



# **Board Meeting**

# **Agenda Package**

**April 12, 2017**

☞ *New Horizons Charter School Society* ☞

**AGENDA****Type of Meeting:** Board**Date:** April 12, 2017**Page:**1 of 2*"TOWARDS NEW HORIZONS":**Is it in the best interest of our students?**Does it support excellence?*

**NEW HORIZONS CHARTER SCHOOL SOCIETY  
BOARD OF DIRECTORS' MEETING  
APRIL 12, 2017**

**AGENDA**

- |     |  |                             |         |
|-----|--|-----------------------------|---------|
| 1.  | <b>Call to Order</b>   | Jill Weiss                  | 7:00 pm |
| 2.  | <b>Adoption of Agenda</b>  | Jill Weiss                  | 7:01 pm |
| 3.  | <b>Disclosure of Conflict of Interest</b>  | Jill Weiss                  | 7:03 pm |
| 4.  | <b>Approval of Minutes</b>   |                             | 7:04 pm |
|     | 4.1 March 8, 2017 – attachment   | Jill Weiss                  |         |
| 5.  | <b>Matters Arising from Minutes</b>  | Jill Weiss                  | 7:08 pm |
|     | 5.1 Visual Representation of Budget – attachment   | Don Falk/<br>Fred de Kleine |         |
| 6.  | <b>Administration Reports</b>  |                             | 7:18 pm |
|     | 6.1 Principal's Report   | Ted Zarowny                 |         |
|     | 6.2 Superintendent's Report - attachment   | Don Falk                    |         |
| 7.  | <b>Board Reports</b>   |                             | 7:38 pm |
|     | 7.1 Board Chair's Report   | Jill Weiss                  |         |
|     | 7.2 Committee Reports  | Jill Weiss                  |         |
| 8.  | <b>New Business</b>  |                             | 7:43 pm |
|     | 8.1 Provisional Three-Year Education Plan - attachment   | Don Falk/<br>Ted Zarowny    |         |
| 9.  | <b>Board Work Plan</b>   |                             | 8:25 pm |
|     | 9.1 Board Work Plan 2016-17 - attachment   | Jill Weiss                  |         |
| 10. | <b>The Association of Alberta Public Charter Schools</b>   | Jill Weiss                  | 8:30 pm |
|     | 10.1 Letter (2017-03-03) to Alberta Corporate Registry re<br>TAAPCS Bylaw Revisions                                      |                             |         |
|     | 10.2 Letter (2017-03-13) to Minister Eggen re <i>Bill 1: An Act<br/>to Reduce School Fees</i>                            |                             |         |
|     | 10.3 Letter (2017-03-03) to Premier Notley and other Political<br>Leaders Re <i>Bill 1: An Act to Reduce School Fees</i> |                             |         |
| 11. | <b>Receipt of Reports</b>  | Jill Weiss                  | 8:40 pm |

**AGENDA**

**Type of Meeting:** Board

**Date:** April 12, 2017

**Page:**2 of 2

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*"TOWARDS NEW HORIZONS": Is it in the best interest of our students? Does it support excellence?"*

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- |      |   |            |         |
|------|---|------------|---------|
| 12.  | <b>Correspondence Sent</b>  | Jill Weiss | 8:41 pm |
| 13.  | <b>Correspondence Received</b>  | Jill Weiss | 8:42 pm |
| 13.1 | Letter (2017-04-04) from Conseil scolaire Centre-Nord<br>Board Chair Nathalie Lachance re Grand Opening of<br>École Claudette-et-Denis-Tardif |            |         |
| 14.  | <b>In Camera</b>  | Jill Weiss | 8:43 pm |
| 15.  | <b>Adjournment</b>  | Jill Weiss | 9:00 pm |

**Next Board Meeting – Wednesday, May 17, 2017, at 7:00 p.m. (Board Orientation at 6:15 p.m.)**

NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

**Type of Meeting:** Board      **Date:** March 8, 2017      **Initials:**      **Chair** \_\_\_\_\_  
**Approved:** DRAFT      **Recorded By:** Cheri Unterschultz      **Secretary** \_\_\_\_\_

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**March 8, 2017 7:00 PM**

Board Members Present At Call To Order:

Jill Weiss  
CHAIR

Nicole Pasemko  
DIRECTOR

William Watson  
DIRECTOR

Michelle Macdonald  
DIRECTOR

Dan Coles  
DIRECTOR

Administration Present:

Don Falk  
SUPERINTENDENT

Ted Zarowny  
PRINCIPAL

Fred de Kleine  
SECRETARY-TREASURER

Cheri Unterschultz  
RECORDING SECRETARY

**1. Call to Order**

Chair Weiss called the meeting to order at 7:10 pm.

**2. Adoption of Agenda**

*Motion 2017-03-08-01 Motion to adopt agenda for the Board Meeting March 8, 2017, as distributed.*

*Moved: Director Coles, Seconded: Director Macdonald, Carried*

**3. Disclosure of Conflict of Interest: None**

**4. Approval of Minutes**

NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

**Type of Meeting:** Board                      **Date:** March 8, 2017                      **Initials:**                      **Chair** \_\_\_\_\_  
**Approved:** DRAFT                      **Recorded By:** Cheri Unterschultz                      **Secretary** \_\_\_\_\_

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**4.1 Minutes from February 15, 2017**

*Motion 2017-03-08-02 Motion to approve February 15, 2017 Board Meeting Minutes with Motion 2017-02-15-01 amended to the following:*

*Motion to adopt agenda for the Board Meeting February 15, 2017, as distributed.  
Moved: Director Macdonald, Seconded: Director Mackay, Carried*

*Moved: Director Watson, Seconded: Director Pasemko, Carried*

**5. Matters Arising from Minutes**

Superintendent Falk spoke of matters arising from the March 8, 2017 minutes; School Fees, Sublease with Greater North Central Francophone Education Region No. 2 and the General Meeting of The Association of Alberta Public Charter Schools (TAAPCS) in May 2017.

**6. Administration Reports**

**6.1. Principal's Report**

Principal Zarowny provided a verbal report on the March 3, 2017 Intake Day.

**6.2. Superintendent's Report**

Superintendent Falk spoke to his written report as attached to the agenda for the meeting.

*Motion 2017-03-08-03 Motion for the Board to contact MLA McKittrick to discuss concerns with Bill 1.*

*Moved: Director Watson, Seconded: Director Coles, Carried*

**7. Board Reports**

**7.1 Board Chair's Report**

None

NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

Type of Meeting: Board                      Date: March 8, 2017                      Initials:                      Chair \_\_\_\_\_  
Approved: DRAFT                      Recorded By: Cheri Unterschultz                      Secretary \_\_\_\_\_

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**7.2 Committee Reports**

None

**8. New Business**

**8.1 Proposed School Calendar for 2017-18**

Superintendent Falk spoke of the proposed 2017-18 School Calendar as attached to the agenda for the meeting.

*Motion 2017-03-08-04 Motion to approve the proposed school calendar for the 2017/18 school year in its present form.*

*Moved: Director Coles, Seconded: Director Watson, Carried*

**8.2 Quarterly Financial Report**

Secretary-Treasurer de Kleine spoke of the Quarterly Financial Report period ending February 28, 2017 as attached to the agenda for the meeting.

*Motion 2017-03-08-05 Motion to direct Administration to provide a visual representation of budget information.*

*Moved: Director Watson, Seconded: Director Macdonald, Carried*

**8.3 Three Year Capital Plan 2018 - 21**

Superintendent Falk spoke of the Three Year Capital Plan 2018 – 21 as attached to the agenda for the meeting.

*Motion 2017-03-08-06 Motion to direct Administration to advise Alberta Education that New Horizons Charter School will not submit a Three Year Capital Plan this year.*

*Moved: Director Watson, Seconded: Director Pasemko, Carried*

NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

**Type of Meeting:** Board      **Date:** March 8, 2017      **Initials:**      **Chair** \_\_\_\_\_  
**Approved:** DRAFT      **Recorded By:** Cheri Unterschultz      **Secretary** \_\_\_\_\_

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**9. Board Work Plan**

**9.1 Board Work Plan 2016-17**

The Board reviewed the Board Work Plan 2016-17, as attached to the agenda for the meeting.

*Motion 2017-03-08-07 Motion to direct the Survey Committee to proceed with administration of the survey once it is developed to the committee's satisfaction.*

*Moved: Director Pasemko, Seconded: Director Macdonald, Carried*

**10. Receipt of Reports**

*Motion 2017-03-08-08 Motion to receive reports as presented to the Board.*

*Moved: Director Watson, Seconded: Director Pasemko, Carried*

**11. Correspondence Sent**

None

**12. Correspondence Received**

None

**13. Motion to Move into Camera:**

*Motion 2017-03-08-09 Motion to move into camera at 8:51 pm.*

*Moved: Director Coles, Seconded: Director Macdonald, Carried*

NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

**Type of Meeting:** Board      **Date:** March 8, 2017      **Initials:**      **Chair** \_\_\_\_\_  
**Approved:** DRAFT      **Recorded By:** Cheri Unterschultz      **Secretary** \_\_\_\_\_

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**14. Motion to Move Out of Camera:**

*Motion 2017-03-08-10      Motion to move out of camera at 9:20 pm.*

*Moved: Director Coles, Seconded: Director Pasemko, Carried*

**15. Adjournment**

Chair Weiss adjourned the meeting at 9:20 pm.

*Next Board Meeting - Wednesday, April 12, 2017 at 7:00 pm.*

DRAFT



**MEMORANDUM**

April 8, 2017

To: Board of Directors  
From: Don Falk - Superintendent  
Subject: Visual Representation of Budget 2016-17

**Background:**

At its meeting of March 8, 2017, the following resolution was approved by the Board of Directors:  
*Motion to direct Administration to provide a visual representation of budget information. Moved: Director Watson, Seconded: Director Macdonald, Carried*

In accordance with this resolution, the attached document has been prepared for the consideration of the Board of Directors. The document consists of two parts:

1. The first portion consists of the 2016-17 budget, as approved by the Board of Directors at its meeting of June 9, 2016.
2. The second portion consists of two pie graphs that provide a visual representation of the 2016-17 budget. The first presents budgeted revenues, by source of funds, for the 2016-17 school year. The second presents budgeted expenditures, by major budget category, for the 2016-17 school year.

Administration will be pleased to respond to questions from the Board of Directors with respect to the visual representation of the budget at the Board meeting of April 12, 2017. If the visual representation is satisfactory to the Board, Administration will include such representation in the proposed 2017-18 budget that will be presented to the Board of Directors at its May 2017 meeting.

**Recommendation:**

It is recommended that the Board of Directors consider the extent to which the visual representation of the 2016-17 budget meets the expectations of the Board.



