAULING OF ALL EXCESS OR UNSUITABLE MATERIALS OFF SITE AND PAY ALL COSTS AND FEES ASSOCIATED THEREWITH.

CONTRACTOR IS RESPONSIBLE FOR GENERAL SITE CLEANUP AND ANY SEDIMENT TRACKING OFF SITE.

ALL EXTERIOR MISCELLANEOUS STEEL TO BE GALVANIZED AND PAINTED.

ENSURE POSITIVE DRAINAGE AWAY FROM THE BUILDING.

COORDINATE WITH ALL MECHANICAL AND ELECTRICAL DOCUMENTS FOR ALL SITE SERVICES.

SOD ALL AREAS AFFECTED BY THE WORK OF THIS CONTRACT.

ALL SOD AREAS TO HAVE 150mm DEPTH TOP SOIL.

CONTRACTOR TO CONFIRM ALL EXISTING GRADES ON SITE AND VERIFY WITH INTENT OF CONSTRUCTION. ANY DISCREPANCY OR CONFLICT SHALL BE ADJUSTED UPON ARCHITECT'S WRITTEN INSTRUCTION.

ENSURE CROSS VENTILATION IN CRAWL SPACE OF NEW MODULAR.

CONTRACTOR IS RESPONSIBLE FOR REMOVAL AND RE-INSTALLATION OF ALL FENCING AS REQUIRED FOR DELIVERY AND PLACEMENT OF NEW MODULAR UNITS.

SITE DEMOLITION KEYNOTES

- CAREFULLY REMOVE EXISTING SWING SET AND TURN OVER TO OWNER. REMOVE EXISTING SAND PLAY GROUND AND RETAINING WALL TO ACCOMMODATE NEW CONSTRUCTION.
- REMOVE EXCESS SOIL AS REQUIRED TO INSTALL NEW MODULARS WHILE MAINTAINING MIN. 8" CLEARANCE FROM TOP OF PILE TO TOP OF GRADE. SEE SITE CONSTRUCTION PLAN FOR APPROXIMATE EXTENTS.
- REMOVE AND RELOCATE EXISTING SIGN AS REQUIRED.
- REMOVE GATES TO ACCOMMODATE NEW CONSTRUCTION.

SITE CONSTRUCTION KEYNOTES

- (S1) NEW WOOD STAIR ASSEMBLY AND LANDING.
- (S2) NEW WOOD RAMP ASSEMBLY.
- (S3) NEW PRECAST CONCRETE SPLASH PAD
- (S4) NEW CONCRETE SIDE WALK. SEE DETAIL ON DRAWING A3.
- (S5) BACKFILL AGAINST SIDEWALK ENSURING POSITIVE DRAINAGE SLOPE AWAY FROM WALKWAY. MIN. SLOPE TO BE 2%.

LEGEND

- (D) SITE DEMOLITION KEYNOTE
- REMOVAL OF EXISTING SWING SET, SAND PLAY GROUND AND RETAINING WALL TO ACCOMMODATE NEW CONSTRUCTION. REFER TO DEMOLITION NOTES FOR MATERIAL DEMOLITION.
- REMOVAL OF EXISTING EARTHWORK AND/OR SURFACE TO ACCOMMODATE NEW CONSTRUCTION. REFER TO DEMOLITION NOTES FOR MATERIAL DEMOLITION.
- (SW) SITE CONSTRUCTION KEYNOTE
- PROPERTY LINE
- EXISTING CHAIN LINK FENCE
- EXISTING GRADE

THE WORKUN GARRICK PARTNERSHIP
Architecture and Interior Design Inc.

PROTOSTATIX ENGINEERING CONSULTANTS INC.
STRUCTURAL CONSULTANT

KFR engineering MECHANICAL CONSULTANT

EMERSON ELECTRIC CO. ELECTRICAL CONSULTANT

SHERWOOD PARK STARTER SCHOOL
CONSEIL SCOLAIRE CENTRE-NORD, SHERWOOD PARK, AB

DATE: FEBRUARY, 2016
SCALE: AS SHOWN
DRAWN BY: JK

NAME OF DRAWING: SITE DEMOLITION & CONSTRUCTION PLANS

THE WORKUN GARRICK PARTNERSHIP
ARCHITECTURE AND INTERIOR DESIGN INC.
PERMIT No. AC480
ISSUED PURSUANT TO THE
ARCHITECTS ACT OF ALBERTA

REV.	DESCRIPTION	DATE

DRAWING NO. **A2**

PROJECT NO. 16-02



Don Falk
Superintendent
Phone: 780-416-2353
Email: dfalk@newhorizons.ab.ca

MEMORANDUM

February 14, 2016

To: Board of Directors

From: Don Falk - Superintendent

Re: Board Committee Reports

Background:

Director Will Watson, Chair of the Board's Survey Committee, will provide a report on the work of the Survey Committee at the Board meeting of February 18, 2016.

Other Board committees will have opportunity to provide verbal reports, should they wish to do so.

Recommendation:

It is recommended that the reports from Board committees be received as information.

A handwritten signature in blue ink, appearing to read "Don Falk", is written over a light blue circular stamp.

