



# **Board Meeting**

# **Agenda Package**

**November 22, 2017**

☞ *New Horizons Charter School Society* ☞

**AGENDA****Type of Meeting:** Board**Date:** November 22, 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  
NOVEMBER 22, 2017**

**AGENDA**

- |     |   |                |         |
|-----|---|----------------|---------|
| 1.  | <b>Call to Order</b>  | Nicole Pasemko | 7:00 pm |
| 2.  | <b>Adoption of Agenda</b>   | Nicole Pasemko | 7:01 pm |
| 3.  | <b>Disclosure of Conflict of Interest</b>   | Nicole Pasemko | 7:03 pm |
| 4.  | <b>Approval of Minutes</b>  | Nicole Pasemko | 7:04 pm |
| 4.1 | October 18, 2017 – attachment   |                |         |
| 5.  | <b>New Business</b>   |                | 7:09 pm |
| 5.1 | Audited Financial Statements – attachment   | Trevor Panas   |         |
| 5.2 | Report from School Council – attachment   | Kim Johnson    |         |
| 5.3 | Combined Annual Education Results Report for 2016-17 and Three-Year Education Plan for 2018/19 - 2020/21 – attachment | Ted Zarowny    |         |
| 5.4 | Fall Budget Update 2017-18 – attachment   | Fred de Kleine |         |
| 5.5 | Stakeholder Forum – attachment  | Don Falk       |         |
| 6.  | <b>Administration Reports</b>   |                | 9:15 pm |
| 6.1 | Superintendent's Report – attachment  | Don Falk       |         |
| 7.  | <b>Board Reports</b>  | Nicole Pasemko | 9:20 pm |
| 7.1 | Board Chair's Report  |                |         |
| 7.2 | Committee Reports   |                |         |
| 8.  | <b>Board Work Plan</b>  | Nicole Pasemko | 9:25 pm |
| 8.1 | Board Work Plan 2017-18 – attachment  |                |         |
| 9.  | <b>The Association of Alberta Public Charter Schools</b>  |                | 9:30 pm |
| 9.1 | Report on Annual General Meeting – attachment   | Dan Coles      |         |
| 9.2 | Membership Fee Proposal – attachment  | Don Falk       |         |
| 9.3 | Committee Volunteer Request – attachment  | Don Falk       |         |
| 9.4 | Charter Schools Brochure – attachment   | Don Falk       |         |
| 10. | <b>Receipt of Reports</b>   | Nicole Pasemko | 9:45 pm |
| 11. | <b>Correspondence Sent</b>  | Nicole Pasemko | 9:46 pm |

**AGENDA**

**Type of Meeting:** Board

**Date:** November 22, 2017

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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 Received</b>   | Nicole Pasemko | 9:47 pm  |
| 12.1 | Email from Education Minister Eggen (2017-10-24)<br>re FNMI Lesson Plans |                |          |
| 12.2 | Email from Education Minister Eggen (2017-11-15)<br>Re Bill 28           |                |          |
| 13.  | <b>In Camera</b>   | Nicole Pasemko | 9:50 pm  |
| 14.  | <b>Adjournment</b>   | Nicole Pasemko | 10:00 pm |

**Next Board Meeting – Wednesday, December 20, 2017, at 7:00 p.m.**

NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

Type of Meeting: Board

Date: October 18, 2017

Initials: Chair \_\_\_\_\_

Approved: DRAFT

Recorded By: Cheri Unterschultz

Secretary \_\_\_\_\_

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**October 18, 2017 7:00 PM**

Board Members Present At Call To Order:

Nicole Pasemko  
CHAIR

Trevor Panas  
DIRECTOR

Dan Coles  
DIRECTOR

Michelle Macdonald  
DIRECTOR

Elaine Phillips  
DIRECTOR

Administration Present:

Don Falk  
SUPERINTENDENT

Ted Zarowny  
PRINCIPAL

Fred de Kleine  
SECRETARY-TREASURER

Cheri Unterschultz  
RECORDING SECRETARY

**1. Call to Order**

Chair Pasemko called the meeting to order at 7:02 pm.

**2. Adoption of Agenda**

*Motion 2017-10-18-01 Motion to adopt agenda for the Board Meeting October 18, 2017.*

*Moved: Director Panas, Seconded: Director MacDonald, Carried*

**3. Disclosure of Conflict of Interest:**

None

**4. Approval of Minutes**

**4.1 Minutes from October 4, 2017**

*Motion 2017-10-18-02 Motion to approve October 4, 2017 Board Meeting Minutes.*

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

DRAFT

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NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

Type of Meeting: Board

Date: October 18, 2017

Initials: Chair \_\_\_\_\_

Approved: DRAFT

Recorded By: Cheri Unterschultz

Secretary \_\_\_\_\_

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**5. Administration Reports**

**5.1 Principal's Report**

Principal Zarowny spoke to his written report as attached to the agenda for the meeting.

**5.2 Superintendent's Report**

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

**6. Board Chair's Report**

**6.1 Board Chair's Report**

Chair Pasemko spoke of attending the School Council meeting on October 17, 2017.

**6.2. Committee Reports**

None

**7. New Business**

**7.1 Date of November 2017 Board Meeting**

*Motion 2017-10-18-03 Motion to set an additional Board Meeting for November 22, 2017 at 7:00pm.*

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

*Motion 2017-10-18-04 Motion to change the time for the Annual General Meeting of November 29, 2017 to 7:00pm.*

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

NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

Type of Meeting: Board

Date: October 18, 2017

Initials: Chair \_\_\_\_\_

Approved: DRAFT

Recorded By: Cheri Unterschultz

Secretary \_\_\_\_\_

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**7.2 Board Policy 101 (Board member Code of Conduct)**

As per Board practice, Directors were invited to sign a copy of Board Policy 101 (Board Member Code of Conduct) as an indicator of their agreement with, support for, and commitment to abide by the terms of the Code of Conduct.

**7.3 New Classroom Modular Request**

*Motion 2017-10-18-05 Motion to direct Administration to submit a request to Alberta Education for two modular classrooms to be installed prior to the commencement of the 2018 – 2019 school year.*

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

**7.4 Provincial Achievement Test Results Report for October 2017 / Accountability Pillar Results Report for October 2017**

Superintendent Falk presented summary information with respect to the results on the Provincial Achievement Tests administered in June 2017. Summary results for the Accountability Pillar Report for October 2017 were also presented.

**7.5 Volunteers for Board Committees**

*Motion 2017-10-18-06 Motion to grant authority to the Chair of the Audit Committee to appoint members as per the Audit Committee's policies for the 2017 – 2018 school year.*

*Moved: Director Panas, Seconded: Director Phillips, Carried*

NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

Type of Meeting: Board

Date: October 18, 2017

Initials: Chair \_\_\_\_\_

Approved: DRAFT

Recorded By: Cheri Unterschultz

Secretary \_\_\_\_\_

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**7.6 Board Orientation and Development**

Directors identified the following topics on which to focus attention during Board orientation and development sessions, to be held at 6:15 p.m. prior to each regular Board meeting:

- Insurance overview
- Similarities and differences between charter boards and conventional school boards
- Best practices in gifted education
- Overview of New Horizons School Charter
- History of New Horizons School
- Workshops presented by Becky Kallal
  - Governance overview
  - Effective meetings

**8. Board Work Plan**

**8.1 Board Work Plan 2017-18**

The Board reviewed the Board Work Plan 2017-18, as attached to the agenda for the meeting.

**9. Receipt of Reports**

*Motion 2017-10-18-07 Motion to receive reports as presented to the Board.*

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

**10. Correspondence Sent**

**11. Correspondence Received**

**11.1** Letter (2017-10-02) from Vleeming Vleeming O'Neill Accountants re Audit Planning

**11.2** Email (2017-10-06) Assistant Deputy Minister Wendy Boje re Board Policy on Student Fees

NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

Type of Meeting: Board

Date: October 18, 2017

Initials: Chair \_\_\_\_\_

Approved: DRAFT

Recorded By: Cheri Unterschultz

Secretary \_\_\_\_\_

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

*Motion 2017-10-18-08 Motion to move into camera at 8:47 pm.*

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

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

*Motion 2017-10-18-09 Motion to move out of camera at 9:12 pm.*

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

**14. Adjournment**

Chair Pasemko adjourned the meeting at 9:13 pm.

*Next Board Meeting – Wednesday November 22, 2017 at 7:00pm..*



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

**MEMORANDUM**

November 18, 2017

To: Board of Directors

From: Don Falk – Superintendent

Subject: Audited Financial Statements for Year Ended August 31, 2017

**Background:**

At the time of the writing of this memorandum, the Audit Committee was scheduled to meet on November 20, 2017, in order review the Audited Financial Statements for the year ended August 31, 2017. Following review, the Audit Committee will present the Audited Financial Statements to the Board of Directors at the Board meeting on November 22, 2017. Recommendations from the Audit Committee will also be made at that time.

Copies of the draft Audited Financial Statements will be publicly available at the Board meeting.

**Recommendation:**

It is recommended that, at its meeting of November 22, 2017, the Board of Directors give consideration to the recommendations of the Audit Committee with respect to the Audited Financial Statements for the year ended August 31, 2017.

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

Don Falk – Superintendent



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

**MEMORANDUM**

November 18, 2017

To: Board of Directors  
From: Don Falk – Superintendent  
Subject: School Council Report

**Background:**

In keeping with the Board Work Plan for 2017-18, Kim Johnson, Chair of the School Council, will be present at the Board meeting on November 22, 2017, in order to provide a report on the priorities and activities of the School Council thus far this year.

**Recommendation:**

It is recommended that the report from the School Council 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



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

**MEMORANDUM**

November 18, 2017

To: Board of Directors

From: Don Falk – Superintendent

Subject: Combined Annual Education Results Report 2016-17 /  
Three Year Education Plan 2017-18 to 2019-20

**Background:**

Attached for the consideration of the Board of Directors is the draft Annual Education Results Report (AERR) for the 2016-17 school year, combined with the draft Three-Year Education Plan for 2017-18 to 2019-20. Ted Zarowny, Principal, will speak to these documents at the Board meeting on November 22, 2017.

Directors will recall that a provisional Three-Year Education Plan was approved in the spring of 2017, so as to enable implementation of the Plan as early as possible in the 2017-18 school year. The attached Education Plan includes the elements of the approved provisional Plan as well as several recommended amendments. Mr. Zarowny will speak to these at the Board meeting.

Subject to Board approval, the combined AERR / Education Plan will be posted on the school website and submitted to Alberta Education as required.

**Recommendation:**

It is recommended that the Board of Directors approve the combined Annual Education Plan 2016-17 and Three-Year Education Plan for 2017-18 to 2019-20.

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

Don Falk – Superintendent

Attachment

2017

NEW HORIZONS SCHOOL  
Annual Education Results  
Report  
(2016-2017)  
&  
Three-Year Education Plan  
(2017-18 to 2019-20)





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## Accountability Statement

The Annual Education Results Report for the 2016-2017 school year and the Education Plan for the three years commencing September 1, 2017 for New Horizons Charter School were prepared under the direction of the Board in accordance with its responsibilities under the School Act and the Fiscal Planning and Transparency Act. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this draft combined Annual Education Results Report for the 2016/2017 school year and the three-year Education Plan for 2017/2020 on November 21, 2017.

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Nicole Pasemko  
Board Chair

## Foundation Statements

### *Mission Statement*

The mission of New Horizons Charter School is to meet the special academic needs of gifted learners in a congregated setting in an environment that is low-anxiety, positive, and supportive of the individual. Gifted students need opportunities to be challenged, to think alternatively, and to pursue learning according to their own learning styles.

### *Vision Statement*

New Horizons School will enable gifted students to strive for excellence in a positive academic learning environment that fosters social and emotional support for each student.