Don Falk – Superintendent

Attachment

	A	B	C	D	E	F	G
1	<b>NOTES TO THE PROPOSED BUDGET FOR THE YEAR 2016-17</b>						
2	<b>Student Enrolments</b>						
3	The number of students anticipated for next year have been estimated at 285.						
4		<b>2016-16</b>	<b>FTE</b>	<b>2016-17</b>	<b>FTE</b>	<b>Change</b>	
5	ECS	36.00	18.00	37.00	18.50	0.50	
6	Grade 1	42.00	42.00	44.00	44.00	2.00	
7	Grade 2	26.00	26.00	45.00	45.00	19.00	
8	Grade 3	22.00	22.00	30.00	30.00	8.00	
9	Grade 4	24.00	24.00	32.00	32.00	8.00	
10	Grade 5	24.00	24.00	25.00	25.00	1.00	
11	Grade 6	20.00	20.00	24.00	24.00	4.00	
12	Grade 7	20.00	20.00	17.00	17.00	-3.00	
13	Grade 8	18.00	18.00	16.00	16.00	-2.00	
14	Grade 9	18.00	18.00	15.00	15.00	-3.00	
15							
16		250.00	232.00	285.00	266.50	34.50	
17							
18		Total FTE increase 34.5 Children/Students (14.87%)					
19	<b>Revenues from the Province</b>						
20	Alberta Education Grants remain at the 2015/16 level.						
21	Alberta Education continues to fund enrolment growth						
22	PO&M Revenues are based on the FTE weighted enrolment taken from the Frozen Funded Head Count of the previous year.						

	A	B	C	D	E	F	G
1	<b>NOTES TO THE PROPOSED BUDGET FOR THE YEAR 2016-17</b>						
23	<b>Other Revenues:</b>						
24		Includes: Fees for Instructional Supplies			\$	29,995.00	
25		Fees for Options incl. Math10/20			\$	3,342.00	
26		Fees for Extra-Curricular: Skiing			\$	3,100.00	
27		Fees for Lunch Supervision			\$	21,320.00	
28		Sales and/or Refunds			\$	2,000.00	
29		Investment Income (GIC's - Capital 7 General)			\$	4,500.00	
30		Rental of Facility			\$	11,629.00	
31							
32	<b>Staffing</b>		<b>2015-16</b>	<b>2016-17</b>	<b>Change</b>		
33	Teachers	FTE	14.378	15.438	1.060		
34	Financial/School Secretaries	FTE	1.400	1.600	0.200		
35	Educational Assistants	FTE	4.730	4.730	0.000		
36							
37		Note: No increase for salaries have been provided in this Budget, except for any increments earned for years of service					
38	<b>Surplus/Deficit</b>						
39		The anticipated Surplus for the 2015-16 school year is approximately +or- <b>\$27,420</b>					
40							

**STATEMENT OF REVENUES AND EXPENDITURES**

	Approved Budget 2015-16	Fall Update 2015-16	Estimates for 2015-16	2016-17 Budget
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**SUMMARY OF REVENUES & EXPENDITURES**

<b>Revenues</b>	<b>\$ 2,653,814</b>	<b>\$ 2,620,740</b>	<b>\$ 2,653,738</b>	<b>\$ 2,875,406</b>
Grades ECS	\$ 253,412	\$ 262,475	\$ 263,461	\$ 245,448
Grades 1-9	\$ 2,019,175	\$ 1,895,959	\$ 1,932,179	\$ 2,163,791
Board/System Administration	\$ 194,000	\$ 194,000	\$ 194,000	\$ 194,000
Plant Operations	\$ 172,443	\$ 239,193	\$ 233,113	\$ 247,053
Transportation	\$ 8,784	\$ 20,313	\$ 15,840	\$ 20,313
External Services	\$ 6,000	\$ 8,800	\$ 15,145	\$ 4,800
<b>Expenses</b>	<b>\$ 2,652,177</b>	<b>\$ 2,703,777</b>	<b>\$ 2,639,547</b>	<b>\$ 2,847,986</b>
ECS	\$ 125,295	\$ 125,295	\$ 122,561	\$ 104,309
Grades 1-9	\$ 2,025,600	\$ 1,978,430	\$ 1,981,196	\$ 2,174,626
Board/System Administration	\$ 176,477	\$ 191,287	\$ 186,549	\$ 193,777
Plant Operations	\$ 238,420	\$ 308,053	\$ 275,493	\$ 300,061
Transportation	\$ 78,884	\$ 90,413	\$ 55,940	\$ 70,413
External Services	\$ 7,500	\$ 10,300	\$ 17,808	\$ 4,800
<b>Surplus or (Deficit)</b>	<b>\$ 1,637</b>	<b>\$ (83,037)</b>	<b>\$ 14,191</b>	<b>\$ 27,420</b>
Grades ECS	\$ 128,117	\$ 137,180	\$ 140,900	\$ 141,139
Grades 1-9	\$ (6,426)	\$ (82,471)	\$ (49,017)	\$ (10,835)
Board/System Administration	\$ 17,523	\$ 2,713	\$ 7,451	\$ 223
Plant Operations	\$ (65,977)	\$ (68,860)	\$ (42,380)	\$ (53,007)
Transportation	\$ (70,100)	\$ (70,100)	\$ (40,100)	\$ (50,100)
External Services	\$ (1,500)	\$ (1,500)	\$ (2,663)	\$ -

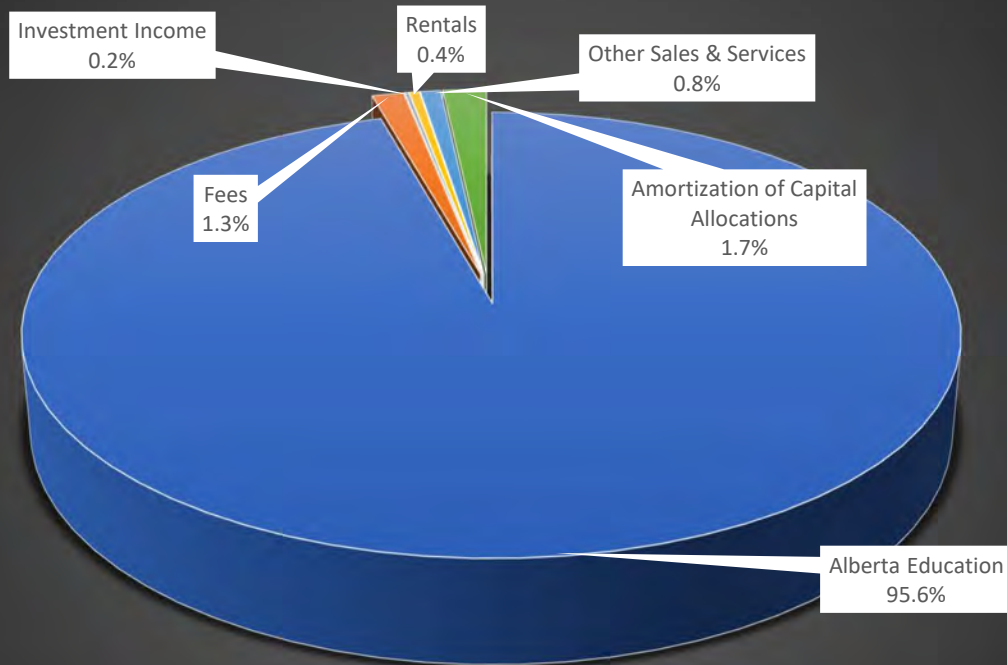
STATEMENT OF REVENUES AND EXPENDITURES

	Approved Budget 2015-16	Fall Update 2015-16	Estimates for 2015-16	2016-17 Budget
<b>Total Revenues</b>	\$ 2,653,814	\$ 2,620,740	\$ 2,653,738	\$ 2,875,406
<b>Government of Alberta</b>	\$ 2,539,256	\$ 2,447,537	\$ 2,453,268	\$ 2,749,520
ECS	\$ 248,472	\$ 257,795	\$ 259,406	\$ 241,933
Grades 1-9 (General)	\$ 1,928,185	\$ 1,806,815	\$ 1,815,407	\$ 2,106,049
Grades 1-9 (External Services)	\$ -	\$ 2,800	\$ 2,800	\$ 2,800
Plant Operations & Maintenance	\$ 159,815	\$ 165,815	\$ 165,815	\$ 184,425
Board & System Administration	\$ 194,000	\$ 194,000	\$ 194,000	\$ 194,000
Transportation	\$ 8,784	\$ 20,313	\$ 15,840	\$ 20,313
<b>Fees</b>	\$ 60,068	\$ 58,204	\$ 71,251	\$ 36,437
ECS	\$ 3,420	\$ 3,240	\$ 2,275	\$ 2,035
Grades 1-9 (General)	\$ 56,648	\$ 54,964	\$ 68,976	\$ 34,402
<b>Other Sales &amp; Services</b>	\$ 22,360	\$ 22,120	\$ 36,076	\$ 23,320
ECS	\$ 1,520	\$ 1,440	\$ 1,780	\$ 1,480
Grades 1-9 (General)	\$ 18,840	\$ 18,680	\$ 32,296	\$ 19,840
Grades 1-9 (External Services)	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
<b>Investment Income</b>	\$ 4,502	\$ 4,500	\$ 4,500	\$ 4,500
Grades 1-9 (General)	\$ 3,502	\$ 3,500	\$ 3,500	\$ 3,500
Plant Operations & Maintenance	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
<b>Gifts &amp; Donations</b>	\$ 12,000	\$ 12,000	\$ 12,000	\$ -
Grades 1-9 (General)	\$ 12,000	\$ 12,000	\$ 12,000	\$ -
<b>Fundraising</b>	\$ 4,000	\$ 4,000	\$ 10,345	\$ -
Grades 1-9 (External Services)	\$ 4,000	\$ 4,000	\$ 10,345	\$ -
<b>Rentals of Facilities</b>	\$ 11,628	\$ 11,628	\$ 16,298	\$ 11,628
Plant Operations & Maintenance	\$ 11,628	\$ 11,628	\$ 16,298	\$ 11,628
<b>Amortization of Capital Allocations</b>	\$ -	\$ 60,750	\$ 50,000	\$ 50,000
Plant Operations & Maintenance	\$ -	\$ 60,750	\$ 50,000	\$ 50,000