Don Falk – Superintendent

Board of Directors – Work Plan for 2015-16

August	<ul style="list-style-type: none"> ▪ Conduct Board “Housekeeping” Retreat (1 day) ✓ ▪ Adopt Board Work Plan for 2015-16 ✓ ▪ Schedule SGM of NCHS Society (requires 21 days’ notice; must be on or before Oct 10) ✓ ▪
September	<ul style="list-style-type: none"> ▪ Receive progress report on Three-Year Education Plan 2014-17 ✓ ▪ Receive results of Board Survey 2014-15 ✓ ▪ Receive Counsellor’s Report on 2014-15 school year ✓ ▪ Host “Welcome Back Breakfast” for staff ✓ ▪ Receive report on provincial achievement test results (closed meeting to be held by Oct 7, preferably after Oct 2) ✓ ▪
October	<ul style="list-style-type: none"> ▪ Receive enrolment report for September 30, 2015 ✓ ▪ Receive Accountability Pillar Results Report for October 2015 ✓ ▪ Conduct SGM; elect new directors ✓ ▪ Elect Board executive officers (must be within one week of SGM) ✓ ▪ Select members for Board standing committees ✓ ▪ Set dates for Board meetings (motion required) ✓ ▪ Notify Service Alberta of change in executive officers ✓ ▪ Conduct orientation for new Board members ✓ ▪ Approve Annual Education Results Report for 2014-15 ✓ ▪ Approve Three-year Education Plan 2015/16 – 2017/18 ✓ ▪ Attend TAAPCS Charter Board Directors/Regular Meeting #1 ✓ ▪ Sign Code of Conduct – Policy #101 ✓ ▪
November	<ul style="list-style-type: none"> ▪ Conduct AGM of NHCS Society (on or before Nov 30; 21 days’ notice required) ✓ ▪ Approve Audited Financial Statement for 2014-15 ✓ ▪ Receive Report #1 from School Council ✓ ▪ Approve Revised Budget for 2015-16 ✓ ▪
December	<ul style="list-style-type: none"> ▪ Receive Quarterly Financial Report for Sep - Nov 2015 ✓ ▪ Receive Class Size Report for 2015-16 ✓ ▪
January	<ul style="list-style-type: none"> ▪ Attend TAAPCS Charter Board Directors/Regular Meeting #2 ✓ ▪ Receive mid-year progress report on Three-Year Education Plan 2015-18 ✓ ▪ Stakeholder Forum – Gather input on possible Education Plan priorities ✓ ▪
February	<ul style="list-style-type: none"> ▪ Approve school calendar for 2016-17 <input type="checkbox"/> ▪ Participate in 20th Anniversary Celebration <input type="checkbox"/> ▪ ▪

March	<ul style="list-style-type: none"> ▪ Receive Quarterly Financial Report for Dec 2015 – Feb 2016 <input type="checkbox"/> ▪ Approve Three-Year Capital Plan for 2016/17 – 2018/19 <input type="checkbox"/> ▪ Approve Ten-Year Facilities Plan for 2016 - 26 <input type="checkbox"/> ▪ Administer Board-developed Stakeholder Survey <input type="checkbox"/> ▪ Receive Report #2 from School Council <input type="checkbox"/> ▪ Board Retreat – Identify priorities for upcoming Education Plan <input type="checkbox"/> ▪ <input type="checkbox"/>
April	<ul style="list-style-type: none"> ▪ Provide provisional approval to Education Plan 2016-19 <input type="checkbox"/> ▪ Receive results of Board-developed stakeholder survey <input type="checkbox"/> ▪ <input type="checkbox"/> ▪ <input type="checkbox"/>
May	<ul style="list-style-type: none"> ▪ Attend TAAPCS Charter Board Directors/Regular Meeting #3 <input type="checkbox"/> ▪ Receive Accountability Pillar Results Report for May 2015 <input type="checkbox"/> ▪ Approve Draft 1 of Three-year Education Plan 2016-19 <input type="checkbox"/> ▪ Consider salary adjustment for support staff, senior administration <input type="checkbox"/> ▪ <input type="checkbox"/> ▪ <input type="checkbox"/>
June	<ul style="list-style-type: none"> ▪ Assess Board Work Plan progress for 2015-16 <input type="checkbox"/> ▪ Receive Quarterly Financial Report for Mar – May 2016 <input type="checkbox"/> ▪ Receive Annual Report from School Counsellor <input type="checkbox"/> ▪ Receive Report #3 from School Council <input type="checkbox"/> ▪ Approve Budget for 2016-17 <input type="checkbox"/> ▪ <input type="checkbox"/> ▪ <input type="checkbox"/>
Ongoing	<ul style="list-style-type: none"> ▪ Consider proposals for new or amended Board policies <input type="checkbox"/> ▪ Receive recommendations from Board committees <input type="checkbox"/> ▪ <input type="checkbox"/> ▪ <input type="checkbox"/>
Annually	<ul style="list-style-type: none"> ▪ Negotiate collective agreement with ATA (as needed) <input type="checkbox"/> ▪ Undertake Superintendent evaluation <input type="checkbox"/> ▪ Undertake Board evaluation <input type="checkbox"/> ▪ <input type="checkbox"/>
As Needed	<ul style="list-style-type: none"> ▪ Meet with: <input type="checkbox"/> <li style="padding-left: 20px;">- County Council <input type="checkbox"/> <li style="padding-left: 20px;">- MLAs <input type="checkbox"/> <li style="padding-left: 20px;">- Chamber of Commerce <input type="checkbox"/> ▪ <input type="checkbox"/> ▪ <input type="checkbox"/>