### *Philosophy and Educational Foundations*

New Horizons School was originally established to best serve the learning needs of gifted children. This continues to be its fundamental reason for existence. The goals of the charter and of the school itself are threefold: to address the academic, social, and emotional needs of gifted children. New Horizons School strives to incorporate the best research and innovations from a growing body of professional and research literature on gifted education into the pedagogical and organizational programs of the school. The often-unique academic and social-emotional needs and strengths of gifted children are of primary consideration in the design of educational and support programs at the school. The school strives to be a renowned centre of excellence that is respected locally, nationally and internationally, and is sought after for its programming and its professional knowledge. It seeks to be a successful centre of best practice, research, and innovation in gifted education, open to partnerships with others within the limits of its resources.

Above all, New Horizons School strives to provide a student-focused, safe, supportive learning environment in which gifted students can be successful and well equipped to engage in whatever endeavours they choose to pursue in the future. The school program is designed to provide inclusive education and to consider the appropriate pedagogy and the individual characteristics of the students. This allows for flexibility in grouping for instruction and activities. At times, students will be assigned to work with those with similar achievement levels, but the possibility also exists to group students with different levels of skill/knowledge mastery. These experiences are designed to facilitate students' development in leadership and mentorship capacity, and to ensure that students are able to work with a range of individuals at various levels of ability.

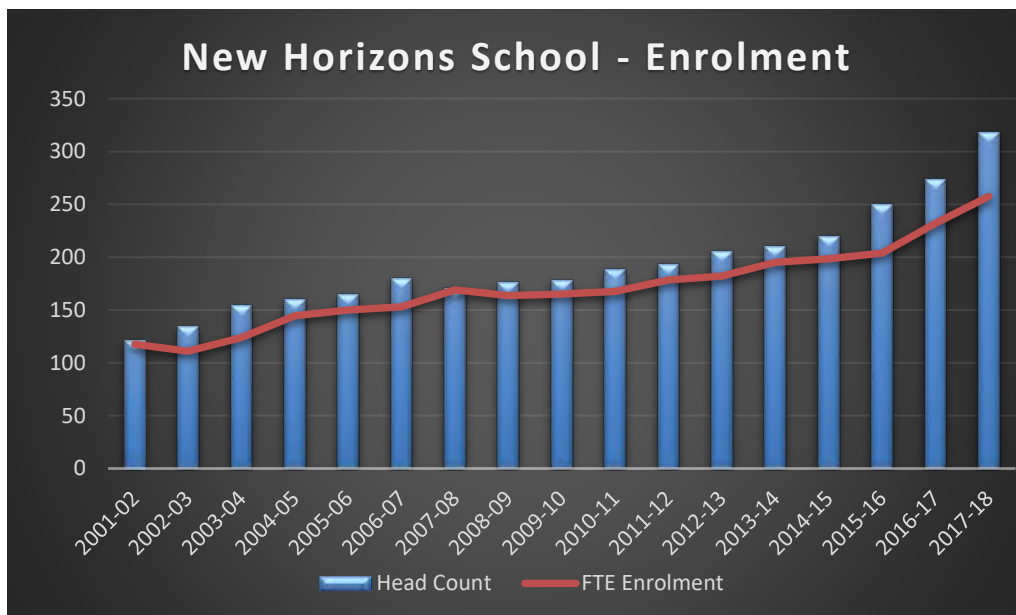
## Profile of the School Authority

New Horizons School is a public charter school serving 318 students from Kindergarten through Grade 9. Located in Sherwood Park, just minutes east of the City of Edmonton, the school serves students primarily from Sherwood Park and rural Strathcona County, although some students commute from other communities throughout the Greater Edmonton area.

Like all charter schools in Alberta, New Horizons is designed to address the needs of a particular group of students through a specific program or teaching/learning approach, while following the Alberta Program of Studies. In our case, we focus on meeting the needs of intellectually-gifted children in a congregated setting and on providing our students with an environment that supports their unique intellectual, social and emotional needs.

New Horizons School was established in 1995 as Canada’s first public charter school. Operated by the New Horizons Charter School Society (a non-profit charitable society comprised of parents, teachers and interested community members) and governed by an elected Board of Directors, the school is funded by the Government of Alberta and therefore does not charge tuition fees. The Society operates under the [terms of a charter](#), or agreement, with the Minister of Education for the Province of Alberta.

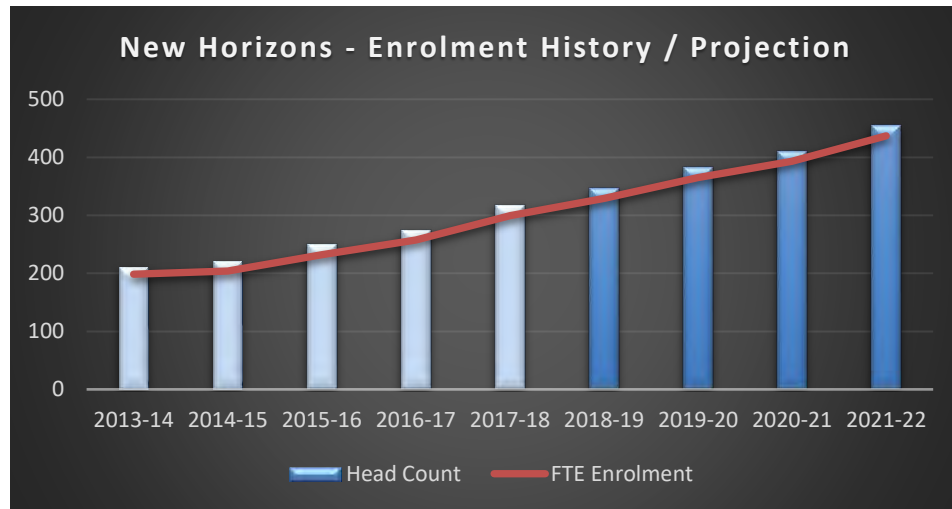
In its first year, New Horizons School has been on a path of continued growth. In 1995, its first year of operation, New Horizons School had a population of 79 students. Over the last twenty years, we have grown by 200 students and currently serve the needs of 318 gifted learners. The chart below shows our growth since 2000.



## Trends and Issues

### Enrolment Growth

Since relocating to Sherwood Park in the 2015-2016 school year, our population trend has taken an upward spike. As the chart below demonstrates, enrolment in the year prior to the relocation to Sherwood Park (2014-2015) was 220 students and was preceded by a modest but steady annual growth. In the three years since, enrolment has grown by 45%, with a second class being added at each class from grades 1 through 5. As the table below indicates, we expect our population to continue to grow over the next few years.



The school is presently assigned an enrolment cap of 300 students (not including kindergarten). In response to the growth experienced by the school during recent years and to continued strong demand for enrolment at the school, the Board submitted a request (November 2016) to the Minister of Education for the enrolment cap to be increased to 450 students. This request has since been denied by the Minister (May 2017), presenting the Board with a challenge moving forward.

### Ownership of Sherwood Park Facility and Lands

New Horizons School occupies its new Sherwood Park facility under the terms of a lease agreement with Elk Island Catholic Schools. In accordance with correspondence sent (June 5, 2014) by former Minister of Education Johnson to the Elk Island Catholic Board of Trustees, the New Horizons Board of Directors anticipates that ownership of the facility will be transferred to the New Horizons Charter School Society. Although the details of a transfer agreement have been reached between the respective legal counsels for the two school boards, approval of the ownership transfer by the current Minister of Education has not yet been received. The New Horizons Board of Directors continues to advocate for the transfer of ownership to occur at the earliest possible date.

### Facility Modernization

After almost two years of planning, a \$8 million-dollar modernization of the school facility began in November 2016. Fillmore Construction of Edmonton was awarded the construction contract for the project. The project is expected to be completed by December 2017.

### Combined 2017 Accountability Pillar Overall Summary

Measure Category	Measure	New Horizons School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	86.9	91.2	89.6	89.5	89.5	89.3	High	Maintained	Good
Student Learning Opportunities	Program of Studies	75.2	81.5	79.2	81.9	81.9	81.5	Intermediate	Maintained	Acceptable
	Education Quality	92.1	95.7	93.1	90.1	90.1	89.6	Very High	Maintained	Excellent
	Drop Out Rate	0.0	0.0	0.0	3.0	3.2	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	n/a	n/a	n/a	77.9	76.5	76.1	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	97.2	94.7	96.8	73.4	73.6	73.2	Very High	Maintained	Excellent
	PAT: Excellence	49.3	58.6	60.1	19.5	19.4	18.8	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.0	82.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.2	21.2	21.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	54.6	53.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	62.3	60.8	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	57.9	59.4	59.3	n/a	n/a	n/a
	Work Preparation	82.8	87.2	86.7	82.7	82.6	81.9	High	Maintained	Good
	Citizenship	84.1	86.4	86.5	83.7	83.9	83.6	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	87.8	90.2	86.6	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	88.7	85.2	82.8	81.4	81.2	80.2	Very High	Improved	Excellent

### Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

**Charter Goal 1: Student Learning Is Improved**

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

Measure 1: Provincial Achievement Tests

		Results (in percentages)									
		2013		2014		2015		2016		2017	
		A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	100.0	25.0	100.0	60.9	100.0	58.3	95.0	50.0	95.8	45.8
	Province	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9
Mathematics 6	School	100.0	33.3	100.0	65.2	95.8	50.0	95.0	65.0	95.8	20.8
	Province	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6
Science 6	School	100.0	58.3	100.0	60.9	95.8	66.7	95.0	65.0	95.8	70.8
	Province	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0
Social Studies 6	School	79.2	50.0	91.3	69.6	95.8	50.0	85.0	70.0	95.8	41.7
	Province	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7
English Language Arts 9	School	100.0	45.5	100.0	50.0	100.0	44.4	100.0	50.0	100.0	50.0
	Province	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9
Mathematics 9	School	100.0	81.8	92.9	71.4	100.0	38.9	94.4	27.8	100.0	50.0
	Province	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0
Science 9	School	100.0	72.7	100.0	64.3	100.0	94.4	100.0	83.3	100.0	66.7
	Province	72.9	20.0	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4
Social Studies 9	School	100.0	72.7	100.0	64.3	94.4	66.7	94.4	55.6	100.0	66.7
	Province	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2

Measure 2: Provincial Achievement Tests Prior Level of Achievement

Grade 9 Language Arts

Average Actual and Predicted Achievement Test Results, Reported as Percentages \*\*

Students Who Wrote English Language Arts Achievement Tests in Both 2017 and 2014	Number of Students		Actual 2014 Grade 6 Results		Actual 2017 Grade 9 Results		Predicted 2017 Grade 9 Results	Difference Between Actual and Predicted 2017 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, 2016	12	35367	79.8	68.3	82.1	67.0	76.3	5.8 (+)	2.3 to 9.3
Students Enrolled at the School of Reporting As of September, 2015	12	27452	79.8	68.8	82.1	67.7	76.3	5.8 (+)	2.3 to 9.3

Grade 9 Math

Students Who Wrote Mathematics Achievement Tests in English in Both 2017 and 2014	Number of Students		Actual 2014 Grade 6 Results		Actual 2017 Grade 9 Results		Predicted 2017 Grade 9 Results	Difference Between Actual and Predicted 2017 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, 2016	12	31745	84.2	59.0	76.7	59.6	77.5	-0.9 (=)	-6.7 to 4.9
Students Enrolled at the School of Reporting As of September, 2015	12	24666	84.2	59.9	76.7	60.7	77.5	-0.9 (=)	-6.7 to 4.9

**Comment on Results**

*This is the first year that the Grade 6 Math PAT had a mental math component. A total of 15 questions were given; they were comprised of addition, subtraction, multiplication, and division questions.. NHS students scored an average of 12.2/15 while the provincial average was 9.2/12. No single operation proved to be more difficult.*

**Grade 6 PAT Mental Math**

Number of Correct Items	15	14	13	12	11	10	9	8	7
Number of Students	4	4	4	1	4	4	1	0	1

*This is the first year that the Grade 6 Math PAT had a mental math component. A total of 15 questions were given; they were comprised of addition, subtraction, multiplication, and division questions. NHS students scored an average of 12.2/15 while the provincial average was 9.2/12. No single operation proved to be more difficult.*

*Grade 9 PAT results improved over the last two years. The Prior Level of Achievement report shows that student score were generally at the predicted level. Grade 6 results, however, are lower than the results of previous years.*

*Our students performed well in Language Arts. The Prior Level of Achievement report indicates that student sin grade 9 score significantly higher than predicted. Upon closer analysis, the strength of our students in Language Arts is reading. At the grade 6 level, 78% of students performed at the Level of Excellence while 83% of the grade nine students wrote at the Level of Excellence.*

*Students' scores were not as high in writing as 35% of grade six students performed at the Level of Excellence, while 50% of the grade nine students wrote at the Level of Excellence.*

**Strategies:**

- Math
  - Complete an item analysis over the last five years and determine areas in which students have demonstrated strengths and weaknesses.
  - Alter instruction to provide increased attention to areas of weakness.
- Language Arts
  - Use the Flexible Pathways to Writing, a recent strategy developed by Dr. Heather Brown at the University of Alberta and released at the Alberta Research Network this fall to strengthen writing.