STATEMENT OF REVENUES AND EXPENDITURES

	Approved Budget 2015-16	Fall Update 2015-16	Estimates for 2015-16	2016-17 Budget
<b>Total Expenditures</b>	<b>\$ 2,652,177</b>	<b>\$ 2,703,777</b>	<b>\$ 2,639,547</b>	<b>\$ 2,847,986</b>
<b>Salaries &amp; Benefits</b>	<b>\$ 1,858,210</b>	<b>\$ 1,804,540</b>	<b>\$ 1,792,022</b>	<b>\$ 1,955,507</b>
<b>Certificated Salaries</b>	<b>\$ 1,344,971</b>	<b>\$ 1,293,546</b>	<b>\$ 1,296,905</b>	<b>\$ 1,403,780</b>
ECS	\$ 77,979	\$ 77,979	\$ 77,788	\$ 59,040
Grades 1-9 (General)	\$ 1,266,992	\$ 1,215,568	\$ 1,219,116	\$ 1,344,740
<b>Certificated Benefits</b>	<b>\$ 265,228</b>	<b>\$ 261,482</b>	<b>\$ 255,757</b>	<b>\$ 290,250</b>
ECS	\$ 7,492	\$ 7,492	\$ 6,919	\$ 7,340
Grades 1-9 (General)	\$ 257,736	\$ 253,990	\$ 248,838	\$ 282,910
<b>Non-certificated Salaries &amp; Wages</b>	<b>\$ 212,895</b>	<b>\$ 214,895</b>	<b>\$ 210,777</b>	<b>\$ 226,902</b>
ECS	\$ 28,887	\$ 28,887	\$ 28,853	\$ 28,887
Grades 1-9 (General)	\$ 184,008	\$ 186,008	\$ 181,925	\$ 198,015
<b>Non-certificated Benefits</b>	<b>\$ 35,116</b>	<b>\$ 34,616</b>	<b>\$ 28,583</b>	<b>\$ 34,575</b>
ECS	\$ 5,342	\$ 5,342	\$ 3,656	\$ 5,342
Grades 1-9 (General)	\$ 29,774	\$ 29,274	\$ 24,927	\$ 29,233
<b>Supplies &amp; Services</b>	<b>\$ 773,066</b>	<b>\$ 828,338</b>	<b>\$ 776,021</b>	<b>\$ 820,079</b>
ECS	\$ 5,595	\$ 5,595	\$ 5,345	\$ 3,700
Grades 1-9 (General)	\$ 279,440	\$ 285,940	\$ 298,476	\$ 311,578
Grades 1-9 (External Services)	\$ 7,500	\$ 10,300	\$ 17,808	\$ 4,800
Plant Operations & Maintenance	\$ 227,670	\$ 247,303	\$ 214,743	\$ 239,311
Transportation	\$ 78,884	\$ 90,413	\$ 55,940	\$ 70,413
Board & System Administration	\$ 173,977	\$ 188,787	\$ 183,709	\$ 190,277
<b>Amortization of Capital Assets</b>	<b>\$ 17,750</b>	<b>\$ 67,750</b>	<b>\$ 67,750</b>	<b>\$ 67,750</b>
Grades 1-9 (General)	\$ 7,000	\$ 7,000	\$ 7,000	\$ 7,000
Plant Operations & Maintenance	\$ 10,750	\$ 60,750	\$ 60,750	\$ 60,750
<b>Other Interest Charges</b>	<b>\$ 3,150</b>	<b>\$ 3,150</b>	<b>\$ 3,753</b>	<b>\$ 4,650</b>
Grades 1-9 (General)	\$ 650	\$ 650	\$ 914	\$ 1,150
Board & System Administration	\$ 2,500	\$ 2,500	\$ 2,840	\$ 3,500

## NHS Budget 2016-17 - Revenues

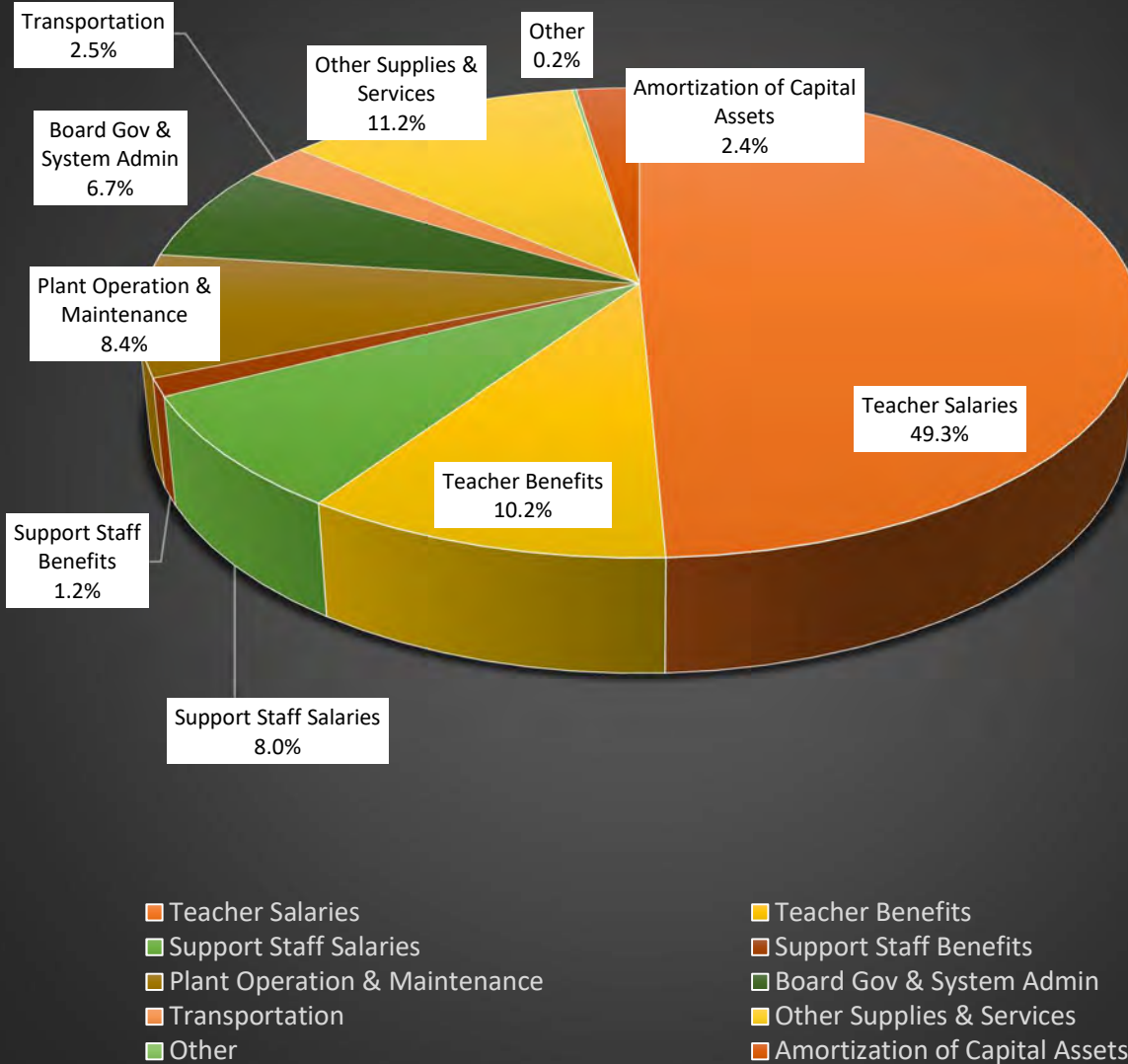


## Budget 2016-17 Revenues

Alberta Education	\$2,749,520
Fees	\$36,437
Other Sales & Services	\$23,320
Investment Income	\$4,500
Rentals	\$11,628
Amortization of Capital Allocations	<u>\$50,000</u>
<b>Total</b>	<b>\$2,875,406</b>

*Data Source: Approved Budget 2016-06-09*

## NHS Budget 2016-17 - Expenditures



## Budget 2016-17 Expenditures

Teacher Salaries	\$1,403,780
Teacher Benefits	\$290,250
Support Staff Salaries	\$226,902
Support Staff Benefits	\$34,575
Plant O & M	\$239,311
Board & System Admin	\$190,277
Transportation	\$70,413
Supplies/Services	\$320,078
Other	\$4,650
Amortization	<u>\$67,750</u>
<b>Total</b>	<b>\$2,847,986</b>

Data Source: Approved Budget 2016-06-09





## Superintendent's Report to the Board of Directors

April 12, 2017

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### 1. **Accumulated Surplus from Operations**

During the Board meeting of March 8, 2017, a question was raised with respect to the size of the accumulated surplus from operations that is held by the New Horizons Charter School Society. In response to the question, the attached document from the Audited Financial Statement for the period ended August 31, 2016 is presented for the consideration of the Board of Director. Secretary-Treasurer de Kleine will speak to this document at the Board meeting of April 12, 2017.

### 2. **Request for Increase in Enrolment Cap**

The Board is reminded of its letter to Education Minister Eggen, dated November 25, 2016, in which an increase in the school's enrolment cap, from the present 300 students to 450 students, was requested. The Board is advised that a response to this letter has not yet been received.

For the information of the Board of Directors, a copy of the letter that was sent to Minister Eggen is attached.

### 3. **Modernization Update**

Phase 1 of our school modernization project was completed, for the most part, in early March 2016. This enabled students and staff to move into the new west modular classrooms on Monday, March 6. The jurisdiction offices (superintendent, secretary-treasurer) also moved to their new location at that time, as did the school counsellor and learning resource teacher. On the following day, the area that now comprises Phase 2 of the modernization project was vacated, with several classes moving temporarily into the wing of east portable classrooms; the Learning Commons and staff room were relocated as well.

Phase 2 of the project is now well underway. Included in this phase are the following key components:

- Major renovation of the Learning Commons, including installation of clearstory windows, living wall infrastructure, new flooring, and millwork.
- Renovation of the staff room, including the installation of two additional exterior windows.

- Mechanical improvements in Phase 2 area (e.g. sprinkler system, hot water heating, classroom water supply, replacement of air handling unit in southeast mechanical room).
- Replacement of large sections of the roof.
- Renovation of staff and student washrooms.
- Completion of tasks remaining in Phase 1 (e.g. replacement of main electrical panel, installation of whiteboards)

Phase 2 was originally scheduled for completion on April 14, but it is anticipated that it will likely not be completed until sometime during the week of April 20.

**4. Looking Ahead**

- a. Meetings of The Association of Alberta Public Charter Schools
  - Friday & Saturday, May 12 & 13, 2017 – Valhalla Centre
- b. Next Board Meeting
  - Wednesday, May 17, 2017, at 7:00 p.m. (Board Orientation at 6:15 p.m.)