Don Falk
Superintendent
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MEMORANDUM

February 12, 2016

To: Board of Directors

From: Don Falk - Superintendent

Re: Draft Proposed School Calendar for 2016-17

Background:

The attached document presents a draft proposed school calendar for the 2016-17 school year. The intent at this time is to present a draft calendar for discussion by the Board and possible adoption in principle. Following this initial consideration by the Board, it is recommended that the draft proposed calendar be presented for discussion and feedback to the School Council and school staff, with a view toward adoption of the calendar at the March 2016 meeting of the Board of Directors.

Key features of the draft proposed calendar include the following:

1. Section 56 of the School Act establishes the following requirements with respect to planning the school year:
 - (1) A board shall specify the following:
 - (a) the school opening date;
 - (b) the number and the days of school operation;
 - (c) the length of the school day;
 - (d) the number and length of recesses;
 - (e) subject to section 39, the number of hours of instruction.
 - (2) A board shall specify the vacation periods in a school year, which shall, as a minimum, include a vacation period that extends at least from December 24 to January 2.
 - (3) A board in its discretion may declare one day a month to be a school holiday.
 - (4) A holiday declared by a municipality does not apply to a school within the municipality unless the board declares it to be applicable.
 - (5) A board shall, before May 31 in each year, give notice to the Minister of
 - (a) the opening and closing dates of all schools under its jurisdiction for the 12-month period next following,
 - (b) the dates of the vacation periods in the school year, and
 - (c) the number of hours of instruction to be made available to students in the school year

2. According to Article 4.12 of the collective agreement with the Alberta Teachers' Association, "Teachers will render service for the number of teaching days designated by the Board up to 200 teaching days, commencing the opening day of school in each school year, exclusive of vacation periods, weekends and general holidays of the Province of Alberta."
3. The draft proposed calendar provides for 195 days of school operation. Of these, 181 are instructional days and 14 are non-instructional days. A survey of nine Edmonton-area school jurisdictions shows that, on average, 196 days of school operation and 183 days of instruction have been planned for the 2016-17 school year. As outlined in greater detail below, three of the non-instructional days are identified as days-in-lieu of parent teacher conferences and the preparation of individualized program plans, as per the collective agreement with the Alberta Teachers' Association.
4. The draft proposed calendar is designed to be consistent, in substantial measure, with the calendars of both Elk Island Public Schools (EIPS) and Elk Island Catholic Schools (EICS; approved in principle only at this time) respectively, although not in perfect alignment with either. The need for consistency is prompted by our school's agreement with EIPS with respect to bus transportation services and by an acknowledgment that some families with children enrolled in our school have other children who are enrolled in EIPS or EICS schools. The need for uniqueness is a reflection of the distinctive nature and focus of our school and the consequent need for professional development opportunities and planning activities that are different from those in other school systems. As a result of these unique needs, the proposed calendar shows one day in October and one day in February on which bus transportation will not be available. This is to enable professional development days to be held earlier in the year (i.e. on September 16 and January 20) than would otherwise be achievable.
5. Of the 181 instructional days in the proposed calendar, 171 are full days and 10 provide for early dismissal on staff meeting days. When combined with the school's current daily schedule, this generates a total of 961 hours of instructional time during the course of the year, which is above the minimum of 950 hours required by the School Act.
6. Classes for students begin on August 30, 2016, and conclude on the June 29, 2017. The relatively early start date for students is prompted by a combination of the relative lateness of Labour Day in 2016 and by the scheduling of a full-week break in November (not a component of all other Edmonton-area school jurisdictions). The August 30 start date is also consistent with EIPS and EICS.
7. The calendar includes a Fall Break in November (incorporating Remembrance Day and two in-lieu days), a two-week Christmas Break during the last week of December and the first week of January, and a Spring Break (incorporating one in-lieu day) that begins on Friday, March 24, with classes resuming on Monday, April 3.
8. Additional general holidays (i.e. those not included in other vacation periods) are Labour Day, Thanksgiving Day, Family Day, Good Friday, and Victoria Day. Easter Monday is also named as a holiday. A PD Day (May 18) and a "school closure" day (May 19) extend the Victoria Day weekend to five days for students.
9. The proposed calendar includes 14 non-instructional days, distributed as follows:
 - a. Planning days (4) – two days prior to the first day of instruction for students (EIPS has one day; EICS has two days), one after the last instructional day for students, and one on October 7 (IPP development).
 - b. Professional Development (6):

- i. September 16 (Instructional Day in EIPS, PD Day in EICS).
 - ii. January 20 (Instructional day in EIPS and EICS)
 - iii. February 9 and 10 (Teachers' Convention in EIPS & EICS)
 - iv. April 28 (PD Day in EIPS & EICS)
 - v. May 18 (school closure day in EIPS, instructional day in EICS)
- c. Intake Day (1) - a day on which prospective students will be assessed for possible enrolment at New Horizons School; scheduled for March 3, 2017 (PD Day in EIPS & EICS).
 - d. Days in lieu of parent-teacher conferences (3) - as per the collective agreement with the Alberta Teachers' Association.