**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%	95%
<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%	95%
<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%	87%
<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%	89%
<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%	92%
<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%

**Comment on Results**

Results for this measure remain high. While NHS results on the Tell Them From Me Survey are above national averages, providing appropriate challenges and engaging activities that requires improvement.

The one measure that falls well below the national average is the Grade 7-9 result for the percentage of students who believe that education will benefit them personally and economically, and will have a strong bearing on their future.

**Strategies**

- Increase the amount of time allocated to Career and Technology Foundation (CTF) courses and option courses at the grade 5-9 level.
- Investigate opportunities to accelerate learning in subjects other than math (e.g. adjusting timetable, utilizing IPPs, greater flexibility in independent studies).
- Encourage and support continued participation in "Action Research Community of Practice" initiative.
- Review course options with a view toward strengthening Music & Drama programs.
  - Seek to hire a Music/Drama specialist at the earliest possible date.
- Continue to expand the use of Project Based Learning (PBL) across all grades (final year of a three year implementation).
- Develop new Option

**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)					2017
	2012	2013	2014	2015	2016	
<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%	60%
<b>School Survey Parents:</b> Percentage of parents who feel that their child has the skills to interact with and get to know students other than those with whom he/she usually associates.	n/a	n/a	n/a	n/a	92%	82%
<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%

<p><b>Comment on Results</b></p> <p>Results for this measure remain high except for two areas in which the grade 7-9 students responded in the Tell Them From Me Survey for the following measures:</p> <ul style="list-style-type: none"> <li>Percentage of students who feel accepted and valued by their peers and by others at their school.</li> <li>Percentage of students who have friends at school they can trust and who encourage them to make positive choices.</li> </ul> <p>Another area in which improvement is needed is helping students learn conflict resolution skills.</p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Secure a school counsellor who will be accessible in the school each school day.</li> <li>Use group learning sessions to help students learn conflict resolution skills.</li> </ul>
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**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)		
	2015	2016	2017
<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	91.3%	97%
<b>School Survey Parents:</b> Percentage of parents who are satisfied with the opportunities their child has for student leadership at school.	77%	73%	67%
<b>School Survey Parents:</b> Percentage of parents who feel 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	83%	84%
<b>School Survey Parents:</b> Percentage of parents who agree that school provides their child opportunities to interact with and get to know students other than those with whom he/she usually associates (eg. play, hang out, interact).	n/a	90%	83%
<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 they usually associate (eg. play, hang out, interact).	n/a	90%	87%

**Comment on Results**

*Results for this measure remain high except in the area of student leadership. The declining trend is surprising as over the last two years, there has been a greater emphasis on leadership goals in student IPPs and a student council has been created.*

**Strategies**

- Create a Leadership option class for grade 7-9 students in lieu of a student council to provide greater access to leadership opportunities
- Include leadership skill development in IPP goals where appropriate.
- Begin investigating options for a “service learning” component to our program.
- Increase opportunities for students to take social risks such as the following:
  - Student presentations at assemblies.
  - Student newsletter submissions.
  - Share in front of authentic audiences.
  - Maintain talent show.
  - Maintain Independent Studies fairs.
  - Increase opportunities to interact with students from other schools.

### 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	
	2016	2017
<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.	52%	82%
<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.	80%	82%
<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.	80%	78%
<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.	71%	75%
<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.	81%	85%
<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.	85%	89%
<b>Tell Them From Me Survey Grade 7-9:</b> Percentage of students who are interested and motivated in their learning.		NHS = 50% Canadian Average = 34%
<b>Tell Them From Me Survey Grade 4-6:</b> Percentage of students who are interested and motivated in their learning.	NHS = 46% Canadian Average = 34%	NHS = 78% Canadian Average = 73%
<b>Tell Them From Me Survey Grade 7-9:</b> Percentage of students who put in effort to succeed at school.	NHS = 78% Canadian Average = 71%	NHS = 70% Canadian Average = 73%
<b>Tell Them From Me Survey Grade 4-6:</b> Percentage of students who put in effort to succeed at school.	NHS = 76% Canadian Average = 73%	NHS = 97% Canadian Average = 91%
<p><b>Comment on Results</b>  <i>NHS continues to try to provide a learning environment that promotes independence and self-direction in learning. For the most part, students expressed engagement in their learning at or above the national average. NHS has many opportunities for developing autonomous learner skills.</i></p> <p>The results of the above measures suggest that engagement declines in the grade 7-9 grades. While the data suggests this is a nation-wide trend, having students more fully engaged in their school experience</p>		
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Collect feedback for grade 7-9 students that would provide insight into what might be creating a lack of engagement, and provide some strategies to incorporate.</li> <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>○ 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)			
	2014	2015	2016	2017
<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	80.8%	88%
<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	71.2%	72%
<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	64.4%	66%
<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	81.7%	79%
<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	89.9%	85%
<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	85.3%	80%
<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	88.1%	83%
<b>School Survey Students 4-9:</b> Percentage of students who agree that they are satisfied with the ways in which the school recognizes their learning accomplishments.	n/a	n/a	80.9%	75%
<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	NHS = 26% Canadian Ave. = 16%	NHS = 34% Canadian Ave. = 16%
<b>Tell Them From Me Survey Grade 7-9:</b> Percentage of students who report moderate to high levels of anxiety.	NHS = 25% Canadian Ave. =18%	NHS = 20% Canadian Ave. = 18%	NHS = 22% Canadian Ave. = 17%	NHS = 34% Canadian Ave. = 18%
<b>Tell Them From Me Survey Grade 4-6:</b> Percentage of students who report moderate to high levels of anxiety.	NHS = 22% Canadian Ave. =18%	NHS = 16% Canadian Ave. =16%	NHS = 22% Canadian Ave. = 16%	NHS = 30% 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.	NHS = 4.5 Canadian Ave. =2.9	NHS = 2.7 Canadian Ave. =2.9	NHS = 3.6 Canadian Ave. =2.9	NHS = 2.6 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	NHS = 6.8 Canadian Ave. = 4.9
<b>Accountability Pillar Survey Questions:</b> Percentage of parents who agree that programs for children at risk are easy to access and timely.	65.8%	69%	71.9%	86%

<p><b>Comment on Results</b></p> <p><i>A key measure for this outcome is the final one: Percentage of parents who agree that programs for children at risk are easy to access and timely. Over the last several years, NHS has secured a school counsellor, and the results for the measure indicate that support for children at risk has been increasing. A parallel to that result is the grade 4-6 Tell Them From Me survey result that indicates an increased advocacy for students in that age bracket.</i></p> <p><i>Of concern are the results for the Grade 7-9 students. The results over the last three years show an increase in depression and anxiety, and the results are higher than the national average. Meanwhile, despite the emphasis on securing a counsellor, there is a decline in how grade 7-9 students rate advocacy for them at school.</i></p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Implement the following strategies to address student emotional health:</li> </ul>
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- 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.
- Secure a school counsellor who will be accessible in the school each school day.
  - Use group learning sessions to help students learn conflict resolution skills.
- Expand on daily mindfulness practice.
- Investigate other strategies to address student emotional health, e.g. social emotional learning (SEL), resiliency.

Continue to expand the use of 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

- Conflict resolution
- Self-Awareness
- Resiliency and Personal Development

**Outcome One: Alberta’s students are successful**

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	96.4	98.0	97.6	94.7	97.2		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).	50.0	63.5	58.3	58.6	49.3		Very High	Maintained	Excellent			

**Comment on Results**

*While NHS maintained Very High Achievement results with an overall rating of Excellent, areas for improvement include writing and math.*

**Strategies:**

- Math
  - Complete an item analysis over the last five years and determine areas in which students have demonstrated strengths and weaknesses.
  - Alter instruction to provide increased attention to areas of weakness.
- Language Arts
  - Use the Flexible Pathways to Writing, a recent strategy developed by Dr. Heather Brown at the University of Alberta and released at the Alberta Research Network this fall to strengthen writing.

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
  3. 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); and Social Studies (Grades 6, 9, 9 KAE).
  4. 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.

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

[No Data for Diploma Exam Results]

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2017	Achievement	Improvement	Overall	2018	2019	2020
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			

<p><b>Comment on Results</b>  <i>(an assessment of progress toward achieving the target)</i></p> <p><i>Drop outs have never been an issue at New Horizons School.</i></p> <p><i>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.</i></p>
<p><b>Strategies</b></p>



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	85.3	85.5	87.8	86.4	84.1		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.	83.3	81.3	91.7	87.2	82.8		High	Maintained	Good			

**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.

However satisfaction with students who are satisfied that students model the characteristics of active citizenship fell. Primary indicators?

- Grade 4-6
  - A sub-indicator was “At school, do most students follow the rules?” Student agreement declined from 84% to 66% . On the other hand, responses to “most students help each other” and “respect each other” improved slightly in 2017.
- Grade 7-9
  - “At school, I am encouraged to get involved in activities that help people in my community” declined from 69% agreement to 56% agreement.
  - “At school, students follow the rules” declined from 66% to 51%.
  - “At school, students help each other” declined from 78% to 63%.
  - “At school, students respect each other” declined from 57% to 49%.

**Strategies**

- Investigate how Service Learning can be integrated into our program.
- 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.

**Notes:**

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

**Outcome Two: The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated**

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone schools only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	n/a	*		*	*	*			
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	n/a	*		*	*	*			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

**Comment on Results**

*(an assessment of progress toward achieving the target)*

**Strategies**

- Establish a relationship with a local Elder who can provide insights and suggestions for school-based activities.
- Conduct a Blanket activity with staff and afterwards with students.
- School-wide assembly on the meaning of Truth & Reconciliation.

**Outcome Three: Alberta’s education system is inclusive**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		2017	Achievement	Improvement	Overall	2018	2019
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.	90.8	87.3	90.2	91.2	86.9		High	Maintained	Good			

**Comment on Results**  
*While results are rated as High for this measure, the results at the grade 7-9 level are much lower.*

Key finding: Agreement declined among students in 2017, from 83% in 2016 to 73% this year.

- “I feel safe at school” declined from 90% agreement to 63% agreement.
- “I feel safe on the way to and from school” declined from 94% agreement to 68% agreement.
- “My teachers care about me” declined from 78% to 61%.
- “Other students treat me well” declined from 78% to 66%.