Don Falk,  
Superintendent

**SCHEDULE 1**

**SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS  
for the Year Ended August 31, 2016 (in dollars)**

	ACCUMULATED SURPLUS	ACCUMULATED REMEASUREMENT GAINS (LOSSES)	ACCUMULATED OPERATING SURPLUS	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
							TOTAL OPERATING RESERVES	TOTAL CAPITAL RESERVES
<b>Balance at August 31, 2015</b>	\$ 958,482	\$ -	\$ 958,482	\$ 302,091	\$ -	\$ 227,335	\$ 319,239	\$ 109,817
<b>Prior period adjustments:</b>								
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Adjusted Balance, August 31, 2015</b>	\$ 958,482	\$ -	\$ 958,482	\$ 302,091	\$ -	\$ 227,335	\$ 319,239	\$ 109,817
Operating surplus (deficit)	\$ 38,197		\$ 38,197			\$ 38,197		
Board funded tangible capital asset additions				\$ (104,104)		\$ 104,104	\$ -	\$ -
Disposal of unsupported tangible capital assets or board funded portion of supported	\$ -		\$ -	\$ -		\$ -		\$ -
Write-down of unsupported tangible capital assets or board funded portion of supported	\$ -		\$ -	\$ -		\$ -		\$ -
Net remeasurement gains (losses) for the year	\$ -	\$ -						
Endowment expenses & disbursements	\$ -		\$ -		\$ -	\$ -		
Endowment contributions	\$ -		\$ -		\$ -	\$ -		
Reinvested endowment income	\$ -		\$ -		\$ -	\$ -		
Direct credits to accumulated surplus (Describe)	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets	\$ -			\$ (25,268)		\$ 25,268		
Capital revenue recognized	\$ -			\$ 15,298		\$ (15,298)		
Debt principal repayments (unsupported)	\$ -			\$ -		\$ -		
Additional capital debt or capital leases	\$ -			\$ -		\$ -		
Net transfers to operating reserves	\$ -					\$ -	\$ -	
Net transfers from operating reserves	\$ -					\$ 89,189	\$ (89,189)	
Net transfers to capital reserves	\$ -					\$ (538)		\$ 538
Net transfers from capital reserves	\$ -					\$ -		\$ -
Assumption/transfer of other operations' surplus	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Balance at August 31, 2016</b>	\$ 996,679	\$ -	\$ 996,679	\$ 188,017	\$ -	\$ 468,257	\$ 230,050	\$ 110,355



**Jill Weiss**  
Chair – Board of Directors  
Phone: 780-416-2353  
Email: [jweiss@newhorizons.ab.ca](mailto:jweiss@newhorizons.ab.ca)

November 25, 2016

The Honorable David Eggen  
Minister of Education  
228 Legislature Building  
10800 – 97 Avenue  
Edmonton, Alberta T5K 2B6

Minister Eggen:

The New Horizons School Board of Directors is pleased to report that the long-awaited modernization of New Horizons School has now begun. Although the months ahead will likely present their share of construction traffic, noise and other challenges, we are already looking forward to the renewed and refreshed school facility that will emerge in about a year's time. Thank you for your support in enabling the modernization to occur; we are excited at the prospect of inviting you to attend our grand re-opening at some date in the future.

We are also pleased to report that the students and staff of École Claudette-et-Denis-Tardif have arrived and, after being housed for several weeks in our school's vacant wing of portables (since demolished), are now comfortably accommodated within their new modular school. From our perspective, the relationship between the schools is a working out well, with the needs of students in both schools being met.

As you may recall, our school's acquisition in 2015 of a suitable campus in Sherwood Park represented the manifestation of a dream which our school community had held for twenty years. With the achievement of that goal came the anticipation that an appropriate, permanent facility in Sherwood Park would stimulate greater community interest in our school, with the likely result that more families would request opportunity to enrol their children at New Horizons.

This has certainly turned out to be the case, as is shown in the enrolment history of our school (see Table 1). Whereas our school showed steady, but modest growth during the decade and a half leading up to the acquisition of our Sherwood Park campus, averaging 4.5% per year, the growth rate in the two years since moving to our new campus has nearly tripled, averaging 12% per year.

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*1000 Strathcona Drive, Sherwood Park, AB T8A 3R6*  
*P: 780-416-2353 F: 780-467-0274 W: [newhorizons.ab.ca](http://newhorizons.ab.ca)*

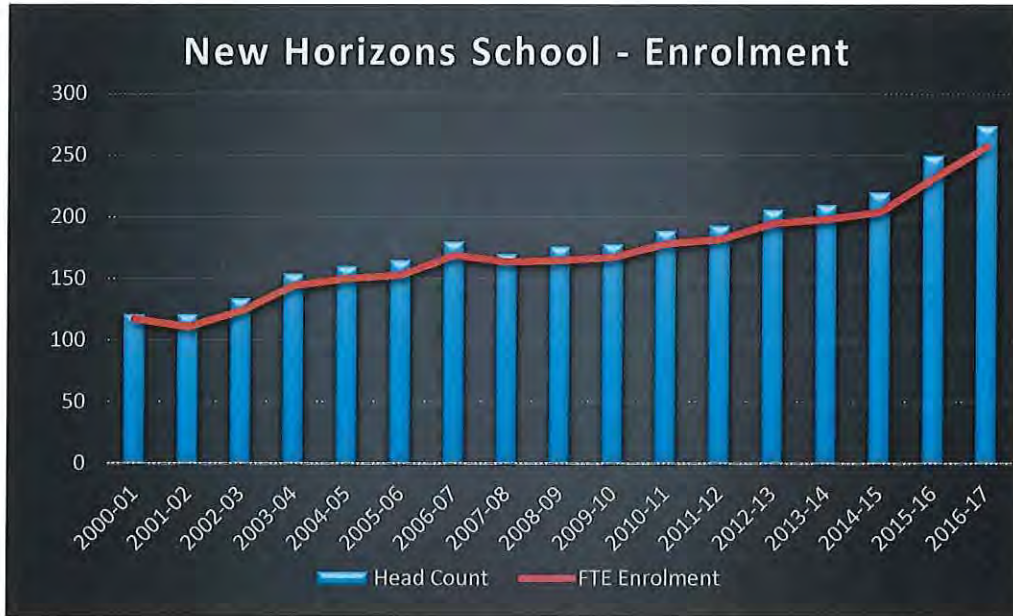


Table 1: New Horizons School – Enrolment 2001/01 to 2016/17

Moreover, our school’s growth is attributable almost entirely to larger enrolments in the early grades, as is shown in Table 2.

Class/Grade	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Kindergarten	23	32	36	34	34	34	34	34	34
Grade 1	23	22	42	44	44	44	44	44	44
Grade 2	22	21	26	44	44	44	44	44	44
Grade 3	23	23	22	29	44	44	44	44	44
Grade 4	21	23	24	31	30	48	48	48	48
Grade 5	23	20	24	24	31	30	48	48	48
Grade 6	22	24	20	24	24	31	30	48	48
Grade 7	18	19	20	16	21	21	28	27	44
Grade 8	21	18	18	16	14	18	18	25	24
Grade 9	14	18	18	12	14	12	15	15	22
Total FTE Enrolment	198.5	204	232	257	283	309	336	360	383
Total Head Count	210	220	250	274	300	326	353	377	400

Table 2: New Horizons School – Recent Enrolment History and Projected Growth

The challenge our school now faces is this: Given the increased interest in our school, leading to unprecedented growth in each of the past two years, and with almost all of that growth being in the early grades, we anticipate that our school will reach its enrolment cap of 300 students within the next two years. Further, anticipating that our entry level enrolments will remain similar to those seen during the past several years, our enrolment cap will not enable us to retain the students who are currently enrolled in our school as they advance through the grades.

With this background in mind, we respectfully request that an increase in our school's enrolment cap be granted. As suggested by Table 2 above, we believe that an enrolment cap of 450 students would be sufficient to accommodate two classes per grade, as is presently the case in the early grades and which we believe will be necessary if these students are to be accommodated as they progress through the grades.

Thank you for giving consideration to our request. We look forward to discussing this matter with you should you require additional information.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Jill Weiss', with a long horizontal flourish extending to the right.

Jill Weiss – Chair, Board of Directors

cc: Annie McKittrick – MLA, Sherwood Park



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

## MEMORANDUM

April 8, 2017

To: Board of Directors

From: Don Falk – Superintendent

Subject: Provisional Education Plan 2017/18 – 2019/20

### **Background:**

Attached for the consideration of the Board of Directors is the draft provisional Education Plan 2017/18 – 2019/20. Development of the Education Plan is an essential element of the New Horizons School Planning Cycle and is the culmination of a process that gave consideration to various data sources and which gathered input from students, staff, parents, administration, and directors. Formal processes that contributed to development of the Plan included a Stakeholder Forum held in February 2017 and a Board Planning Retreat held in March 2017.

Charter school education plans are unique in that, unlike education plans in conventional public school jurisdictions, they constitute both a school plan and a jurisdiction plan. Accordingly, Board members will observe that strategies pertaining to both the operation of the school and the work of the Board are included in this Education Plan.

This is the second consecutive year in which the draft Plan has been presented to the Board at such an early date. Obtaining provisional approval in the spring of the year is intended to provide the school with the opportunity to implement the Plan immediately upon the start of the 2017/18 school year, rather than waiting until late November, as was previously the case. Opportunity for the Board to make revisions to the provisional Plan, and to give it final approval, will be provided at a Board meeting in the fall.

Finally, directors are advised to focus their attention on the “Strategies” portion of each goal and outcome, in that, in most cases, the “Results” shown in the attached document are from the Annual Education Results Report that was presented to the Board in November 2016. (Complete results for the current school year will be presented to the Board as part of the Combined Education Plan / Annual Education Results Report that will be presented to the Board in November 2017.) Directors are also asked to note that strategies that are new in this Plan are highlighted in turquoise.

Appreciation and thanks are extended to all who contributed to the development of the Education Plan and especially to Mr. Zarowny, who prepared the attached document and who will walk the Board through the Plan at the Board meeting of April 12, 2017.

**Recommendation:**

It is recommended that the Board of Directors provide provisional approval of the Education Plan 2017/18 – 2019/20, in either its present or amended form, with the understanding that consideration for final approval will be given in the fall of 2017.

A handwritten signature in blue ink, appearing to read 'Don Falk', with a stylized flourish at the end.

Don Falk – Superintendent

Attachment



2017

# NEW HORIZONS SCHOOL

*Provisional*

## Three-Year Education Plan (2017-18 to 2019-20)



New Horizons School  
NEW HORIZONS CHARTER SCHOOL SOCIETY

## Charter Goal 1: Student Learning Is Improved

*Outcome 1: Students will demonstrate mastery of learner outcomes mandated by the Alberta programs of studies.*

Performance Measure Provincial Achievement Tests		Results (in percentages)									
		2012		2013		2014		2015		2016	
		A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	100.0	45.8	100.0	25.0	100.0	60.9	100.0	58.3	100.0	52.6
	Province	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5	91.5	22.6
Mathematics 6	School	100.0	50.0	100.0	33.3	100.0	65.2	95.8	50.0	100	68.4
	Province	74.7	16.6	73.0	16.4	73.5	15.4	73.3	14.1	71.4	13.8
Science 6	School	95.8	70.8	100.0	58.3	100.0	60.9	95.8	66.7	100	68.4
	Province	77.8	28.2	77.5	25.9	75.9	24.9	76.4	25.3	86.1	30.8
Social Studies 6	School	100.0	50.0	79.2	50.0	91.3	69.6	95.8	50.0	89.5	73.7
	Province	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1	77.1	22.6
English Language Arts 9	School	100.0	60.0	100.0	45.5	100.0	50.0	100.0	44.4	94.4	50.0
	Province	77.4	16.4	76.7	14.8	76.3	15.1	75.6	14.4	86.7	17.1
Mathematics 9	School	100.0	30.0	100.0	81.8	92.9	71.4	100.0	38.9	100.0	27.8
	Province	66.5	17.8	66.9	18.3	67.1	17.3	65.3	18.0	75	19.3
Science 9	School	100.0	90.0	100.0	72.7	100.0	64.3	100.0	94.4	100.0	83.3
	Province	74.2	22.4	73.0	20.0	73.2	22.1	74.1	22.9	82.3	25.2
Social Studies 9	School	100.0	50.0	100.0	72.7	100.0	64.3	94.4	66.7	94.4	55.6
	Province	68.9	19.1	65.6	18.8	65.5	19.9	65.1	19.8	72.3	20.7

Performance Measure Prior Level of Achievement on PAT's									
Grade 6 Language Arts									
Average Actual and Predicted Achievement Test Results, Reported as Percentages <sup>a</sup>									
Students Who Wrote English Language Arts Achievement Tests In Both 2016 and 2013	Number of Students		Actual 2013 Grade 3 Results		Actual 2016 Grade 6 Results		Predicted 2016 Grade 6 Results	Difference Between Actual and Predicted 2016 Grade 6 Results (t-test) <sup>b</sup>	95% Confidence Interval Around the Difference Between Actual and Predicted Results <sup>c</sup>
	School	Province	School	Province	School	Province	School	School	School
Students Enrolled at the School of Reporting As of September, 2015	18	36922	79.7	69.2	78.9	68.0	75.0	4.0 (+)	1.0 to 5.9
Students Enrolled at the School of Reporting As of September, 2014	16	30953	80.3	69.5	78.4	66.5	75.3	3.0 (-)	-0.3 to 6.4
Grade 6 Math									

<sup>a</sup> For each student in the analysis, a 2016 Grade 6 English Language Arts Achievement Test score was predicted from his or her actual 2013 Grade 3 English Language Arts Achievement Test score.