Recommendations:

The following recommendations are presented for the consideration of the Board of Directors:

1. That the draft proposed calendar for the 2016-17 school year be approved in principle.
2. That the draft proposed calendar be presented to the School Council and school staff for discussion and feedback and that, giving consideration to the feedback received, it be presented to the Board of Directors for final approval at the March 2016 Board meeting.



Don Falk – Superintendent

Attachments (1)



August 2016				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

September 2016				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

October 2016				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

November 2016				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

December 2016				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

January 2017				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

February 2017				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			

March 2017				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

April 2017				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

May 2017				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

June 2017				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Legend	
Instructional Day – No buses	
PD & Organizational Days – School closed to students	
Early Dismissal/Staff Meeting	
Holiday//School Closure	
Day in Lieu of P/T Conferences – No students/staff	
First/Last Student Day	

VACATION PERIODS & SPECIAL DATES		DAYS of SCHOOL OPERATION	DAYS of STUDENT INSTRUCTION
Labour Day	September 5	August	4
Thanksgiving Day	October 10	September	21
Remembrance Day	November 11	October	20
Fall Break	November 14 - 18	November	18
Days in Lieu of P/T Conferences	November 17, 18 & March 24	December	17
Christmas Break	December 26 – January 6	January	17
Teachers' Convention	February 9 & 10	February	19
Family Day	February 20	March	18
Intake Day	March 3	April	18
Spring Break	March 27-31	May	21
Good Friday / Easter Monday	April 14, 17	June	22
School Closure	May 18, 19	TOTAL	195
Victoria Day	May 22		181
OPENING & CLOSING DATES		School Vision	
First day for students (full day)	August 30	<i>Enabling gifted students to strive for excellence in a positive academic learning environment that fosters social and emotional growth for each student.</i>	
Last day for students (full day)	June 29		
First day for teachers	August 26		
Last day for teachers	June 30		



New Horizons Charter School hosted this facilitated session in order to better engage parents, teachers, board members, administration and students into having input to their education plan. In the past there had been informal input from interested parents and staff, and a session specifically about visioning. During this session the process engaged participants to gather their feedback and input on successes and challenges as well as developing strategies towards each of the three charter goals:

- 1. Student learning is improved**
- 2. Students will benefit from opportunities for positive interaction**
- 3. Students emotional needs are supported**

Results

Goal #1: Student Learning is Improved

1. What is New Horizons doing well in Goal #1?

- Having IPP's and discussions between parents and teachers
- Designated IPP time
- Teachers are developing and using goals for students, and students know what they are
- Math acceleration
- Improving communication
- Students are not limited in their reading (they are not kept at an arbitrary level)
- Independent studies projects
- Putting projects back in the classroom
- Less homework coming home
- Access to outside resources
- Project based learning
- The Homework Club

- Flexibility for students who are in extra-curricular activities
- Homework being sent home for initialing by parents
- Good progress is being made by students
- The way students are assessed
- The variety of options for learning
- Use of technologies

2. Where are we encountering challenges and struggles in Goal #1?

- It is very difficult to measure Outcome #1 b. (Students will become creative risk takers academically)
- There are IPP challenges for parents – not knowing about student progress, and not having enough time to learn about the process
- Some student assessments are being undertaken too early in the school year (especially in Div. 1)
- The mechanisms for giving and getting feedback to and from teachers is unclear
- There is not enough feedback to students from teachers
- There is not enough feedback to parents from teachers
- French is difficult to present in project based learning mode
- How math is taught in the current curriculum
- Regarding EPAL, it is difficult for parents to relate to how to interpret this (understanding a student's movement in the ranking – not enough range in the ranking)
- Parents don't know how a student is doing when students don't bring projects home
- There is a wide range of teacher's rules and practices, especially related to learning differentiation
- There are math textbook challenges (many are very old)
- There is not enough in the sciences in the early grades
- There is not enough technology

3. What are some strategies to build on what is working, and overcome the challenges in Goal #1?

Note: bracketed # after each strategy represents result of strategy prioritization: higher number = higher priority