**Strategies**

- Resurvey students to determine what is causing the decline. The discussion and survey will allow for a rating scale response as well as written feedback
- Increase awareness of school policies & procedures respecting student discipline.
  - Allow opportunities for parent input to gather more specific concerns with school discipline

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

**Outcome Four: Alberta has excellent teachers, and school and school authority leaders**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	80.3	78.1	78.0	81.5	75.2		Intermediate	Maintained	Acceptable			

**Comment on Results**

Overall satisfaction declined (by 6%) in 2017 and is now below provincial average.

- Parent satisfaction with Drama instruction declined from 56% to 46%; Music instruction declined from 65% to 51%.
- Parent satisfaction with variety of programs available to students rose from 86% to 94% ( highest in 5 years
- Only 10% of gr 7-9 students were satisfied with opportunity to learn Music; down from 64% in 2016.

**Strategies**

- Review course options with a view toward strengthening Music & Drama programs.
  - o Seek to hire a Music/Drama specialist at the earliest possible date.
- Plan for the development of alternate CTF and Option courses to include
  - o careers
  - o research
- expand technology to increase student ability to learn technology skills such as keyboard skills, internet skills and other technical skills such as coding.

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

**Outcome Five: Alberta’s education system is well governed and managed**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	86.0	78.7	84.4	85.2	88.7		Very High	Improved	Excellent			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	84.8	83.7	85.8	90.2	87.8		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	93.3	90.9	92.6	95.7	92.1		Very High	Maintained	Excellent			

**Comment on Results**

Overall satisfaction has been consistently high; well above provincial average. Nevertheless, overall results declined by 3.6% in 2017.

The decline is largely the result of the junior high responses.

- “It is clear what I am expected to learn at school” declined from 82% to 68%.
- “My school work is challenging” declined from 90% to 73%.
- “My school work is interesting” declined from 78% to 61%.
- “The quality of teaching at the school is good or very good” declined from 94% to 76%”

**Strategies**

- Complete the modernization of school facility.
  - Organize a Re-Grand Opening Ceremony after the modernization is completed
- Implement Grade Book with parent portals.
- 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.
  - e.g. Produce business cards with 4-5 key points that can be used for reference and for distribution
- Implement communication initiative with parents prior to distribution of Accountability Pillar Survey so as to inform parents what the school has been doing.
- 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).
  - Participate in the Alberta Research Network
  - Participate with Aurora School Action research
- Provide parents with summary information regarding classroom timetable for their child(ren).
- 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.

Notes:

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

## Summary of Financial Results

The Board in its 2015-16 budget was committed to maintaining/improving the level of services to its children/students.

Enrolment increased from 204.0 FTE in the 2014-15 school year to 232.0 FTE in the 2015-16 school year. The 2015-16 Budget anticipated expenditures to be less than the revenues by approximately \$1,637; however, the year ended with a surplus of \$38,197.

The underlying principle in budget planning and the execution thereof was to maintain a high level of service to the Society's student population.

New Horizons School remains financially stable.

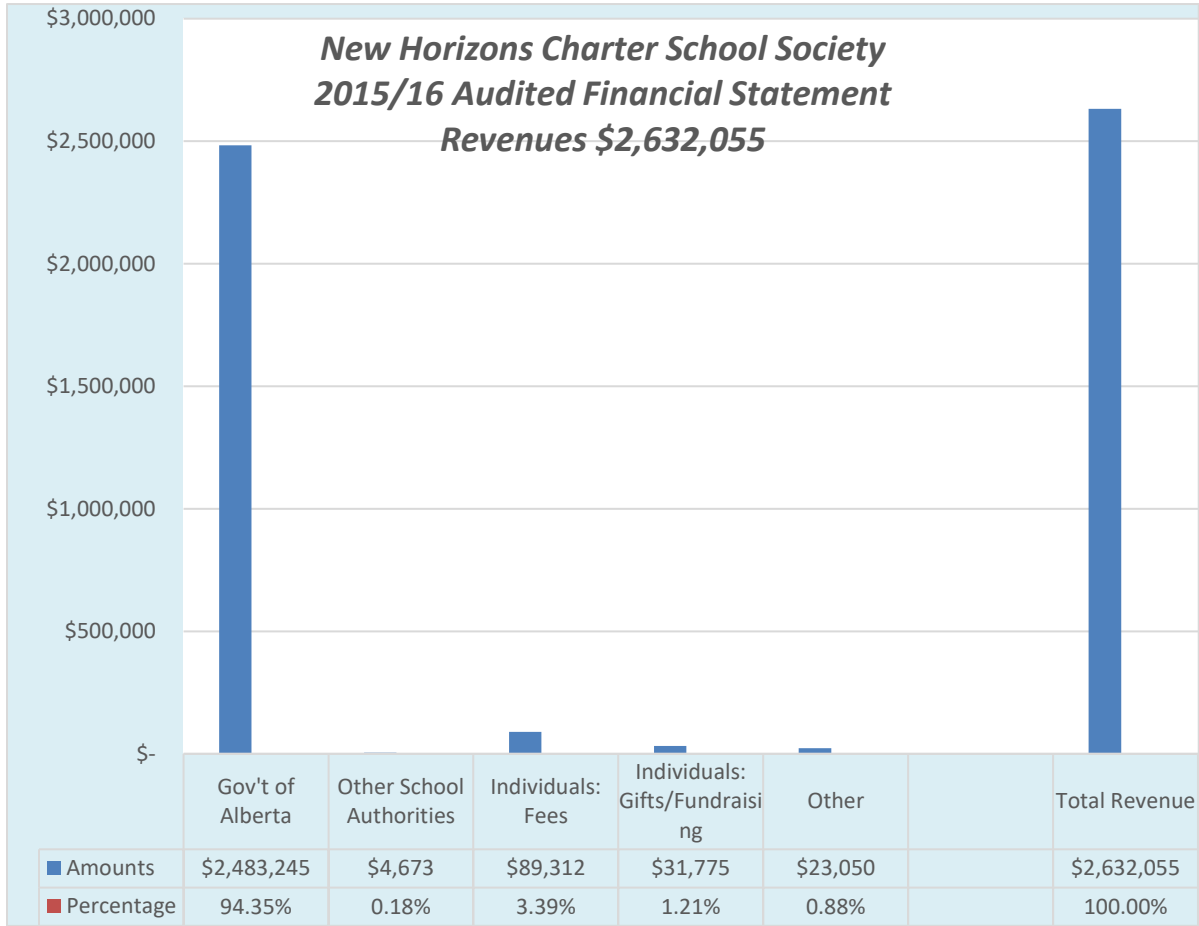
The 2015/2016 budget anticipated expenditures of \$2.652 million. Actual expenditures for the year was \$2.593 million resulting in a surplus of \$38,197.

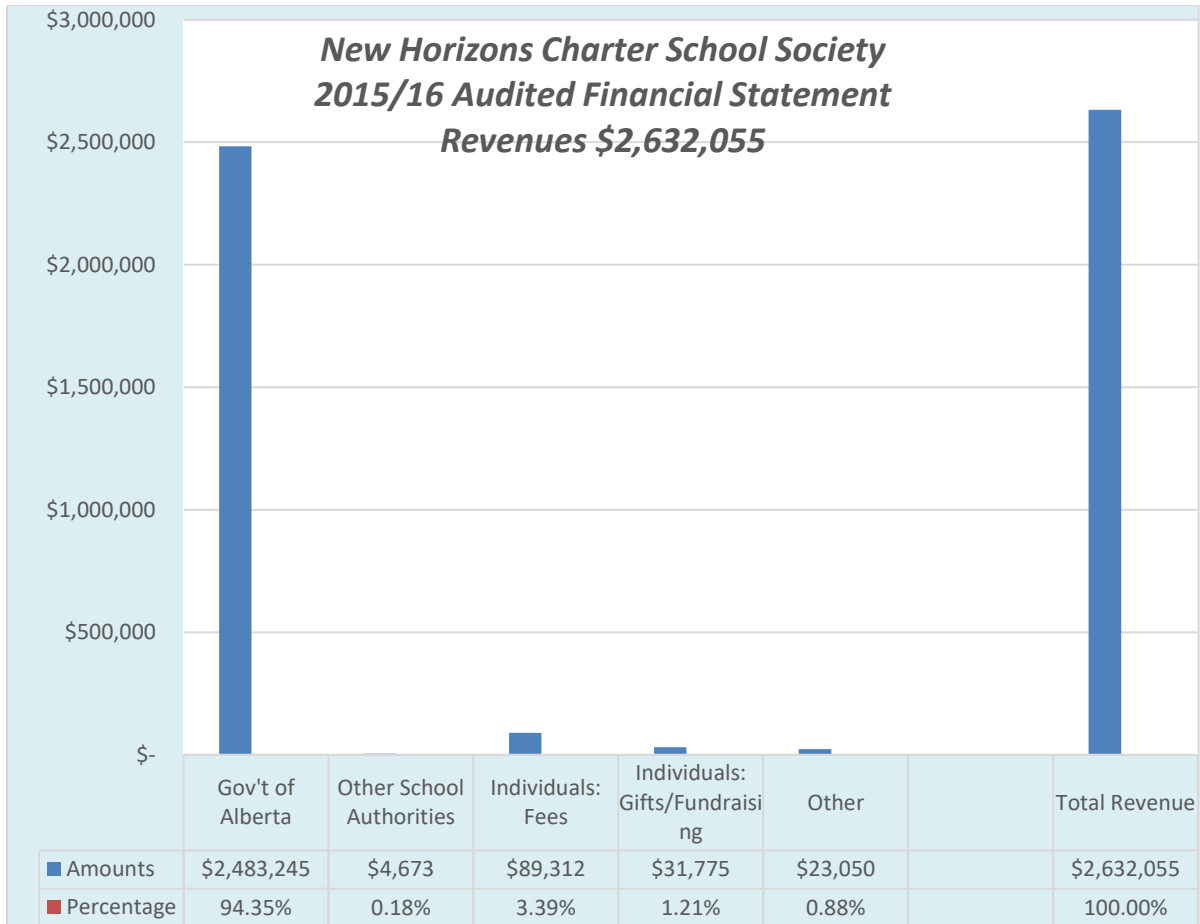
Total revenues for the 2015-2016 year was \$2.632 million. Revenues from Alberta Education grants for the year ending August 31, 2016 were \$2.483 million or 94.35% of revenues. The remainder came from other sources such as student fees, other sales and services, and gifts & donations.

Information concerning all financial data can be accessed on the New Horizons School website at <http://www.newhorizons.ca/wp-content/uploads/2016/11/AFS-2016-08-31.pdf> and/or by contacting the office of the Secretary-Treasurer at the school. Phone (780) 416-2353 or by email: [fdekleine@newhorizons.ca](mailto:fdekleine@newhorizons.ca)

Comparative data on charter schools across the province can be viewed at the Alberta Education web link <http://education.alberta.ca/admin/funding/audited.aspx>

The attached graphs below show the revenues and expenditures picture in more visual format.