<sup>b</sup> The actual 2016 Grade 6 school average is significantly above (+), not significantly different from (-), or significantly below (-) the predicted 2016 Grade 6 school average based on a t-test (paired). A difference is reported as significant when there is a 5% or smaller probability that a difference of that size could occur by chance. At the provincial level, the average predicted score will be identical to the average actual score because of the statistical procedure used.

<sup>c</sup> The difference shown between actual and predicted results is a statistical estimate of what the true difference would be if student achievement could be measured without error. The confidence interval provides a range that, with 95% probability, is likely to contain the true difference. Please refer to "Guidelines for Interpreting the Prior Level of Achievement Report" for an explanation of the statistics in this report.

**Average Actual and Predicted Achievement Test Results, Reported as Percentages <sup>a</sup>**

Students Who Wrote Mathematics Achievement Tests in English in Both 2016 and 2013	Number of Students		Actual 2013 Grade 3 Results		Actual 2016 Grade 6 Results		Predicted 2016 Grade 6 Results	Difference Between Actual and Predicted 2016 Grade 6 Results (t-test) <sup>b</sup>	95% Confidence Interval Around the Difference Between Actual and Predicted Results <sup>c</sup>
	School	Province	School	Province	School	Province	School	School	School
Students Enrolled at the School of Reporting As of September, 2015	16	33515	89.4	72.0	86.3	65.5	77.9	3.3 (+)	3.4 to 13.3
Students Enrolled at the School of Reporting As of September, 2014	16	28023	89.4	72.6	86.3	66.4	77.9	3.3 (+)	3.4 to 13.3

- <sup>a</sup> For each student in the analysis, a 2016 Grade 6 Mathematics Achievement Test score was predicted from his or her actual 2013 Grade 3 Mathematics Achievement Test score.
- <sup>b</sup> The actual 2016 Grade 6 school average is significantly above (+), not significantly different from (=), or significantly below (-) the predicted 2016 Grade 6 school average based on a t-test (paired). A difference is reported as significant when there is a 5% or smaller probability that a difference of that size could occur by chance. At the provincial level, the average predicted score will be identical to the average actual score because of the statistical procedure used.
- <sup>c</sup> The difference shown between actual and predicted results is a statistical estimate of what the true difference would be if student achievement could be measured without error. The confidence interval provides a range that, with 95% probability, is likely to contain the true difference. Please refer to "Guidelines for Interpreting the Prior Level of Achievement Report" for an explanation of the statistics in this report.

**Grade 9 Language Arts**

**Average Actual and Predicted Achievement Test Results, Reported as Percentages <sup>a</sup>**

Students Who Wrote English Language Arts Achievement Tests in Both 2016 and 2013	Number of Students		Actual 2013 Grade 6 Results		Actual 2016 Grade 9 Results		Predicted 2016 Grade 9 Results	Difference Between Actual and Predicted 2016 Grade 9 Results (t-test) <sup>b</sup>	95% Confidence Interval Around the Difference Between Actual and Predicted Results <sup>c</sup>
	School	Province	School	Province	School	Province	School	School	School
Students Enrolled at the School of Reporting As of September, 2015	18	33589	74.4	66.1	60.3	67.4	72.7	7.6 (+)	4.1 to 11.1
Students Enrolled at the School of Reporting As of September, 2014	17	25964	74.9	66.5	61.5	68.1	73.1	8.4 (+)	4.7 to 12.0

- <sup>a</sup> For each student in the analysis, a 2016 Grade 9 English Language Arts Achievement Test score was predicted from his or her actual 2013 Grade 6 English Language Arts Achievement Test score.
- <sup>b</sup> The actual 2016 Grade 9 school average is significantly above (+), not significantly different from (=), or significantly below (-) the predicted 2016 Grade 9 school average based on a t-test (paired). A difference is reported as significant when there is a 5% or smaller probability that a difference of that size could occur by chance. At the provincial level, the average predicted score will be identical to the average actual score because of the statistical procedure used.
- <sup>c</sup> The difference shown between actual and predicted results is a statistical estimate of what the true difference would be if student achievement could be measured without error. The confidence interval provides a range that, with 95% probability, is likely to contain the true difference. Please refer to "Guidelines for Interpreting the Prior Level of Achievement Report" for an explanation of the statistics in this report.

**Grade 9 Math**

**Average Actual and Predicted Achievement Test Results, Reported as Percentages <sup>a</sup>**

Students Who Wrote Mathematics Achievement Tests in English in Both 2016 and 2013	Number of Students		Actual 2013 Grade 6 Results		Actual 2016 Grade 9 Results		Predicted 2016 Grade 9 Results	Difference Between Actual and Predicted 2016 Grade 9 Results (t-test) <sup>b</sup>	95% Confidence Interval Around the Difference Between Actual and Predicted Results <sup>c</sup>
	School	Province	School	Province	School	Province	School	School	School
Students Enrolled at the School of Reporting As of September, 2015	18	30235	73.2	58.2	75.8	62.7	73.7	2.1 (=)	-2.3 to 6.5
Students Enrolled at the School of Reporting As of September, 2014	17	23360	74.2	59.1	77.5	63.9	74.4	3.1 (=)	-0.9 to 7.1

- <sup>a</sup> For each student in the analysis, a 2016 Grade 9 Mathematics Achievement Test score was predicted from his or her actual 2013 Grade 6 Mathematics Achievement Test score.
- <sup>b</sup> The actual 2016 Grade 9 school average is significantly above (+), not significantly different from (=), or significantly below (-) the predicted 2016 Grade 9 school average based on a t-test (paired). A difference is reported as significant when there is a 5% or smaller probability that a difference of that size could occur by chance. At the provincial level, the average predicted score will be identical to the average actual score because of the statistical procedure used.
- <sup>c</sup> The difference shown between actual and predicted results is a statistical estimate of what the true difference would be if student achievement could be measured without error. The confidence interval provides a range that, with 95% probability, is likely to contain the true difference. Please refer to "Guidelines for Interpreting the Prior Level of Achievement Report" for an explanation of the statistics in this report.

**Comment on Results**

**Strategies**

- Deepen staff understanding and expertise of the Daily Five instructional strategy in Language Arts (framework for structuring literacy time so students develop lifelong habits of reading, writing, and working independently (<https://www.thedailycafe.com/daily-5>).
- Train new primary staff and grade 3-4 teachers in Daily 5 training using staff expertise.
- Continue to expand the use of Project Based Learning (PBL) across all grades (final year of a three year implementation).
- Review results in Math PATs to identify specific areas of weakness.
- Investigate possible revisions to IPP content & management, so as to address concerns of staff & parents (e.g. global IPP for most students, specialized IPP for some students). Consider renaming IPP as "Instructional Support Plan." In this context, review effectiveness of student led conferences and consider adding third scheduled set of PT conferences.

*Outcome 2: Students will become creative risk takers academically.*

Students have opportunities to develop and utilize qualities such as creativity, imagination, innovation, risk-taking, ingenuity, originality, and inventiveness in their academic studies. Further, students are encouraged to develop these qualities and demonstrate them in their studies.

Performance Measure	Results (in percentages)					
	2012	2013	2014	2015	2016	2017
<b>School Survey Parents:</b> Percentage of parents who feel that their child is encouraged to use at least some of the following in their schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	n/a	n/a	n/a	n/a	92.3%	
<b>School Survey Parents:</b> Percentage of parents who feel that their child's school work shows evidence that they use at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	n/a	n/a	n/a	n/a	92.3%	
<b>School Survey Parents:</b> Percentage of parents who agree that their child receives classroom work that is appropriately challenging.	n/a	n/a	84%	81%	85.6%	
<b>School Survey Students 4-9:</b> Percent of students who agree that their teachers encourage them to use at least some of the following in their schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	n/a	n/a	n/a	n/a	90.9%	
<b>School Survey Students 4-9:</b> Percent of students who feel that their school work shows evidence that they use at least some of the following in their schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	n/a	n/a	n/a	n/a	89.9%	
<b>Tell Them From Me Survey Grade 7-9:</b> Percentage of students who feel intellectually engaged and find learning interesting, enjoyable, and relevant.	n/a	n/a	n/a	NHS = 60% Canadian Ave. = 56%	NHS = 65% Canadian Ave. = 56%	NHS = 65% Canadian Ave. = 56%
<b>Tell Them From Me Survey Grade 4-6:</b> Percentage of students who feel challenged in their language arts, math and Science classes and feel confident of their skills in these subjects.	n/a	n/a	n/a	NHS = 75% Canadian Average =57%	NHS = 61% Canadian Average =41%	NHS = 61% Canadian Average =41%
<b>Tell Them From Me Survey Grade 7-9:</b> Students who feel challenged in their Language Arts, Math and Science classes and feel confident of their skills in these subjects.	n/a	n/a	n/a	NHS = 41% Canadian Ave. = 41%	NHS = 79% Canadian Ave. = 57%	NHS = 74% Canadian Ave. = 57%
<b>Tell Them From Me Survey Grade 4-6:</b> Percentage of students who believe that education will benefit them personally and economically, and will have a strong bearing on their future.	n/a	n/a	n/a	n/a	NHS = 89% Canadian Ave. = 96%	NHS = 93% Canadian Ave. = 96%
<b>Tell Them From Me Survey Grade 7-9:</b> Percentage of students who believe that education will benefit them personally and economically, and will have a strong bearing on their future..	n/a	n/a	n/a	n/a	NHS = 67% Canadian Ave. = 80%	NHS = 68% Canadian Ave. = 80%
<b>School Survey K-3:</b> Percentage of students who feel their teachers let them use their imagination (many times and sometimes) in their school work.	n/a	n/a	n/a	n/a	93%	

<b>Comment on Results</b>
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<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Investigate opportunities to accelerate learning in subjects other than math (e.g. adjusting timetable, utilizing IPPs, greater flexibility in independent studies).</li> <li>Encourage and support continued participation in “Action Research Community of Practice” initiative.</li> <li>Integrate Kanevsky’s “Toolkit” strategies in the development of student IPPs (linked to the current Plan) Based on in-service from Dr. Lannie Kanevsky (January 2016)</li> <li>Review course options with a view toward strengthening Music &amp; Drama programs. <ul style="list-style-type: none"> <li>Seek to hire a Music/Drama specialist at the earliest possible date.</li> </ul> </li> <li>Continue to expand the use of Project Based Learning (PBL) across all grades (<i>final year of a three year implementation</i>).</li> </ul>
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## Charter Goal 2: Students Will Benefit From Opportunities for Positive Interaction

*Outcome 1: Students will develop positive interdependence skills.*

Students will be effective with collaboration (working together to achieve a goal); the use of conflict resolution strategies; and inclusion.