Goal #1 Header Cards	Brainstormed Stickies
<p>Expand and enrich programs (5)</p>	<ul style="list-style-type: none"> • Art displayed school-wide to create healthy, inspiring learning environment • Opportunities to expand exposure in other areas like science fair and L.A. contests, but with other subjects • Alberta government to provide NHS exemption with math text and strategies used. Consider Spectrum Math, Singapore Math Challenge, Math You Can See • Possible acceleration in subjects in addition to math • Student population growth may enhance the ability to deliver a broader spectrum of options/extra-curricular activities • Options to expand and learn other languages like Spanish can help comprehension of French and expand linguistic knowledge • PBL / Creative Learning opportunities through partnership with Francophone school • Academic grouping rather than age/grade • Exchange program • Provide instruction for test/exam taking (strategies for test, anxiety, organization, etc.) • Enhance Junior High curriculum with options or outside resources (if we can't offer band, can we have guest speakers or go to a symphony instead) • Junior High options – if not enough funding/interest, have guest expert speakers (i.e. stocks, woodworker, architecture, band, etc.) • Utilizing parents at a Parents Day, where multiple parents visit and present to students on their work or skills interests • Programs like I.S. to target students interests to engage them (i.e. PBL techniques like science fair for elementary, etc.) • Expansion of performing arts, athletics, culinary sciences, visual arts • Extra-curricular activities are positive resources for learning • Condense core subjects in order to have enrichment in the afternoon (i.e. athletic, drama enrichment)
<p>Provide better feedback related to assignments and performance (3)</p>	<ul style="list-style-type: none"> • More information given to parents about new initiatives (i.e. project based learning) • Improved communication on expectations with respect to homework • General information on grading/evaluation/assignments

	<ul style="list-style-type: none"> • More consistent feedback to parents (blogs, newsletters, more detailed agenda notes) • There is lots of great testing, but need more timely communication regarding how the student did (we seem to have to chase down the information) • Report card tutorials – how is my child doing?
Provide teacher enrichment (2)	<ul style="list-style-type: none"> • Consistent training for teachers to ensure methods are equal, consistent, and inclusive of all students • Clearly identify gifted student teaching criteria for new hires • More volunteers (students, parents) and assistants in the classroom, and more resources to support teachers and student learning • Recommendations for voluntary homework in areas for improvement • Teacher support via counsellors (strategies for students) • PD support for teachers (i.e. PBL, and mindfulness)
Provide better physical resources	<ul style="list-style-type: none"> • More technology available, from fund raising activities • Modern school technology to keep up with current times (no floppy discs) • Gym equipment – enhance physical experience – go over game rules – boundaries
Provide Student Orientation	<ul style="list-style-type: none"> • Mentorship by older students with similar interests (Sueña? Club project) • New student/teacher/parent induction
Provide Teacher evaluation	<ul style="list-style-type: none"> • General teacher evaluation form • Teacher evaluation – allow parent surveys for their feedback

4. Which are the top three strategies that will give us the biggest impact in reaching Goal #1?

1. Expand and enrich programs
2. Provide better feedback related to assignments and performance
3. Provide teacher enrichment

Goal #2: Students will Benefit From Opportunities for Positive Interaction

1. What is New Horizons doing well in Goal #2?

- House Teams
- Lunch hour clubs
- Cross grade buddies
- Interaction between grades for extracurricular activities
- Group work
- Individual coaching
- Athletic Teams
- School Counsellor
- Developing IPPs
- The school has done well developing a safe and caring environment – there is more acceptance for a wide range of social skills in students (from staff and peers)
- Children support each other, especially those that are struggling
- Children are able to learn at the level they're at
- The Vice Principal does a good job encouraging diverse opinions and discussion
- Social contract
- Tutor Program – promoting cross-grade buddies
- There are an increasing number of student leaders emerging in the school i.e. Rubiks Cube
- Student Council/special days for students
- A greater awareness of bullying exists in the school
- Pep rallies
- Jr. high Investigations seminars for Grades 4-9
 - Demonstrations
 - IS Fairs
- Inspire and Create Activities
- Christmas concerts showcase student talents

2. Where are we encountering challenges and struggles in Goal #2?

- Playground
 - Kids struggle with play and being able to approach each other equally and openly
 - Suggest more supervision and conflict resolution
- Kids often spend their time with the same social groups in cliques – can be difficult to step outside those groups due to comfort, and because established friends may not understand or favourably interpret them seeking out others
- May need more preparation for continuing beyond to high school to prepare for interaction and much greater size of school/students

- Challenge meeting the social needs of students for one on one support with 24 kids in a classroom and 200+ in the school
- Difficult for parents to provide guidance to kids – they might like to be involved more so they can help
- More communication back to the parents and follow up would be useful
- Parents might notice issues in their children, but don't always know what is normal
- The Board may not know what parents want
- The school may not always be able to support those who really excel in special interest areas, and areas other than math
- More resources could help
- The social contract could have more visibility/enforcement
- Need a good mentor program
- Behaviour management
 - channeling introverts/extraverts and other personalities
 - not using carrots and sticks
 - one on one teacher attention needed to overcome social anxieties
- Adding high school to the school might spread resources too thin
- Might consider early intervention/testing for social anxiety/challenges
- Consider some differentiation between junior high and elementary to recognize junior high level responsibilities