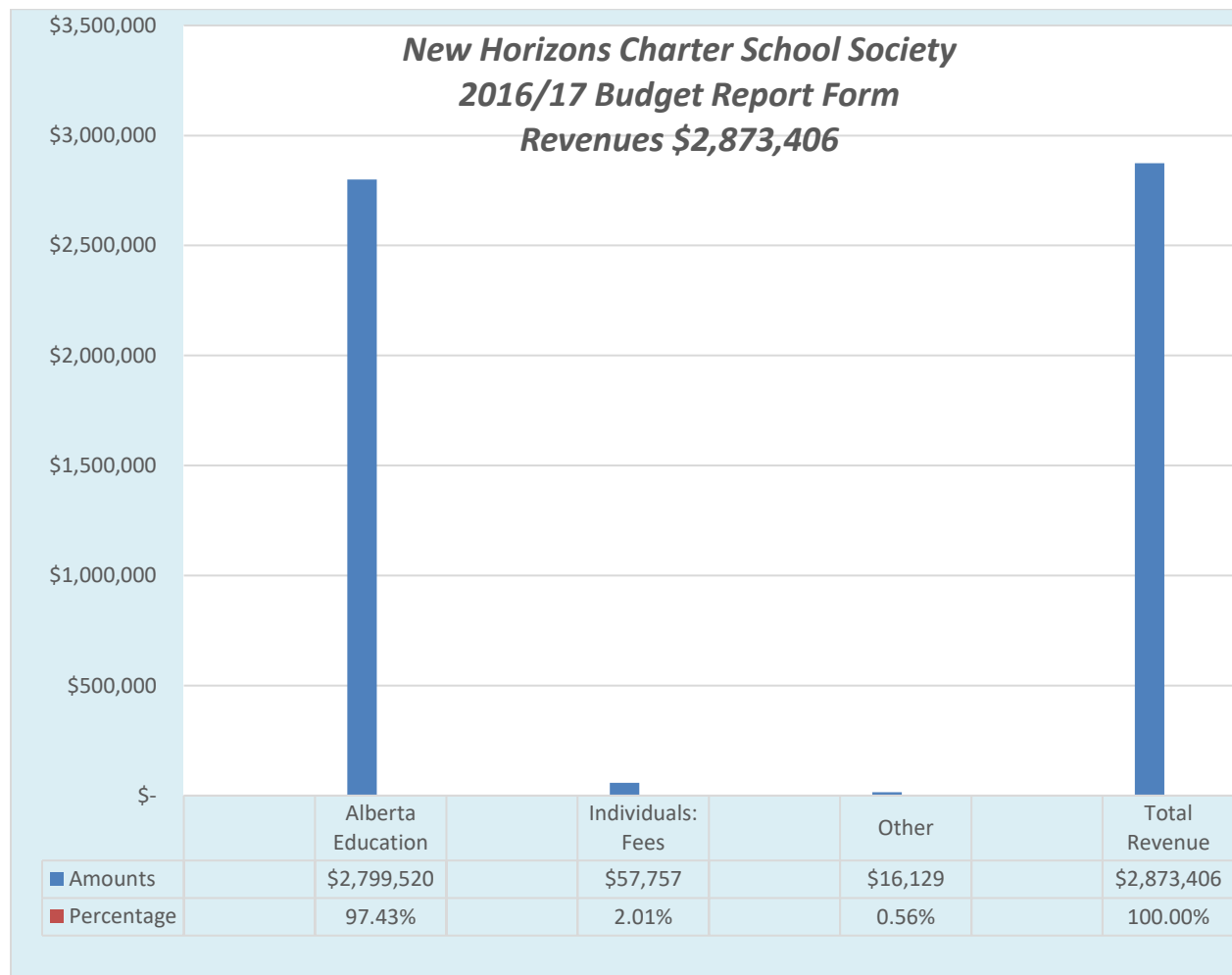


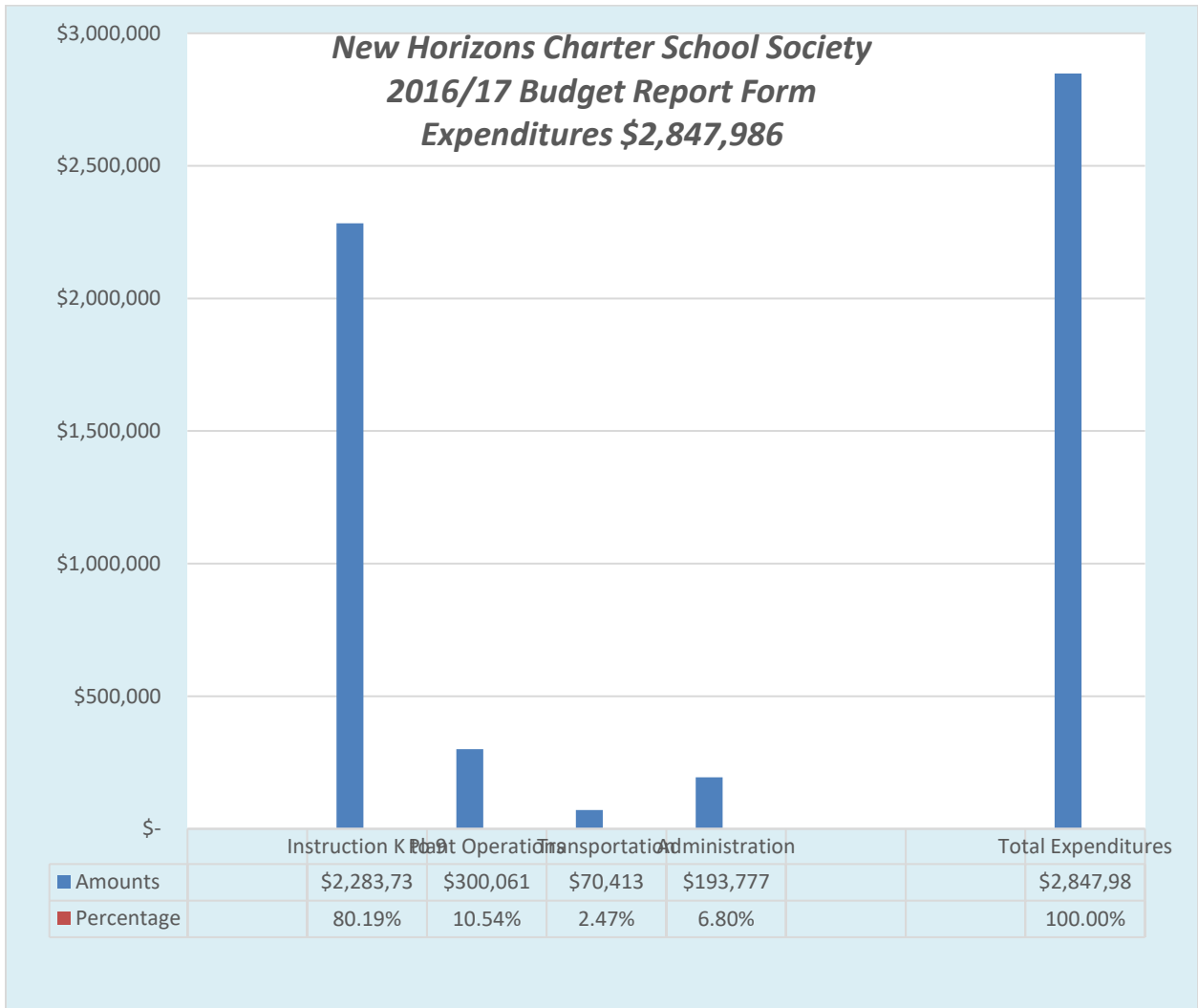
## Budget Summary

The 2016-17 budget will maintain/enhance current level of services to the students at New Horizons School. It projects an overall surplus of \$25,420. It is expected a deficit in the Plant Operations and Transportation envelopes and a surplus in the Instructional and Board/System Administration envelopes.

The student enrolment count as of September 30, 2016 is 274.0 FTE children/students. This is an increase of 24.0 FTE children/students over last year's enrolment.

Full budget details for 2016-2017 can be reviewed at <http://www.newhorizons.ca/wp-content/uploads/2016/11/BRF-2017-08-31.pdf>





## Capital and Facilities Projects / Summary of Facility and Capital Plans

In keeping with the longstanding objective of the New Horizons Charter School Society to obtain a suitable facility in Sherwood Park, the school relocated to the former St. Theresa Catholic School, located at 1000 Strathcona Drive, during the summer of 2015. In the year leading to the move, extensive renovations were undertaken in order to optimize the facility's suitability for occupancy.

During the 2015-16 school year, the school community, including staff, parents, students, and directors, worked with officials from Alberta Education and Alberta Infrastructure, together with ONPA Architects, to develop plans for an \$8 million major modernization of the school.

A construction contract for the modernization was awarded to Fillmore Construction of Edmonton in September 2016, with actual project work beginning in November 2016. At the time of writing, the project is nearing completion, with the project expected to be fully complete by December 2017.

With the school effectively full (i.e. current enrolment exceeds 85% of official capacity) and with the expectation of continued growth, application has been made for the addition of two new modular classrooms for the 2018-19 school year.

## Parental Involvement

Approximately thirty-five parents, staff members, our MLA, our Strathcona County Ward Councillor, and students participated in a Stakeholder Forum held on February 1, 2017. Facilitated by the Community Development Unit of Alberta Tourism and Culture, the Forum provided opportunity for participants to generate input into the development of the school's Three-Year Education Plan for 2017-18 to 2019-20. Following the Forum, a summary of the input gathered at the Forum was circulated to Board Directors and posted on the school website. The results were then included among the data considered at a Board Planning Retreat, held in March 2017, as a key step in the process leading to the development of the Three-Year Education Plan.

The School Council met monthly throughout the year and had opportunity on each occasion to discuss school activities, priorities, and issues. On two occasions during the year, the School Council provided a report to the Board of Directors with respect to its activities.

## Timelines and Communication

*The following requirements will be added to the combined AERR / Education Plan following its approval by the Board of Directors on November 22, 2017.*

*Charter schools must post their board approved AERR for 2016/2017 on their website in a publicly accessible format by November 30, 2017 and notify the Zone Director by email of the posting. They must also include:*

- *The web link to the charter school AERR in both the print and posted versions.*
  - *The Combined Annual Education Results Report for 2016/2017 and Education Plan can be found on the page at this link: <http://www.newhorizons.ca/about/school-information-documents/>*
  
- *A web link to the charter school's **average class size report** (or include the average class size report in an appendix to the AERR). The average class-size report must include average class size information for the 2016/2017 school year.*
  - *Class Size Report: <http://www.newhorizons.ca/wp-content/uploads/2016/08/Class-Size-Report-2015-2016.pdf>*

## Whistleblower Protection

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their Annual Education Results Report or combined Three-Year Education Plan/Annual Education Results Report.

There were no disclosures made during the 2016-17 school year.



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

**MEMORANDUM**

November 18, 2017

To: Board of Directors

From: Don Falk – Superintendent

Subject: Update to Budget for 2017-18

**Background:**

Approval of the 2017-18 budget was provided at the Board meeting of May 17, 2017. In keeping with Alberta Education requirements, however, a budget update is prepared in the fall of each school year, so as to respond to enrolment as confirmed on September 30 of each year and to other changes that may present themselves at the onset of a new school year.

Attached, therefore, is the Fall Budget Update for the 2017-18 school year. Secretary-Treasurer Fred de Kleine will speak to the Budget Update at the Board meeting on November 22, 2017.

**Recommendation:**

It is recommended that the Board of Directors approve the Fall Budget Update for the 2017-18 school year.