Performance Measure	Results (in percentages)					
	2012	2013	2014	2015	2016	2017
<b>School Survey Parents:</b> Percentage of parents who feel that their child is better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.	n/a	n/a	n/a	n/a	68%	
<b>School Survey Students 4-9:</b> Percent of students who feel that they have the skills to interact with and get to know students other than those with whom I usually associate (eg. play, hang out, interact).	n/a	n/a	n/a	n/a	91.6%	
<b>Tell Them From Me Survey Grade 7-9:</b> Percentage of students who feel accepted and valued by their peers and by others at their school.	n/a	n/a	n/a	NHS = 60% Canadian Ave. = 56%	NHS = 74% Canadian Ave. = 73%	NHS = 58% Canadian Ave. = 73%
<b>Tell Them From Me Survey Grade 4-6:</b> Percentage of students who feel accepted and valued by their peers and by others at their school.	n/a	n/a	n/a	NHS = 75% Canadian Average = 86%	NHS = 77% Canadian Average = 86%	NHS = 80% Canadian Average = 86%
<b>Tell Them From Me Survey Grade 7-9:</b> Percentage of students who have friends at school they can trust and who encourage them to make positive choices.	n/a	n/a	n/a	NHS = 41% Canadian Ave. = 75%	NHS = 62% Canadian Ave. = 75%	NHS = 60% Canadian Ave. = 75%
<b>Tell Them From Me Survey Grade 4-6:</b> Percentage of students who have friends at school they can trust and who encourage them to make positive choices.	n/a	n/a	n/a	NHS = 91% Canadian Ave. = 80%	NHS = 85% Canadian Ave. = 80%	NHS = 86% Canadian Ave. = 80%
<b>School Survey K-3:</b> Percentage of students who feel that when their friends and they don’t agree, they can work it out (many times and sometimes).	n/a	n/a	n/a	n/a	97.6%	

<p><b>Comment on Results</b></p>
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Continue to expand the use of Project Based Learning (PBL) across all grades to learn effective collaboration skills.</li> <li>Students from grade 4-9 will learn the concepts and skills related to Choice Theory to manage conflicts and to help understand the behaviors of others.</li> </ul>

*Outcome 2: Students will become creative risk takers socially.*

Students have opportunity, seek opportunity, create opportunity, and take advantage of opportunity to move outside of their social comfort zone. Further, the school provides opportunity for students, and encourages students, to move outside of their social comfort zone.

Performance Measure	Results (in percentages)				
	2012	2013	2014	2015	2016
<b>School Survey Parents:</b> Percentage of parents who feel that at school their child has the opportunity to work with other students to complete a task / accomplish a goal.	n/a	n/a	n/a	n/a	91.3%
<b>School Survey Parents:</b> Percentage of parents who are satisfied with the opportunities their child has for student leadership at school.	n/a	n/a	n/a	77%	73.1%
<b>School Survey Parents:</b> Percentage of parents who agree that their child is becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	n/a	n/a	n/a	n/a	82.7%
<b>School Survey Students 4-9:</b> Percentage of students who agree that they <b>have the opportunity</b> to interact with and get to know students other than those with whom I usually associate (eg. play, hang out, interact).	n/a	n/a	n/a	n/a	90%
<b>School Survey K-3:</b> Percentage of students who feel they get to work with other students at school (many times and sometimes).	n/a	n/a	n/a	n/a	95.4%

<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Begin investigating options for a “service learning” component to our program.</li> <li>• Increase opportunities for students to take social risks such as the following: <ul style="list-style-type: none"> <li>○ Student presentations at assemblies.</li> <li>○ Student newsletter submissions.</li> <li>○ Share in front of authentic audiences.</li> <li>○ Maintain talent show.</li> <li>○ Maintain Independent Studies fairs.</li> <li>○ Increase opportunities to interact with students from other schools.</li> </ul> </li> <li>• Include leadership skill development in IPP goals where appropriate.</li> </ul>
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## Charter Goal 3: Students' Emotional Needs Are Supported

Students will become self-regulating and resilient (able to recognize emotional state and control them).

*Outcome 1: Students will develop independence, self-direction and self-discipline in learning.*

Performance Measure	Results (in percentages)				
	2012	2013	2014	2015	2016
<b>School Survey Parents:</b> Percentage of parents who agree that their child finds Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interests him/her.	n/a	n/a	n/a	n/a	51.5%
<b>School Survey Parents:</b> Percentage of parents who agree the school is helping their child develop skills to become more independent and self-directed in his/her learning.	n/a	n/a	n/a	n/a	80.1%
<b>School Survey Parents:</b> Percentage of parents who agree that their child is able to apply independence and self-direction in his/her learning to his/her studies in an effective manner.	n/a	n/a	n/a	n/a	71.2%
<b>School Survey Students 4-9:</b> Percentage of students who agree that Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest them.	n/a	n/a	n/a	n/a	81%
<b>School Survey Students 4-9:</b> Percentage of students who agree that the school is helping them develop skills to become more independent and self-directed in their learning.	n/a	n/a	n/a	n/a	84.5%
<b>School Survey Students 4-9:</b> Percentage of students who agree that they are able to apply the skills of being more independent and self-directed to their studies in an effective manner.	n/a	n/a	n/a	n/a	90%
<b>Tell Them From Me Survey Grade 7-9:</b> Percentage of students who are interested and motivated in their learning.	n/a	n/a	n/a	n/a	NHS = 46% Canadian Average = 34%
<b>Tell Them From Me Survey Grade 4-6:</b> Percentage of students who are interested and motivated in their learning.	n/a	n/a	n/a	n/a	NHS = 78% Canadian Average = 71%
<b>Tell Them From Me Survey Grade 7-9:</b> Percentage of students who put in effort to succeed at school.	n/a	n/a	n/a	n/a	NHS = 76% Canadian Average = 73%
<b>Tell Them From Me Survey Grade 4-6:</b> Percentage of students who put in effort to succeed at school.	n/a	n/a	n/a	n/a	NHS = 86% Canadian Average = 91%
<b>School Survey K-3:</b> Percentage of students who like learning about things in their Independent Study (I.S.) project (many times and sometimes).	n/a	n/a	n/a	n/a	96.5%
<b>School Survey K-3:</b> Percentage of students who agree they are learning to work independently (many times and sometimes).	n/a	n/a	n/a	n/a	96.4%

<b>Comment on Results</b>
<b>Strategies</b> <ul style="list-style-type: none"> <li>• Revise the independent studies process (Investigations) <ul style="list-style-type: none"> <li>○ Increase the profile of the presentations.</li> <li>○ Conduct a review on the goals, outcomes and processes.</li> <li>○ Tie in with current school action research process (Dinel &amp; Vigfusson).</li> <li>○ Investigate the use of TedX Talks for student involvement.</li> <li>○ Increase the use of authentic audiences.</li> </ul> </li> </ul>

*Outcome 2: Students will become creative risk takers emotionally.*

Students are prepared to forsake the comfortable, the secure, and the predictable and to risk disappointment and embarrassment in order to experience the exhilaration that accompanies the pursuit of passion and the discovery of new horizons.

Performance Measure	Results (in percentages)				
	2012	2013	2014	2015	2016
<b>School Survey Parents:</b> Percentage of parents who agree that their child is able to identify his/her emotions when he/she feel them.	n/a	n/a	n/a	n/a	80.8%
<b>School Survey Parents:</b> Percentage of parents who agree their child is able to express himself/herself in appropriate ways while feeling different emotions.	n/a	n/a	n/a	n/a	71.2%
<b>School Survey Parents:</b> Percentage of parents who agree that their child is able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, an unexpected event).	n/a	n/a	n/a	n/a	64.4%
<b>School Survey Parents:</b> Percentage of parents who agree they are satisfied with the ways in which the school recognizes their child's learning accomplishments.	n/a	n/a	n/a	n/a	81.7%
<b>School Survey Students 4-9:</b> Percentage of students who agree that they are able to identify their emotions when they feel them.	n/a	n/a	n/a	n/a	89.9%
<b>School Survey Students 4-9:</b> Percentage of students who agree that they are able to express themselves in appropriate ways while feeling different emotions.	n/a	n/a	n/a	n/a	85.3%
<b>School Survey Students 4-9:</b> Percentage of students who agree that they are able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, an unexpected event).	n/a	n/a	n/a	n/a	88.1%
<b>School Survey Students 4-9:</b> Percentage of students who agree	n/a	n/a	n/a	n/a	80.9%



that they are satisfied with the ways in which the school recognizes their learning accomplishments.					
<b>Tell Them From Me Survey Grade 7-9:</b> Percentage of students who report moderate to high levels of depression.	n/a	n/a	n/a	n/a	NHS = 26% Canadian Ave. = 16%
<b>Tell Them From Me Survey Grade 7-9:</b> Percentage of students who report moderate to high levels of anxiety.	n/a	n/a	NHS = 25% Canadian Ave. =18%	NHS = 20% Canadian Ave. = 18%	NHS = 22% Canadian Ave. = 17%
<b>Tell Them From Me Survey Grade 4-6:</b> Percentage of students who report moderate to high levels of anxiety.	n/a	n/a	NHS = 22% Canadian Ave. =18%	NHS = 16% Canadian Ave. =16%	NHS = 22% Canadian Ave. = 16%
<b>Tell Them From Me Survey Grade 7-9:</b> Rating (out of 10) by students on their feeling that they have someone at school who consistently provides encouragement and can be turned to for advice.	n/a	n/a	NHS = 4.5 Canadian Ave. =2.9	NHS = 2.7 Canadian Ave. =2.9	NHS = 3.6 Canadian Ave. =2.9
<b>Tell Them From Me Survey Grade 4-6:</b> Rating (out of 10) by students on their feeling that they have someone at school who consistently provides encouragement and can be turned to for advice.			NHS = 3.0 Canadian Ave. = 4.9	NHS = 6.1 Canadian Ave. = 4.9	NHS = 6.3 Canadian Ave. = 4.9
<b>School Survey K-3:</b> Percentage of students who agree they can tell when they are feeling sad, upset or happy (many times and sometimes).	n/a	n/a	n/a	n/a	96.1%
<b>School Survey K-3:</b> Percentage of students who agree that when they feel sad, upset or happy, they know how to share their feelings in a way that is safe and fair (many times and sometimes).	n/a	n/a	n/a	n/a	91.8%
<b>Accountability Pillar Survey Questions:</b> Percentage of parents who agree that programs for children at risk are easy to access and timely.	73.4%	64.9%	65.8%	69%	71.9%

<b>Comment on Results</b>
<p><b>Strategies</b></p> <p>Continue to emphasize our social contract and the role it plays in expectations of behavior  Continue to use Zones of Regulation in grades K-4.  Continue to teach students from grades 4-9 skills and concepts related to Choice Theory as they apply to</p> <ul style="list-style-type: none"> <li>○ Conflict resolution</li> <li>○ Self-Awareness</li> <li>○ Resiliency and Personal Development</li> </ul> <p>Implement the following strategies to address student emotional health:</p> <ul style="list-style-type: none"> <li>● Continue to integrate daily mindfulness practice.</li> <li>● Investigate other strategies to address student emotional health, e.g. social emotional learning (SEL), resiliency.</li> </ul>

- Strengthen school's capacity to access external resources to provide support and services for students with two or more exceptionalities.
  - Communicate information to parents.
- Utilize professional support to build capacity among teachers to address additional exceptionalities among students.