3. What are some strategies to build on what is working, and overcome the challenges in Goal #2?

Goal #2 Header Cards	Brainstormed Stickies
<p>Engage in Consistent Communication</p> <ul style="list-style-type: none"> • Teacher to student • Teacher to parents • Students to teachers 	<ul style="list-style-type: none"> • Active communication when there are issues and follow-up • Reporting on social growth (i.e. report cards or other communication) • Provide inter-grade communication • One-on-one with teacher for student needs
<p>Ensure higher level learning resources for parents, students and teachers</p>	<ul style="list-style-type: none"> • Additional in-services to support teachers • Resources <ul style="list-style-type: none"> ○ Library ○ Support group ○ Parent info session at beginning of year • Higher level learning materials • Provide flexible resources for projects • Accelerated programs for other subjects – same time,

	<ul style="list-style-type: none"> school wide Unique ability groupings
Apply social skills to unstructured time	<ul style="list-style-type: none"> Playground/structure area for Grades 7-9 Older students more involved in interacting with younger students on the playground, modelling positive behaviour, and assisting in conflict resolution Social skills on/with playground games that are structured Use recess as social learning opportunity Coaching on appropriate play practices for kids and parents (yearly) Offer more things like track and field <ul style="list-style-type: none"> Multiple ages All activity focused Instruction for lower level problem solving
Enable in-school parent involvement to support kids socially	<ul style="list-style-type: none"> More parent supervision Parents day Opportunity for parent involvement Increased parent involvement for extracurricular activities Invite parents to attend in school assemblies and activities as observers More time to talk parent to teacher More time for parent-teacher interviews
Use external services proactively and effectively	<ul style="list-style-type: none"> Expanded counsellor time Increase contract time for counsellor, including time for group discussion on the light/dark side of being gifted Behaviour management that gets to the root of the misbehaviour instead of focusing on punishment More collaboration with U of A, family services, group referrals, programs, etc. or with self-regulation Transition information for students elementary – jr. high – high school
Develop and shape a culture of social acceptance	<ul style="list-style-type: none"> Integrate social contract deeper into school social fabric Clarity on anti-bullying policy and procedures for issues Kids make banner for NHS social contract Lessons for social interaction at the start of the year Girl empowerment activities

Notes:

- In analyzing and discussing the strategy headers, it was noted that the strategies with themes of “communication” and “parent involvement” could be broader reaching than just for this Goal with respect to social development.
- A further comment was made about needing to further refine the expected outcomes from parent involvement and communication to be sure that efforts on those fronts are targeted appropriately

4. Which are the top three strategies that will give us the biggest impact in reaching the Goal #2?

1. Develop and shape a culture of social acceptance
2. Apply social skills to unstructured time
3. Ensure effective and proactive use of resources and services for social development
(note: this is a combination of row 2 and 5)

Goal #3: Students Emotional Needs are Supported

1. What is New Horizons doing well in Goal #3?

- Cross grade buddies
- IC events – creative problem solving events
- Students are tolerant of each other and their uniqueness
- Small community (the school community) we all know each other parents/students/staff
- Access to psychologists- twice a week
- Recess club
- Independent studies (IPPS) individual program plan
- Student would like a psychologist option to develop strategies – new idea
- Coaching specific to the child and their needs
- Allowance for individual learning styles
- Allowing student to learn/practice mindfulness
- When students get emotional, other students see it and respond or ask about it a positive way
- Teachers and staff respond well to students needs to calm – allowing breaks and walk away or quiet time
- Teachers connect the emotional needs in the reports to the parents – provide feedback
- Daily agendas – is a great tool to do this reporting (could be used as a two way communications tool) some said the email may have replaced this tool and that's okay as well- if something happens at school, the teachers do write in the “daily agenda”

2. Where are we encountering challenges and struggles in Goal #3?

- Some grades only have one class so the student progresses through the grades together from k – 9 seen as limiting the development of friendships and work partners
- Develop and maintaining IPPs for both the parents and teachers – time consuming
- Could be more proactive approaches to emotional considerations before they become a major concern
- Understanding the challenges of integrating into the school and orientating into the “culture” of the school for both the new student and the parent (referred to when a student comes into the school mid-way through the school year)
- Time might get in the way to ask the students what's wrong
- “High needs” emotional support for some students
- Attention to ‘physical’ needs or capacity however this might be since there wasn't a gym here before
- The interpretation of the child's emotional needs and concerns – there was a discussion that children should be taught “emotional vocabulary” so they are able to express their emotions – however some also commented that kids might not have the desire to talk about or share their emotions
- Motivation, mental focus is difficult –mental discipline