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

Don Falk – Superintendent

Attachment

**6015 New Horizons Charter School Society**

School Jurisdiction Code and Name

**FALL 2017 UPDATE TO THE 2017/2018 BUDGET: Page 1**

	Fall 2017 Update to the Budget 2017/2018	Spring 2017 Budget Report 2017/2018	Variance	% Variance
<b>OPERATIONS (SUMMARY)</b>				
<b>Revenues</b>				
Alberta Education	\$3,442,531	\$3,053,094	\$389,437	12.8%
Other - Government of Alberta	\$0	\$0	\$0	0.0%
Federal Government and First Nations	\$0	\$0	\$0	0.0%
Other Alberta school authorities	\$14,673	\$0	\$14,673	100.0%
Out of province authorities	\$0	\$0	\$0	0.0%
Alberta municipalities - special tax levies	\$0	\$0	\$0	0.0%
Property taxes	\$0	\$0	\$0	0.0%
Fees	\$58,953	\$55,495	\$3,458	6.2%
Other sales and services	\$2,000	\$2,000	\$0	0.0%
Investment income	\$2,500	\$5,000	(\$2,500)	-50.0%
Gifts and donation	\$25,000	\$25,000	\$0	0.0%
Rental of facilities	\$24,540	\$26,478	(\$1,938)	-7.3%
Fundraising	\$0	\$0	\$0	0.0%
Gain on disposal of capital assets	\$0	\$0	\$0	0.0%
Other revenue	\$0	\$0	\$0	0.0%
<b>Total revenues</b>	<b>\$3,570,197</b>	<b>\$3,167,067</b>	<b>\$403,130</b>	<b>12.7%</b>
<b>Expenses By Program</b>				
Instruction - Early Childhood Services	\$114,751	\$116,813	(\$2,062)	-1.8%
Instruction - Grades 1 - 12	\$2,897,566	\$2,536,394	\$361,172	14.2%
Plant operations and maintenance	\$277,330	\$246,110	\$31,220	12.7%
Transportation	\$87,981	\$69,315	\$18,666	26.9%
Board & system administration	\$193,365	\$196,277	(\$2,912)	-1.5%
External services	\$2,000	\$2,000	\$0	0.0%
<b>Total Expenses</b>	<b>\$3,572,993</b>	<b>\$3,166,909</b>	<b>\$406,084</b>	<b>12.8%</b>
Annual Surplus (Deficit)	(\$2,796)	\$158	(\$2,954)	-1869.6%
<b>Expenses by Object</b>				
Certificated salaries & wages	\$1,624,097	\$1,666,421	(\$42,324)	-2.5%
Certificated benefits	\$356,765	\$365,495	(\$8,730)	-2.4%
Non-certificated salaries & wages	\$262,881	\$246,087	\$16,794	6.8%
Non-certificated benefits	\$48,806	\$45,594	\$3,212	7.0%
Services, contracts and supplies	\$1,256,844	\$820,412	\$436,432	53.2%
Amortization expense - supported	\$0	\$0	\$0	0.0%
Amortization expense - unsupported	\$17,750	\$17,750	\$0	0.0%
Interest on capital debt - supported	\$0	\$0	\$0	0.0%
Interest on capital debt - unsupported	\$0	\$0	\$0	0.0%
Other interest and finance charges	\$5,850	\$5,150	\$700	13.6%
Losses on disposal of tangible capital assets	\$0	\$0	\$0	0.0%
Other expenses	\$0	\$0	\$0	0.0%
<b>Total Expenses</b>	<b>\$3,572,993</b>	<b>\$3,166,909</b>	<b>\$406,084</b>	<b>12.8%</b>
<b>Accumulated Surplus from Operations (Projected)</b>				
Accumulated Surplus from Operations - August 31, 2017	\$815,609	\$698,307	\$117,302	16.8%
Accumulated Surplus from Operations - August 31, 2018	\$813,313	\$716,215	\$97,098	13.6%
Capital Reserves - August 31, 2017	\$110,355	\$110,355	\$0	0.0%
Capital Reserves - August 31, 2018	\$110,355	\$110,355	\$0	0.0%
<b>Certificated Staff FTE's</b>				
School based	18.5	18.3	0.1	0.8%
Non-school based	0.5	0.6	(0.1)	-20.8%
<b>Total Certificated Staff FTE's</b>	<b>18.9</b>	<b>18.9</b>	<b>0.0</b>	<b>0.1%</b>
<b>Non-Certificated Staff FTE's</b>				
Instructional	7.3	7.3	-	0.0%
Plant operations & maintenance	-	0.0	-	0.0%
Transportation	-	0.0	-	0.0%
Other non-instructional	0.6	0.6	-	0.0%
<b>Total Non-Certificated Staff FTE's</b>	<b>7.9</b>	<b>7.9</b>	<b>-</b>	<b>0.0%</b>

**Attestation of Secretary-Treasurer/Treasurer:**

This information was formally received by the Board of Trustees at the meeting held on :

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	<b>6015 New Horizons Charter School Society</b>																			
2	School Jurisdiction Code and Name																			
3																				
4	<b>FALL 2017 UPDATE TO THE 2017/2018 BUDGET: Page 2</b>																			
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**FEE & SALES TO PARENTS & STUDENTS**

**Fees**

	Fall 2017 Update to the Budget 2017/2018	Spring 2017 Budget Report 2017/2018	Variance	% Variance
Transportation	\$0	\$0	\$0	0.0%
Basic instruction supplies	\$16,908	\$16,895	\$13	0.1%
Lunchroom Supervision & Activity Fees	\$23,440	\$24,000	(\$560)	-2.3%
Technology user-fees	\$0	\$0	\$0	0.0%
Alternative program fees	\$0	\$0	\$0	0.0%
Fees for optional courses	\$4,440	\$3,470	\$970	28.0%
ECS enhanced program fees	\$0	\$0	\$0	0.0%
Activity fees	\$11,165	\$11,130	\$35	0.3%
Other fees to enhance education	\$0	\$0	\$0	0.0%
Extra-curricular fees	\$3,000	\$0	\$3,000	100.0%
Non-curricular supplies, materials, and services	\$0	\$0	\$0	0.0%
Non-curricular travel	\$0	\$0	\$0	0.0%
Other fees	\$0	\$0	\$0	0.0%
<b>Total fees</b>	<b>\$58,953</b>	<b>\$55,495</b>	<b>\$3,458</b>	<b>6.2%</b>

**Other Sales to Parents & Students**

Cafeteria sales, hot lunch, milk programs	\$0	\$0	\$0	0.0%
Special events	\$0	\$0	\$0	0.0%
Sales or rentals of other supplies / services	\$2,000	\$2,000	\$0	0.0%
Out of district student revenue	\$0	\$0	\$0	0.0%
International and out of province student revenue	\$0	\$0	\$0	0.0%
Adult education revenue	\$0	\$0	\$0	0.0%
Preschool	\$0	\$0	\$0	0.0%
Child care & before and after school care	\$0	\$0	\$0	0.0%
Lost item replacement fees	\$0	\$0	\$0	0.0%
Other sales (describe here)	\$0	\$0	\$0	0.0%
Other sales (describe here)	\$0	\$0	\$0	0.0%
Other sales (describe here)	\$0	\$0	\$0	0.0%
Other sales (describe here)	\$0	\$0	\$0	0.0%
Other sales (describe here)	\$0	\$0	\$0	0.0%
Other sales (describe here)	\$0	\$0	\$0	0.0%
<b>Total other sales</b>	<b>\$2,000</b>	<b>\$2,000</b>	<b>\$0</b>	<b>0.0%</b>

**Grades 1 - 12**

Eligible funded students - Grades 1 to 9	281.0	282.0	(1.0)	-0.4%
Eligible funded students - Grades 10 to 12	-	0.0	-	0.0%
Other students	-	0.0	-	0.0%
Home ed and blended program students	-	0.0	-	0.0%
<b>Total Enrolled Students, Grades 1-12</b>	<b>281.0</b>	<b>282.0</b>	<b>(1.0)</b>	<b>-0.4%</b>

**Early Childhood Services (ECS)**

Eligible funded children - ECS	37.0	36.0	1.0	2.8%
Other children	-	0.0	-	0.0%
Program hours	475.0	475.0	-	0.0%
ECS FTE's Enrolled	18.5	18.0	0.5	2.8%

**Attestation of Secretary-Treasurer/Treasurer:**

This information was formally received by the Board of Trustees at the meeting held on :

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
1	<b>6015 New Horizons Charter School Society</b>															
2	School Jurisdiction Code and Name															
3																
4	<b>FALL 2017 UPDATE TO THE 2017/2018 BUDGET</b>															
5	<b>Comments/Explanations of changes from original Spring 2017/2018 Budget Report:</b>															
6	<b>Explain any changes in revenue or fee items &gt;5% (any highlighted items in cells S10-S24 on Page 1 or cells S10 - S21 and S25 - S38 on Page 2):</b>															
7	Line10 - Alberta Education due to shift in enrolments, updated to include F&E for the school modernization project, significant increase in parent provided transportation															
8	Line 13 - Other Alta School Jurisdictions - IMR Funding from EICS, cost-sharing of PO&M with ECDDT															
9	Line 19 - Investment Income - adjusted to reflect actual income for 2016-17															
10	Line 21 - Rental of Facilities - adjusted for reduced rental rate															
11																
12																
13																
14																
15	<b>Explain any changes in program expenses &gt;5% (any highlighted items in cells S27-S32 on Page 1):</b>															
16	Line 28 - Instruction - reduction in salaries/benefits cost to reflect current staffing placement; provision for expected IT services and fees, F&E and CTS Equipment for School Modernization Project															
17																
18	Line 29 - PO&M Increased cost for HVAC, Handyman & Building Operator Services, and reduced costs for utilities & insurance															
19																
20	Line 30 - Student Transportation - Parent Provided Transportation costs															
21																
22																
23																
24	<b>Explain any changes in expenses by object &gt;5% (any highlighted items in cells S37 - S48 of Page 1):</b>															
25	Line 39 and 40 - to reflect current staff placement															
26																
27	Line 41 - Due to purchase of F&E for school modernization project, increased cost for PO&M															
28																
29	Line 46 - Increased costs for bank fees															
30																
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32																
33	<b>Explain any changes in projected Accumulated Operating Surplus and Capital Reserves as at August 31, 2017 or August 31, 2018 by &gt;5% (highlighted items in cell S52 to S55):</b>															
34																
35	Line 52 -Due to projecting a balanced budget, which did not occur, resulting in a surplus for the year															
36																
37	Line 53 - Projected deficit for the year ending August 31, 2018															
38																
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43	<b>Explain change in total certificated staff &gt;3% (if cell S58 or S59 on Page 1 is highlighted) or non-certificated staff &gt;3% (if cell S63 - S66 on Page 1 is highlighted):</b>															
44																
45	Line 59 - to correct recording of FTE from 6.0 to 4.75															
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55	<b>Explain change in enrolment &gt;3% (if cell S55 or cell S61 on Page 2 is highlighted):</b>															
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64	<b>Attestation of Secretary-Treasurer/Treasurer:</b>															
65	This information was formally received by the Board of Trustees at the meeting held on : _____															
66																
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**Don Falk**  
Superintendent  
Phone: 780-416-2353  
Email: dfalk@newhorizons.ca

**MEMORANDUM**

November 18, 2017

To: Board of Directors

From: Don Falk – Superintendent

Subject: Stakeholder Forum

**Background:**

At the November 22, 2017 Board meeting, directors will be invited to suggest and discuss possible topics for the Stakeholder Forum that is planned for January 2017.

The Board is reminded that, at its meeting held on January 13, 2017, it was suggested that the matter of initiating a high school program, including the possibility of collaborating with Aurora Charter School, be included as a topic for discussion at the 2018 Stakeholder Forum.

**Recommendation:**

It is recommended that the Board of Directors engage in a discussion with a view toward generating possible topics for the Stakeholder Forum that is planned for January 2018.