## Provincial Outcome One: Alberta's Students Are Successful

Performance Measure	Results (in percentages)					Evaluation		
	2012	2013	2014	2015	2016	Achievement	Improvement	Overall
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	99.3	96.4	98.0	97.6	94.7	Very High	Maintained	Excellent
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	55.1	50.0	63.5	58.3	58.6	Very High	Maintained	Excellent

### Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

### Comment on Results:

### Strategies

- Continue to provide programming that meets the needs of gifted learners (congregated setting, I & C, IPP time, IS and Investigations, math acceleration)
- Provide students with a variety in their physical education experiences. Examples include: Millennium Place Triathlon, curling, bowling, tennis, physical fitness component
- Expand Career and Technology Foundations (CTF) at the grade 5-6 level.
- Review course options with a view toward strengthening Music & Drama programs.
  - Seek to hire a Music/Drama specialist at the earliest possible date.

Performance Measure	Results (in percentages)					Target	Evaluation		
	2011	2012	2013	2014	2015	2016	Achievement	Improvement	Overall
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	0.0	*	0.0	0.0		Very High	Maintained	Excellent
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a

Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a
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Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
4. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
5. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

**Strategies**

*Drop outs have never been an issue at New Horizons School.*

*Constant communication with parents, developing appropriate IPP's, maintaining strong staff-student relationships and seeking supports outside the school when necessary combine to keep drop-outs a non-issue.*

*Outcome One: Alberta's students are successful (continued)*

Performance Measure	Results (in percentages)					Evaluation		
	2012	2013	2014	2015	2016	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	90.4	85.3	85.5	87.8	86.4	Very High	Maintained	Excellent
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	85.0	83.3	81.3	91.7	87.2	Very High	Maintained	Excellent

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

**Comment on Results**

*Most students at New Horizons School demonstrate the characteristics of active citizenship. Students show a welcoming attitude to visitors in the school, and while conflicts with other students do occur, they are dealt with and treated in part as opportunities for learning.*

**Strategies**

- Review, re-emphasize social contract and extent to which it meets the needs of students.
  - Dianne Gossen (Creator, "Restitution Self Discipline") booked for Sept. 16 in-service and Sept. 15 parent night.
  - Include parent session in school council meetings.
  - Introduce the basics of Restitution-Self Discipline and (RSD) and Choice Theory with students.
- Investigate how Service Learning can be integrated into our program.

*Outcome One: Alberta's students are successful (continued)*

Performance Measure	Results (in percentages)					Target	Evaluation		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter</i>	55.6	54.7	65.1	58.2	56.4		n/a	n/a	n/a

<i>and private school authorities with only K-9 schools)</i>									
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**Notes:**

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

**Comment on Results:**

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

**Parent - All**

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime	2012	37	3	11	14	3	70	14
	2013	32	0	3	28	0	69	3
	2014	25	0	28	8	0	64	28
	2015	28	0	21	14	0	64	21
	2016	32	0	6	9	3	81	6
Your child is taught the knowledge, skills and attitudes necessary for learning throughout his or her lifetime	2012	45	22	58	2	2	16	80
	2013	36	19	58	14	0	8	78
	2014	38	13	66	5	11	5	79
	2015	39	18	62	15	3	3	79
	2016	43	16	56	12	2	14	72

**Strategies:**

- Follow up with a survey in which parents can indicate the extent to which they feel their students are taught the selected knowledge skills and attitudes necessary for life-long learning.
- Survey grade 4-9 students in late spring 2017 re areas of concern in Accountability Pillar survey.

## Provincial Outcome Two: The Achievement Gap Between First Nations, Métis, and Inuit students and All Other Students is Eliminated

(Results and evaluations for FNMI measures are required for Public/Separate/Francophone School Authorities only)

[No Data for Overall FNMI Results]

**Strategies**

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

## Provincial Outcome Three: Alberta's Education System is Inclusive.

Performance Measure	Results (in percentages)					Target	Evaluation		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	91.8	90.8	87.3	90.2	91.2		Very High	Maintained	Excellent

1. *Notes:* Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

<b>Comment on Results</b>
<b>Strategies</b> Continue to teach students from grades 4-9 skills and concepts related to Choice Theory as they apply to <ul style="list-style-type: none"> <li>○ Conflict resolution</li> <li>○ Self-Awareness</li> <li>○ Resiliency and Personal Development</li> </ul>

## Outcome Four: Alberta has Excellent Teachers, School and School Authority Leaders

Performance Measure	Results (in percentages)					Target 2016	Evaluation		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	82.5	80.3	78.1	78.0	81.5		High	Maintained	Good

**Notes:**

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

<b>Comment on Results (OPTIONAL)</b>
<b>Strategies</b> <ul style="list-style-type: none"> <li>• Continue to provide gifted education pedagogy for new and continuing teachers. <ul style="list-style-type: none"> <li>○ Provide inservice for new teachers about gifted students through training sessions.</li> <li>○ Maintain teacher membership with the National Association for Gifted Children (NAGC)</li> <li>○ Invite guest speakers on gifted education.</li> </ul> </li> <li>• Continue to provide a mentorship program for new teachers.</li> <li>• Encourage and support participation in “Action Research Community of Practice” initiative.</li> <li>• Increase the number of activities that promote school engagement and pride.</li> <li>• Increase the number of student activities that promote positive interaction during lunch recess. Examples include: <ul style="list-style-type: none"> <li>○ Chess Club</li> <li>○ In-School Science Olympics</li> <li>○ Writers’ Club</li> </ul> </li> <li>• Increase the number of activities that promote student decision-making, e.g. Student Council</li> </ul>

## Outcome Five: The Education System is Well Governed and Managed

Performance Measure	Results (in percentages)					Target	Evaluation		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	90.5	86.0	78.7	84.4	85.2		Very High	Maintained	Excellent
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	91.4	84.8	83.7	85.8	90.2		Very High	Maintained	Excellent
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	95.5	93.3	90.9	92.6	95.7		Very High	Improved	Excellent

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

Comment on Results (OPTIONAL)
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Undertake major modernization of school facility.</li> <li>• Implement Grade Book with parent portals.</li> <li>• Develop succinct summary description (elevator speech/motto) that focuses on areas of our program that are engaging for students and which can be embraced and used by all stakeholders. <ul style="list-style-type: none"> <li>• eg. Produce business cards with 4-5 key points that can be used for reference and for distribution</li> </ul> </li> <li>• Implement communication initiative with parents prior to distribution of Accountability Pillar Survey so as to inform arenst what the school has been doing.</li> <li>• Seek to enter into an engagement or collaboration with post-secondary institution and/or school division, particularly with respect to sharing research, innovations, and best practices with other educational stakeholders. (Reference: Draft Charter Schools Regulation).</li> <li>• Provide parents with summary information regarding classroom timetable for their child(ren).</li> <li>• Utilize parent response to "Input into Decisions" survey questions from Feb 2017 Accountability Pillar survey to measure if Stakeholder Forums and other in put initiatives have had positive impact.</li> <li>• Increase awareness of school policies &amp; procedures respecting student discipline.</li> </ul>

Notes:

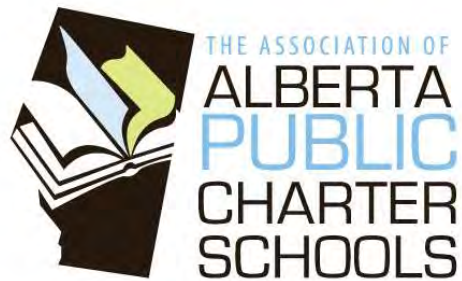
3. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

### Board of Directors – Work Plan for 2016-17

<b>September</b>	<ul style="list-style-type: none"> <li>▪ Adopt Board Work Plan for 2016-17 ✓</li> <li>▪ Receive Counsellor's Report for 2015-16 School Year ✓</li> <li>▪ Set date for October Board meeting ✓</li> <li>▪ Receive report on provincial achievement test results (closed meeting) ✓</li> <li>▪ Set date for NHCS Society AGM ✓</li> <li>▪</li> <li>▪</li> </ul>
<b>October</b>	<ul style="list-style-type: none"> <li>▪ Conduct SGM; Hold Board elections ✓</li> <li>▪ Elect Board executive officers (must be within one week of SGM) ✓</li> <li>▪ Select members for Board standing committees ✓</li> <li>▪ Set dates for Board meetings (motion required) ✓</li> <li>▪ Notify Service Alberta of change in executive officers ✓</li> <li>▪ Sign Board Member Code of Conduct – Policy #101 ✓</li> <li>▪ Receive Accountability Pillar Results Report for October 2016 ✓</li> <li>▪ Attend TAAPCS Charter Board Directors/Regular Meeting #1 ✓</li> <li>▪ Receive enrolment report for September 30, 2016 ✓</li> <li>▪ Conduct initial orientation session for new Board members ✓</li> <li>▪</li> <li>▪</li> </ul>
<b>November</b>	<ul style="list-style-type: none"> <li>▪ Conduct AGM of NHCS Society ✓</li> <li>▪ Approve final Three-Year Education Plan 2016-17 to 2018-19 ✓</li> <li>▪ Approve revised budget for 2016-17 ✓</li> <li>▪ Approve Annual Education Results Report 2015-16 ✓</li> <li>▪ Approve Audited Financial Statement Year Ending Aug 31/16 ✓</li> <li>▪ Receive Report #1 from School Council ✓</li> <li>▪</li> <li>▪</li> <li>▪</li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li>▪ Receive Quarterly Financial Report for Sep - Nov 2016 ✓</li> <li>▪ Receive Class Size Report for 2016-17 ✓</li> <li>▪</li> <li>▪</li> <li>▪</li> </ul>
<b>January</b>	<ul style="list-style-type: none"> <li>▪ Attend TAAPCS Charter Board Directors/Regular Meeting #2 ✓</li> <li>▪ Receive mid-year progress report on Three-Year Education Plan 2016-19 ✓</li> <li>▪ Prepare breakfast for school staff – Jan. 20 ✓</li> <li>▪</li> <li>▪</li> <li>▪</li> </ul>
<b>February</b>	<ul style="list-style-type: none"> <li>▪ Approve school calendar for 2017-18 ✓</li> <li>▪ Stakeholder Forum – Gather input on possible Education Plan priorities ✓</li> <li>▪</li> </ul>