3. What are some strategies to build on what is working, and overcome the challenges in Goal #3?

Goal #3 Header cards:	Improve greater peer support and networks	Increase effective strategies for emotional resiliency (the what and the how of it)	Create accountability and ownership	Create effective orientation and educational transition for students and parents
Brainstormed stickies:	<p>Gender policy –it should be more around awareness and inclusion rather than accommodation</p> <p>Increase student involvement in the school community for greater social resiliency and school citizenship</p> <p>Students should stay with the same class –not split classes</p> <p>More assistance in the classroom to address communication and reactive needs (could be teacher aides or volunteer parents) – consistent</p> <p>Bring counsellor more often for children and/or have peer support</p> <p>Have 2 classes so students can have support in other rooms (working in collaboration) split classes</p>	<p>Teach and learn emotional assets and building blocks to build emotional capacity</p> <p>Use movies/TV reality TV and other forms of media as a tool to emotionally coach students</p> <p>Teach mindfulness</p> <p>“inside out” is a movie that is being used to identify/teach emotions</p> <p>Use books (this is in the younger grades) and scenarios as teaching aids to express emotions</p> <p>Make available emotional literacy – resources for parents and students</p> <p>Part of the curriculum should be devoted to teaching Emotional intelligence (EQ) time and resources allotted</p> <p>Talking about emotion- appreciate how behavior affects others (done though-out the year)</p>	<p>Technology & electronic awareness and safety use to create responsible use</p> <p>More voice for student feedback (inside classroom and ideas) – student counsel expanded</p> <p>Parent education about the proven emotional effects of too much screen time(limit)</p> <p>Physical activity like sports teams and intermural sports</p> <p>Consider a policy to limit electronics in school – teach self-discipline</p> <p>Containing screen time to games – some can help teach but some don’t</p>	<p>Public forums to speak to common concerns, behavior issues etc</p> <p>Create fact sheets FAQs – is this normal behavior? Quick reference – possibly on website</p> <p>Provide seminars to students to help them adapt for those transitions</p> <p>Example - Jr to Sr</p> <p>High school mentors from other schools</p> <p>“check ins” early on with new parents and students – how’s it going</p>

4. Which are the top three strategies that will give us the biggest impact in reaching goal #3?

- ❖ **Improve greater peer support and networks**
- ❖ **Increase effective strategies for emotional resiliency (the what and the how of it)**
- ❖ **Create accountability and ownership**

Reflection Worksheets Collected at End

1. What did you like best about this evening's session?

- Good way to get multiple views and ideas on potential avenues to improve NHS
- Moving around – stayed engaged
- Mixed groups – various stakeholders
- The ability to share ideas with different perspectives – both teachers, students, parents and administration
- Hearing the different perspectives
- External process facilitators
- Parental and student involvement
- It was nice to hear similar ideas and comments from parents
- It was also nice to hear varied opinions
- Our ideas were used well
- Moving around kept us engaged
- Great diversity and representation from different stakeholders
- Well organized and safe to speak
- Loved our initial facilitator – Kristin – so organized and very clear
- Quick and effective
- Mix of students, parents, teachers, administration and board members
- Use of external facilitators
- Well organized
- Facilitators enabled a good level of interaction
- I enjoyed getting to see how the parents and students see the challenges and successes
- Opportunity to voice opinion
- Time to talk about different ideas from a variety of perspectives
- Seeing different perspectives and seeing others' interests
- The opportunity
- Different walks of life
- Feeling like part of the team
- The opportunity to contribute to discussions that will lead to the improvement of our school's developing community
- Collaborating, stakeholder discussion
- I like that all groups were represented (students, parents, teachers, etc)
- I liked how everyone was split into groups and focused on one aspect of a goal at a time. ie strategies to improve the application of goal 1, 2, or 3
- I liked as a student being involved in things like this; different interests/views
- The group format
- Nice mix of perspectives/interests
- I liked that we could go back to our original grouping and different perspectives
- Different perspectives
- You kept the flow going
- Good dynamic mix of people – interests/perspectives
- Student input fantastic
- Teacher involvement
- The collaboration amongst all the stakeholders

2. What did not work so well for you?

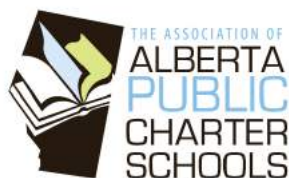
- First session (for blue) was not as tightly guided so missed the opportunity to provide much suggestions and not much time to summarize into 3 groups
- More time – did not feel completed
- Did not have enough time
- We need to validate that the strengths and weaknesses actually matched/mapped back to a strategy and that we recognize/acknowledge the items that will not be proceeding with
- More time!
- Redundant at each station, perhaps the same facilitator could walk through each goal
- Nothing. I thought it was great
- Our group put it as the 'other side of the coin' or arguments
- Not finishing
- A bit more time
- Would like to have had a large group final discussion with content obtained
- Felt like there were issues that could have been addressed but because they didn't fall under charter goals they couldn't be/didn't fit in
- Advanced identification of 3 issues being addressed may have provided opportunities for more thoughtful input
- The time in some cases was too short – I didn't always get to contribute
- Sometimes went off on tangents not related to the specific goal we were addressing
- Overall worked – did not find anything that did not work
- Nothing much
- I think we could have had a more organized system of contributing, but in truth it was very inclusive
- Blue group (or part therein) seemed to have an agenda
- I personally found it harder to contribute in a large group – I would have found it easier to contribute in a smaller group setting or with a partially anonymous way to share ideas
- Not good time – would prefer if it didn't end so late; needed more time at each station and over all
- Brevity of individual sessions
- Maybe a scope given beforehand so people can prepare and organize their thoughts
- Some/too much expectation/blame placed on teachers at times
- I really liked the format, I guess more time would be nice, but I think it may not have helped
- I never got a chance to eat dinner
- I don't like how the outcomes/goals are not always measureable
- Subjects for discussion perhaps too broad – hard to narrow down
- Felt somehow 'at fault' because I am a teacher