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

Don Falk – Superintendent



## Superintendent's Report to the Board of Directors

November 22, 2017

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### I. **Amendments to the School Act**

The Government of Alberta has recently introduced several amendments to the School Act, as summarized below:

- a) **Bill 24: An Act to Support Gay-Straight Alliances**
- These amendments to the School Act were introduced on November 2, 2017 and passed third reading on November 15, 2017. Upon receipt of royal assent from the Lieutenant Governor, they will become law.
  - According to the Government of Alberta, the amendments included in Bill 24 are designed to:
    - Require all publicly funded schools to create welcoming, caring and respectful policies and make them publicly available.
    - Strengthen the minister's ability to ensure every school complies with the law.
    - Protect the privacy of students that join a GSA or QSA.
    - Protect the establishment of GSAs from political interference.
    - Ensure principals help students create a GSA or QSA in a timely manner.
  - Bill 24 can be viewed online at [http://www.assembly.ab.ca/ISYS/LADDAR\\_files/docs/bills/bill/legislature\\_29/session\\_3/20170302\\_bill-024.pdf](http://www.assembly.ab.ca/ISYS/LADDAR_files/docs/bills/bill/legislature_29/session_3/20170302_bill-024.pdf).
- b) **Bill 28: School Amendment Act, 2017**
- These amendments to the School Act were introduced on November 15, 2017 and passed second reading on November 16, 2017. They await third reading and, following approval at third reading, receipt of royal assent.
  - According to the Government of Alberta, the amendments included in Bill 24 are designed to:
    - Establish new professional standards for principals and superintendents, ensuring that they are equipped to lead modern, inclusive schools that are carefully administered and able to prepare every student for success.
    - Require school boards to have a trustee code of conduct. (I am not certain if this applies to charter school boards of directors.)
    - Authorize the minister to establish standards for education service agreements between First Nations and school boards to help close the achievement gap for Indigenous students.

- Specify that students must be five years of age by December 31 of the school year to join kindergarten so students entering school are ready to succeed.
- Revise the process for establishing a separate school district, reducing confusion and building more support for the school district within communities.
- Ensure the government can provide clear and updated transportation eligibility criteria before the 2018-19 school year.
- If passed, the majority of amendments would come into force immediately, while some amendments would be implemented later. For example, the common age of entry into kindergarten would be implemented in September 2020 and the certification processes for aspiring superintendents and principals would take effect in 2019, with a grandfathered approach in place for existing leaders.
- Bill 28 can be viewed online at [http://www.assembly.ab.ca/ISYS/LADDAR\\_files/docs/bills/bill/legislature\\_29/session\\_3/20170302\\_bill-024.pdf](http://www.assembly.ab.ca/ISYS/LADDAR_files/docs/bills/bill/legislature_29/session_3/20170302_bill-024.pdf).

## 2. **School Modernization**

Work on the school modernization has continued throughout the fall. A verbal report on the progress made in recent weeks, especially during the Fall Break, will be presented at the Board meeting on November 22, 2017.

## 3. **Meetings Attended**

In recent weeks, I have been privileged to represent our school at the following meetings:

- October 18 – Sherwood Park & District Chamber of Commerce, including presentation by Todd Hirsch, Chief Economist of ATB Financial. Mr. Hirsch is also Chair of the Board of Directors of the Calgary Arts Academy.
- October 19 – Orientation on New Electrical and Lighting Systems
- October 25 – Modernization Site Meeting
- October 27 – Charter Schools Conference, including presentations by Education Minister David Eggen and Education Parliamentary Secretary Annie McKittrick. Of particular note were the strong words of support for charter schools expressed by Minister Eggen.
- October 27 – Charter School Superintendents' meeting with Deputy Minister Dr. Curtis Clarke. A follow-up meeting with Dr. Clarke is scheduled for January 11, 2018.
- October 27 – Banquet and Annual General Meeting of The Association of Alberta Public Charter Schools (TAAPCS). At the AGM, I was honoured to be confirmed as an Administrative Officer of the Association, in the capacity of Secretary.



Don Falk,  
Superintendent

### Board of Directors – Work Plan for 2017-18

<b>September</b>	<ul style="list-style-type: none"> <li>▪ Adopt Board Work Plan for 2017-18 <span style="float: right;"><input checked="" type="checkbox"/></span></li> <li>▪ Receive Counsellor’s Report for 2016-17 School Year <span style="float: right;"><input checked="" type="checkbox"/></span></li> <li>▪ Set date for October Board meeting <span style="float: right;"><input checked="" type="checkbox"/></span></li> <li>▪ Receive report on provincial achievement test results (closed meeting) <span style="float: right;"><input checked="" type="checkbox"/></span></li> <li>▪ Set date for NHCS Society AGM <span style="float: right;"><input checked="" type="checkbox"/></span></li> <li>▪ <span style="float: right;"><input type="checkbox"/></span></li> <li>▪ <span style="float: right;"><input type="checkbox"/></span></li> </ul>
<b>October</b>	<ul style="list-style-type: none"> <li>▪ Conduct SGM; Hold Board elections <span style="float: right;"><input checked="" type="checkbox"/></span></li> <li>▪ Elect Board executive officers (must be within one week of SGM) <span style="float: right;"><input checked="" type="checkbox"/></span></li> <li>▪ Select members for Board standing committees <span style="float: right;"><input checked="" type="checkbox"/></span></li> <li>▪ Set dates for Board meetings (motion required) <span style="float: right;"><input checked="" type="checkbox"/></span></li> <li>▪ Notify Service Alberta of change in executive officers <span style="float: right;"><input checked="" type="checkbox"/></span></li> <li>▪ Sign Board Member Code of Conduct – Policy #101 <span style="float: right;"><input checked="" type="checkbox"/></span></li> <li>▪ Receive Accountability Pillar Results Report for October 2017 <span style="float: right;"><input checked="" type="checkbox"/></span></li> <li>▪ Attend TAAPCS Annual General Meeting <span style="float: right;"><input checked="" type="checkbox"/></span></li> <li>▪ Receive enrolment report for September 30, 2017 <span style="float: right;"><input checked="" type="checkbox"/></span></li> <li>▪ Conduct initial orientation session for new Board members <span style="float: right;"><input type="checkbox"/></span></li> <li>▪ Submit request to Alberta Education for modular classrooms <span style="float: right;"><input checked="" type="checkbox"/></span></li> <li>▪ <span style="float: right;"><input type="checkbox"/></span></li> </ul>
<b>November</b>	<ul style="list-style-type: none"> <li>▪ Conduct AGM of NHCS Society <span style="float: right;"><input type="checkbox"/></span></li> <li>▪ Approve final Three-Year Education Plan 2017-18 to 2019-20 <span style="float: right;"><input type="checkbox"/></span></li> <li>▪ Approve revised budget for 2017-18 <span style="float: right;"><input type="checkbox"/></span></li> <li>▪ Approve Annual Education Results Report 2017-18 <span style="float: right;"><input type="checkbox"/></span></li> <li>▪ Approve Audited Financial Statement Year Ending Aug 31/17 <span style="float: right;"><input type="checkbox"/></span></li> <li>▪ Receive Report #1 from School Council <span style="float: right;"><input type="checkbox"/></span></li> <li>▪ <span style="float: right;"><input type="checkbox"/></span></li> <li>▪ <span style="float: right;"><input type="checkbox"/></span></li> <li>▪ <span style="float: right;"><input type="checkbox"/></span></li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li>▪ Receive Quarterly Financial Report for Sep - Nov 2017 <span style="float: right;"><input type="checkbox"/></span></li> <li>▪ Receive Class Size Report for 2017-18 <span style="float: right;"><input type="checkbox"/></span></li> <li>▪ <span style="float: right;"><input type="checkbox"/></span></li> <li>▪ <span style="float: right;"><input type="checkbox"/></span></li> </ul>
<b>January</b>	<ul style="list-style-type: none"> <li>▪ Prepare breakfast for school staff <span style="float: right;"><input type="checkbox"/></span></li> <li>▪ Receive mid-year progress report on Three-Year Education Plan 2017-20 <span style="float: right;"><input type="checkbox"/></span></li> <li>▪ <span style="float: right;"><input type="checkbox"/></span></li> <li>▪ <span style="float: right;"><input type="checkbox"/></span></li> <li>▪ <span style="float: right;"><input type="checkbox"/></span></li> </ul>
<b>February</b>	<ul style="list-style-type: none"> <li>▪ Approve school calendar for 2018-19 <span style="float: right;"><input type="checkbox"/></span></li> <li>▪ Stakeholder Forum – Gather input on possible Education Plan priorities <span style="float: right;"><input type="checkbox"/></span></li> <li>▪ <span style="float: right;"><input type="checkbox"/></span></li> </ul>

<b>March</b>	<ul style="list-style-type: none"> <li>▪ Receive Quarterly Financial Report for Dec 2017 – Feb 2018 <input type="checkbox"/></li> <li>▪ Approve Three-Year Capital Plan for 2018-19 to 2020-21 <input type="checkbox"/></li> <li>▪ Board Retreat – Identify priorities for upcoming Education Plan <input type="checkbox"/></li> <li>▪ Administer Board-developed Stakeholder Survey <input type="checkbox"/></li> <li>▪ <input type="checkbox"/></li> <li>▪ <input type="checkbox"/></li> </ul>
<b>April</b>	<ul style="list-style-type: none"> <li>▪ Provide provisional approval to Education Plan 2018-19 to 2020-21 <input type="checkbox"/></li> <li>▪ <input type="checkbox"/></li> <li>▪ <input type="checkbox"/></li> </ul>
<b>May</b>	<ul style="list-style-type: none"> <li>▪ Attend TAAPCS Spring General Meeting <input type="checkbox"/></li> <li>▪ Approve Budget for 2018-19 <input type="checkbox"/></li> <li>▪ Receive Accountability Pillar Results Report for May 2017 <input type="checkbox"/></li> <li>▪ Receive Board-developed stakeholder survey results <input type="checkbox"/></li> <li>▪ Consider salary adjustment for support staff, senior administration <input type="checkbox"/></li> <li>▪ Receive report from FANHS <input type="checkbox"/></li> <li>▪ <input type="checkbox"/></li> <li>▪ <input type="checkbox"/></li> </ul>
<b>June</b>	<ul style="list-style-type: none"> <li>▪ Assess Board Work Plan progress for 2017-18 <input type="checkbox"/></li> <li>▪ Receive Quarterly Financial Report for Mar – May 2018 <input type="checkbox"/></li> <li>▪ Schedule SGM of NHCS Society (requires 21 days’ notice; must be on or before Oct 10) <input type="checkbox"/></li> <li>▪ Schedule September 2018 Board meeting <input type="checkbox"/></li> <li>▪ Set date for Board Housekeeping Retreat <input type="checkbox"/></li> <li>▪ Receive Report #2 from School Council <input type="checkbox"/></li> <li>▪ <input type="checkbox"/></li> <li>▪ <input type="checkbox"/></li> </ul>
<b>Ongoing</b>	<ul style="list-style-type: none"> <li>▪ Consider proposals for new or amended Board policies <input type="checkbox"/></li> <li>▪ Receive recommendations from Board committees <input type="checkbox"/></li> <li>▪ <input type="checkbox"/></li> <li>▪ <input type="checkbox"/></li> </ul>
<b>Annually</b>	<ul style="list-style-type: none"> <li>▪ Negotiate collective agreement with ATA (as needed) <input type="checkbox"/></li> <li>▪ Undertake Superintendent evaluation <input type="checkbox"/></li> <li>▪ Undertake Board evaluation <input type="checkbox"/></li> <li>▪ <input type="checkbox"/></li> </ul>
<b>As Needed</b>	<ul style="list-style-type: none"> <li>▪ Meet with: <input type="checkbox"/></li> <li style="padding-left: 20px;">- County Council <input type="checkbox"/></li> <li style="padding-left: 20px;">- MLAs <input type="checkbox"/></li> <li>▪ <input type="checkbox"/></li> </ul>

## Report on TAAPCS Directors' Meeting and Annual General Meeting

On October 27 & 28, I had the opportunity to attend the TAAPCS General Meeting in Edmonton. The Friday evening featured students from Mother Earth's Children's Charter School performing traditional dances in full regalia. The regalia was beautiful and the students extremely talented.