<b>March</b>	▪ Receive Quarterly Financial Report for Dec 2016 – Feb 2017	<input checked="" type="checkbox"/>
	▪ Approve Three-Year Capital Plan for 2017-18 to 2019-20	<input checked="" type="checkbox"/>
	▪ Board Retreat – Identify priorities for upcoming Education Plan	<input checked="" type="checkbox"/>
	▪ Administer Board-developed Stakeholder Survey	<input type="checkbox"/>
	▪	<input type="checkbox"/>
	▪	<input type="checkbox"/>
	▪	<input type="checkbox"/>
<b>April</b>	▪ Provide provisional approval to Education Plan 2017-18 to 2019-20	<input type="checkbox"/>
	▪	<input type="checkbox"/>
	▪	<input type="checkbox"/>
	▪	<input type="checkbox"/>
<b>May</b>	▪ Attend TAAPCS Charter Board Directors/Regular Meeting #3	<input type="checkbox"/>
	▪ Approve Budget for 2017-18	<input type="checkbox"/>
	▪ Receive Accountability Pillar Results Report for May 2016	<input type="checkbox"/>
	▪ Receive Board-developed stakeholder survey results	<input type="checkbox"/>
	▪ Consider salary adjustment for support staff, senior administration	<input type="checkbox"/>
	▪ Receive report from FANHS	<input type="checkbox"/>
	▪	<input type="checkbox"/>
	▪	<input type="checkbox"/>
	▪	<input type="checkbox"/>
<b>June</b>	▪ Assess Board Work Plan progress for 2016-17	<input type="checkbox"/>
	▪ Receive Quarterly Financial Report for Mar – May 2017	<input type="checkbox"/>
	▪ Schedule SGM of NHCS Society (requires 21 days’ notice; must be on or before Oct 10)	<input type="checkbox"/>
	▪ Schedule September 2017 Board meeting	<input type="checkbox"/>
	▪ Set date for Board Housekeeping Retreat	<input type="checkbox"/>
	▪ Receive Report #2 from School Council	<input type="checkbox"/>
	▪	<input type="checkbox"/>
	▪	<input type="checkbox"/>
	▪	<input type="checkbox"/>
<b>Ongoing</b>	▪ 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"/>
	▪	<input type="checkbox"/>
<b>Annually</b>	▪ 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"/>
<b>As Needed</b>	▪ Meet with:	<input type="checkbox"/>
	- County Council	<input type="checkbox"/>
	- MLAs	<input type="checkbox"/>
	▪	<input type="checkbox"/>



March 3, 2017

Shahnaz Shivji  
Corporate Registry Specialist  
Mezzanine Floor, J.E. Brownlee Bldg.  
10365 – 97 Street  
Edmonton, AB T5J 3W7

Dear Ms. Shivji:

Please find attached a copy of our revised Bylaws as approved by the membership of The Association of Alberta Public Charter Schools at our January 21, 2017 meeting. On the following page is a copy of the Special Resolution approving the revised bylaws in the same format as was previously required by you (February 2015). Our request is that the set of bylaws on file with you be repealed in their entirety and replaced with the enclosed.

Please let me know if you require any further information in order to process this request. Thank you.

Yours truly,

Meredith Poole  
Secretary  
The Association of Alberta Public Charter Schools  
#240, 688 Heritage Dr. SE  
Calgary, AB  
T2H 1M6  
(403) 520-3206, ext. 8154  
[meredith.poole@ffca-calgary.com](mailto:meredith.poole@ffca-calgary.com)

## Special Resolution

We/I hereby certify that the following special resolution was passed at a meeting of the members of The Association of Alberta Public Charter Schools on January 21, 2017.

### 3.2.3 Special Resolution

**#17/21/01-03**

*Paul Knapp*

*Geordie MacPherson*

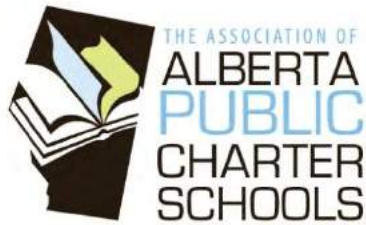
M/C that the existing bylaws of The Association of Alberta Public Charter Schools Society are repealed in their entirety and are replaced with the bylaws attached hereto as Appendix A.

Date: March 3, 2017

Original signature of authorized person: \_\_\_\_\_

Print Name: Meredith Poole

Title: Secretary



March 13, 2017

The Honourable David Eggen  
Minister of Education  
228 Legislature Building  
10800 – 97<sup>th</sup> Avenue  
Edmonton, Alberta T5K 2B6

Dear Minister Eggen:

The Association of Alberta Public Charter Schools (TAAPCS) seeks clarification regarding the government's intentions with respect to public charter schools and *Bill 1 An Act to Reduce School Fees*.

The embargoed telephone call to superintendents regarding Bill 1 excluded public charter school superintendents, which is a contributing factor in the ensuing uncertainty. Deputy Minister Curtis Clarke responded to this apparent oversight by telephoning our Association's Executive Director, Kath Rhyason, on March 2. During the call, she understood him to say that Bill 1 would not affect charter schools because they are excluded from the Bill. We want to point out that excluding charter schools is not to say that they will "not be affected."

In government publications and in the Minister's letter to parents, we read, "*Our government understands that times are tough for Alberta families and is working to make education more affordable. We believe that all students deserve access to a quality education in an Alberta school, and we are committed to reducing financial barriers such as school fees.*"

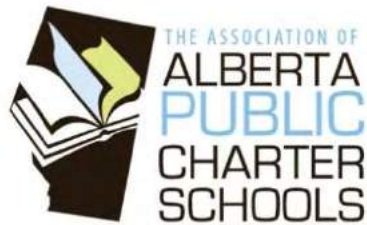
Given this laudable and strong statement of support for Alberta's families during tough times, we believe it may have been an oversight not to include those families who choose a public charter school for their child(ren)'s learning environment.

We respectfully request that you provide clarification on this matter and, in so doing, be mindful that our Association believes that *Bill 1 An Act to Reduce School Fees* shows consideration for all families when it includes all public and public charter schools.

We are available at your request to meet and discuss this matter, if that is your preference.

Yours respectfully,

Dianne McBeth and Yvonne Depeel, Co- Presidents, TAAPCS



March 17, 2017

Premier Rachel Notley (ND)  
MLA for Edmonton-Strathcona  
307 Legislature Building  
10800 - 97 Avenue  
Edmonton, AB  
T5K 2B6

Dear Premier Notley:

We are writing Alberta's political leaders regarding *Bill 1 An Act to Reduce School Fees*.

Bill 1 received recognition in Thursday's budget announcement citing a commitment to Alberta's families. In its current form without amendments, *Bill 1 An Act to Reduce School Fees* addresses school fees for parents of students within the public school system but it does not include Charter Schools. We believe this is an oversight.

Charter schools were established in 1995 as "autonomous **public** schools". The Charter School Handbook accompanying this legislation uses the word "public" repeatedly in describing who we are. As full-fledged members of the public school community, we find the decision to exclude us from *Bill 1 An Act to Reduce School Fees* quite concerning.

Originally we expressed our concern for the exclusion of our Public Charter School families by writing the Education Minister, Mr. David Eggen on March 13, 2017. This is an excerpt from this letter:

*"In publications and the Minister's letter to parents, we read, "Our government understands that times are tough for Alberta families and is working to make education more affordable. We believe that all students deserve access to a quality education in an Alberta school, and we are committed to reducing financial barriers such as school fees."*

*Given this laudable and strong statement of support for Alberta's families during tough times, we believe it may have been an oversight not to include those families who choose a public charter school for their child(ren)'s learning environment."*

To our knowledge, this proposed act is now at the Committee of the Whole without mention of Alberta's Public Charter Schools. Consequently, we feel time is running out for an amendment to support Charter School families in *Bill 1 An Act to Reduce School Fees*.

We respectfully request your assistance to help ensure that this Bill isn't passed without including Alberta's Public Charter Schools. Without our participation, family affordability for all of Alberta's public schools is incomplete.

For further information please contact Almadina Charter School Superintendent Yvonne DePeel ([ydepeel@esl-almadina.com](mailto:ydepeel@esl-almadina.com), P 403-543-5078, F 403-543-5079)

OR

Calgary Girls' School Superintendent Dianne McBeth ([Dianne.mcbeth@calgarygirlsschool.com](mailto:Dianne.mcbeth@calgarygirlsschool.com), P 403-252-0702, F 403-252-0717).

Yours truly,

A handwritten signature in cursive script that reads "Kath Rhyason". The signature is written in black ink and is positioned above the typed name and title.

Kath Rhyason  
Executive Director  
The Association of Alberta Public Charter Schools

Cc: Mr. Brian Michael Jean  
Mr. Ric McIver  
Dr. David Swann

RECEIVED APR 06 2017

April, 4<sup>th</sup>, 2017

**Don Falk**  
Superintendant  
New Horizon School  
1000 Strathcona Drive  
Sherwood Park, AB  
T8A 3R6

**Subject: Official invitation to the official opening of École Claudette-et-Denis-Tardif**

Dear Mr. Falk,

It is with great pleasure that I invite you, on behalf of Conseil scolaire Centre-Nord, to the official opening of École Claudette-et-Denis-Tardif, the only Kindergarten to Grade 6 Francophone school in Strathcona County.

Although École Claudette-et-Denis-Tardif opened its doors in September 2015 in a temporary location in Edmonton, the school officially moved to Sherwood Park at the end of September 2016 in twelve portable classrooms.

We would be delighted if you could join us for the opening ceremony scheduled on Friday, May 5 2017 from 1 PM to 2 P.M. The school is located at 10 Hawkins Crescent in Sherwood Park. Parking is available on the residential streets or in the west parking lot of our neighbors New Horizons School.

Please RSVP by **April 21, 2017** by email at [htgagnon@centrenord.ab.ca](mailto:htgagnon@centrenord.ab.ca) or by phone at 780-468-6440 (extension 345).

Sincerely,



Nathalie Lachance  
Chair  
Conseil scolaire Centre-Nord



Tanya Salmure  
Chair  
École Claudette-et-Denis-Tardif School Council