3. What new insights did you gain? How are we different as a result of having this planning opportunity?

- Perspectives and ideas especially students; improved sense of community
- Liked having point of view from students
- If a strategy plan is executed every three years what was successful in previous plans, what were challenges? For those with challenges, do they need to be reviewed again?
- Is three years enough time to execute plans?
- Do we need to revisit the goals? Have our goals changed or added?
- What I thought were "priorities" perhaps weren't. some things came up that I didn't expect
- More concerns regarding the small school size with regards to social interactions and options/choices for the students at junior high level
- I appreciated the opportunity to provide feedback
- We are different by us having a big heap of ideas to work with
- I am impressed with what NHS did, put together and the opened to ideas (not defensiveness)
- How different and how similar we all are
- I feel way more connected to other parents and more comfortable sharing ideas with them
- Consistency across the 3 separate groups in identifying concerns that relate to multiple focuses
- I gained the insight that parents are passionate about being involved at this school
- Outside viewpoints about our school
- Lots of diverse ideas; opportunity to see things from other perspectives
- How different backgrounds and occupations decided their ideas
- All the different perspectives provided allowed a conclusion to be developed and diverse. This allowed us to show ourselves what our true goals are
- Loosely unified approach to improve the school
- I liked that the conversations were calm, frank and fruitful
- I gained insight into the views of other groups of people ie teachers and parents, not just students
- Other peoples' (???)
- Useful to combine everyone's thoughts
- More well-rounded perspective of what all stakeholders think
- I think I was surprised at the number of strategies
- Learning a bit more about the functioning of the school (daughter only in kindergarten)
- We have a lot of data to work with – the challenge will be to set priorities
- We do a lot of great things!
- Better perspective on what the parents think

4. What are some of the next steps in your mind?

- Summarizing and implementing
- Follow up session to 'close the loop' before the education plan is approved
- Publicly share the key strategies including items raised in question #2
- Looking closer at the categories – what seems to be most reflective of the larger school community
- I am interested in reviewing the education plan to come
- Developing real strategies for helping make these goals a reality
- The next key step would be narrowing it down to 7-10 ideas for each
- Reviewing material (after it has been summarized)
- Prioritize key areas to start working on and implementing
- Draft up the material, ship it around to all parents for information purposes
- Include a summary of the process undertaken
- Seeing summary of thoughts, seeing what happens with items that don't end up on the education plan, but that were brought up – please keep on file for staff/admin as key points/concerns
- Develop actions to address identified strategies
- This needs to filter by means of survey of the major plans
- Take the key strategies and move towards actions
- Merge goals and move ideas to appropriate categories between rooms
- What our priorities will be later on, and how they will change depending on certain goals and ideas
- The next steps will dictate the success of this endeavor. Tasks and timelines must be created and collated in a plan in a timely manner. It is critical to share said plan with participants. Make this 100+ hours of in-mind support count!
- I think we need to continue to create strategies to integrate our goals and then come up with ideas to implement them
- Draft plan; short term/long term goals; implementation
- Assembling the education plan from the goals identified
- Some of the key next steps are applying our contributions and ideas into the school community
- Combining some of the struggles identified for administration to work on
- More collaboration like this in the future
- I liked the ideas and would like this to be somehow shared with all NHS stakeholders
- More discussion about the realities of strategy implementation
- Re-do our goals/outcomes so that they can be effectively measured
- Collection of ideas – common threads
- Results taken to staff for more in depth discussion



February 4, 2016

Hon. Danielle Larivee
Minister of Municipal Affairs
204 Legislature Building
10800 - 97 Avenue
Edmonton, AB
T5K 2B6

Re: Review of the Municipal Government Act – Stakeholder Input

Dear Minister Larivee,

This spring, the government is introducing amendments to the Municipal Government Act (MGA).

We appreciate that stakeholder engagement and consultation on amendments to the MGA is occurring; however, we believe that the public charter school boards may inadvertently have been overlooked because charter boards are not members of the Alberta School Boards Association (ASBA).

We also believe the government seeks broad-based representation on the important process of amending the MGA and therefore welcomes input from the Association of Alberta Public Charter Schools.

A specific area of concern for our Association is the opportunity to access municipal reserve land which is limited by the current definition of "school board" in an MGA that could not have anticipated legislation to establish public charter schools. Access to municipal reserve land would enable charter schools to own the schools they currently lease or build new schools in response to enrolment pressure.

We respectfully ask that the definition of *school board* be amended in the MGA to include public charter school boards – a unique and important request of thirteen public charter schools in Alberta. Together we serve approximately 9000 students and their families in Calgary, Medicine Hat, Valhalla Centre and the Edmonton area.

In anticipation of the MGA review, our Association brought this issue to the attention of the former Minister of Infrastructure in a letter dated 6/6/2014.

Thank you for your consideration of this request.

Yours truly,

A handwritten signature in black ink, appearing to read "Dianne McBeth".

Dianne McBeth, President
The Association of Alberta Public Charter Schools

c.c.: Hon. David Eggen, Minister of Education