On Saturday, the business of the meeting really started and I would like to highlight a few:

- At the Director's Meeting, there was discussion about increasing the opportunities for directors to meet as a single group. The meeting seemed to prefer establishment of a "Directors' Committee" that would come together regularly to discuss common issues related to governance and government relations, board development, etc. A revised draft committee description that represents this sentiment will go to the Executive Advisory Committee meeting in January for further clarification/refinement.
- During the AGM, elections for executive positions were held and our Superintendent, Mr. Don Falk was elected as Secretary to the TAAPCS Board. The full slate of governors and officers is as follows:
  - Chair - Ron Koper (Director, Connect Charter School)
  - Vice Chair - Geordie MacPherson (Director, Calgary Girls' School)
  - Co-Presidents - Susan Chomistek (Superintendent, Connect Charter School), Joe Frank (Superintendent, Westmount Charter School)
  - Vice President - Ed Wittchen (Superintendent, Mother Earth's Children's Charter School)
  - Secretary - Don Falk (Superintendent, New Horizons Charter School)
  - Treasurer - Myra Penberthy (Secretary-Treasurer, Connect Charter School)
- I had an opportunity to view the almost finished product of the TAAPCS promotional video. There is still some editing to occur, but it was evident that the feedback we provided was heard. The video looked quite good.
- There was discussion on the fee structure for TAAPCS and this will come forward in the Spring for final decisions to be voted on.

Overall, as a newer director, I found the experience of attending quite enlightening and look forward to future opportunities.

Dan Coles



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

**MEMORANDUM**

November 18, 2017

To: Board of Directors

From: Don Falk – Superintendent

Subject: TAAPCS Membership Fee Proposal and Special General Meeting

**Background:**

Attached is a fee proposal for membership in The Association of Alberta Public Charter Schools. As noted in the document, a Special General Meeting (via teleconference) with respect to this matter has been called for 7:00 pm on December 7, 2017.

In addition to giving consideration to the fee proposal, there is a need for the New Horizons' Board to identify our school's director, as well as an alternate, on the TAAPCS Board of Governors.

**Recommendation:**

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

- That the New Horizons' Board express its support for and agreement with the proposed TAAPCS membership fee structure.
- That the Board identify one director to serve as a director on the TAAPCS Board of Governors and that one director be identified as an alternate.

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

Don Falk – Superintendent

Attachment

## Written Notice of Special General Meeting

A Special General Meeting is called on behalf of the Board of Governors. Authority for the meeting was through a majority vote of the Directors at the Annual General Meeting October 28, 2017.

Time	7:00 PM
Date	December 7, 2017
Location	Conference Call (information below)
Purpose	<p>Membership Fees for 2018 and beyond.</p> <p>An initial fees structure of a base fee of \$1500.00 for each school with an additional levy of \$5.00/FTE student calculated on the FTE students from the previous year was proposed. Waivers applications will still be accepted, but approved schools are expected to contribute a “good faith” amount in lieu (unspecified).</p> <p>Proposed amendments will be considered. If possible, please forward proposed amendments to the Executive Director by December 1, 2017 for distribution.</p> <p>The goal of the meeting is to agree upon a membership fee structure that will facilitate the draft school and draft TAAPCS budget preparations for approval by the respective boards. TAAPCS budget approval is on the agenda for the Spring General Meeting.</p>

Calgary: 403 232 0994

Toll Free: 1 877 385 4099

Access codes:

Moderator, Ron Koper: 7394122 and pound sign

Participants: 4028804 and pound sign





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

**MEMORANDUM**

November 18, 2017

To: Board of Directors

From: Don Falk – Superintendent

Subject: TAAPCS Request for Volunteers

**Background:**

Attached is a request from The Association of Alberta Public Charter Schools for committee volunteers.

In addition to giving consideration to service on committees, there is a need for the New Horizons' Board to identify our school's director, as well as an alternate, on the TAAPCS Board of Governors.

**Recommendation:**

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

- That directors give consideration to service as volunteers on TAAPCS committees.
- That the Board identify one director to serve as a director on the TAAPCS Board of Governors and that one director be identified as an alternate.

A handwritten signature in blue ink, appearing to read "Don Falk".

Don Falk – Superintendent

Attachment

COMMITTEE VOLUNTEERS

Please review the committee mandates that were approved at the AGM for details. Please send your School’s volunteers to Kath by November 30. After reviewing the positions an email will be sent out.

Name of Committee	Positions to Fill	Current Volunteers
Awards and Recognition	-2 north Directors -2 south Directors -President or Delegate -Board Chair or Delegate -Superintendent optional -Director optional -Executive Director <i>ex officio</i>	
		Kath
Board Professional Learning	-2 Board of Governors including Chair or Delegate -2 North Directors -2 South Directors -President or vice president -1 North Superintendent -1 South Superintendent -Executive Director <i>ex officio</i>	
		Kath
Communication Note: Our Ad Hoc communications Committee was larger than this. If we have more volunteers than spaces we will find a way to honour this interest.	-2 north Directors -2 south Directors -President or Delegate -Board Chair or Delegate -Superintendent optional -Director optional -Executive Director <i>ex officio</i>	
		Ron Koper
		Kath
Conference	-Host school Superintendent or Delegate -2 host school volunteers -2 previous conference volunteers -13 (1 each) school volunteers optional -1 host school Director Optional -Executive Director <i>ex officio</i>	
		Kath
Research Support and Innovation	-2 North Directors or administrators -2 South Directors or administrators -1 Post secondary Optional -1 Alberta Education Optional -1 Director Optional -1 Superintendent member of the Alberta Research Network -Executive Director <i>ex officio</i>	
		Kath
School Leadership Learning	-13 school representatives -1 Superintendent -Executive Director <i>ex officio</i>	
		Kath

Ad Hoc Directors' Committee Volunteers (DRAFT)	-North Directors	Boris (Suzuki) and Paola (Aurora)
	-South Directors	Andrew (FFCA) and Denise (Connect)
	-Chair and Vice Chair	Chair Ron (Connect)
	- Executive Director <i>ex officio</i>	Vice Chair Geordie (CGS) Kath
Ad Hoc Charter School Regulation Committee	tba	

## What is a charter school?

A charter school is a tuition-free public school that provides choice in education. Recognizing a need for enhanced learning options, Alberta Education legally established charter schools in 1994, making Alberta the first (and still the only) Canadian province to move forward on this exciting path. There are now 13 charter schools operating in Alberta, each designed to implement unique innovations in the organization and delivery of education, which result in improved student learning.



## Charter schools offer:

- innovative and enhanced methods of instruction
- opportunities for meaningful parental involvement
- safe, caring and responsive learning environments
- effective leadership
- dedicated staff
- commitment to excellence

[www.taapcs.ca](http://www.taapcs.ca)

## Public charter schools:

- are operated by non-profit organizations
- employ Alberta certified teachers
- are accessible to all students
- have no religious affiliation

## Charter schools are publicly accountable for:



- student achievement
- implementation of Alberta Curriculum
- meeting educational goals
- financial reporting
- compliance with provincial regulations and policies

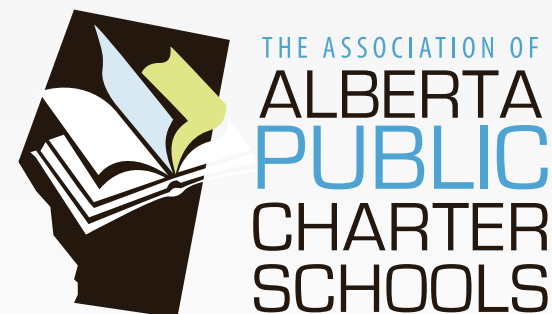
## TAAPCS objectives:

To promote and facilitate public charter school education in Alberta

To speak with one voice on behalf of public charter schools in Alberta

To promote a forum for public charter schools to meet in support of common goals

To advocate for continued innovation and choice within public education



Working together to support choice and innovation in public education

# What is TAAPCS?

TAAPCS is an association comprised of Alberta Education approved charter schools. It is governed by a volunteer Board of Directors and employs a part-time Executive Director.

## Almadina School Society

#118, 3132 - 26 Street NE  
Calgary, AB T1Y 6Z1  
Tel: (403)543-5078/Fax: (403)543-5079  
[www.esl-almadina.com](http://www.esl-almadina.com)  
Offers: kindergarten to grade 9  
Focus: English as a second language



## Connect Charter School

5915 Lewis Drive SW  
Calgary, AB T3E 5Z4  
Tel: (403)282-2890/Fax: (403)282-2896  
[www.connectcharter.ca](http://www.connectcharter.ca)  
Offers: grade 4 to grade 9  
Focus: inquiry-based, technology-rich program with outdoor and experiential education



## Suzuki Charter School

10720 - 54 Street  
Edmonton, AB T6A 2H9  
Tel: (780)468-2598/Fax: (780)463-8630  
[www.suzukischool.ca](http://www.suzukischool.ca)  
Offers: kindergarten to grade 6  
Focus: Suzuki approach to academic, musical and personal excellence



## Aurora Academic Charter School

12245 - 131 Street  
Edmonton, AB T5L 1M8  
Tel: (780)454-1855/Fax: (780)454-8104  
[www.auroraschool.com](http://www.auroraschool.com)  
Offers: kindergarten to grade 9  
Focus: traditional education



## Centre for Academic and Personal Excellence (CAPE)

830A Balmoral Street SE  
Medicine Hat, AB T1A 0W9  
Tel: (403)528-2983/Fax: (403)528-3048  
[www.capeisgreat.org](http://www.capeisgreat.org)  
Offers: kindergarten to grade 9  
Focus: academically capable at-risk students



## Valhalla Community School

9702 - 100 Avenue, Box 143  
Valhalla Centre, AB T0H 3M0  
Tel: (780)356-2370/Fax: (780)356-2789  
[www.valhallacommunityschool.ca](http://www.valhallacommunityschool.ca)  
Offers: kindergarten to grade 9  
Focus: rural leadership and direct instruction



## Boyle Street Education Centre

10312 - 105 Street  
Edmonton, AB T5J 1E6  
Tel: (780)428-1420/Fax: (780)429-1428  
[www.bsec.ab.ca](http://www.bsec.ab.ca)  
Offers: 14 to 19 years age group  
Focus: at-risk youth



## Foundations for the Future Charter Academy

7000 Railway Street SE  
Calgary, AB T2H 3A8  
Tel: (403)520-3206/Fax: (403)520-3209  
[www.ffca-calgary.com](http://www.ffca-calgary.com)  
Offers: kindergarten to grade 12  
Focus: academic excellence and character development



## Westmount Charter School

728 - 32 Street NW  
Calgary, AB T2N 2V9  
Tel: (403)217-3707/Fax: (403)249-3422  
[www.westmountcharter.com](http://www.westmountcharter.com)  
Offers: kindergarten to grade 12  
Focus: gifted education



## Calgary Arts Academy

640 -14 Avenue SE  
Calgary, AB T2G 1E8  
Tel: (403)532-3020/Fax: (403)217-0965  
[www.calgaryartsacademy.com](http://www.calgaryartsacademy.com)  
Offers: kindergarten to grade 9  
Focus: arts immersion curriculum



## Mother Earth's Children's Charter School

RR 1, Site 2, Box 42  
Warburg, AB T0C 2T0  
Tel: (780)702-7531/Fax: (780)848-2395  
[www.meccs.ca](http://www.meccs.ca)  
Offers: pre-kindergarten to grade 8  
Focus: traditional indigenous teachings



## Calgary Girls' School

Unit C, 7239 Flint Road SE  
Calgary, AB T2H 1G2  
Tel: (403)252-0702/Fax: (403)252-0717  
[www.calgarygirlsschool.com](http://www.calgarygirlsschool.com)  
Offers: grade 4 to grade 9  
Focus: fostering competent, confident and caring young women



## New Horizons School

1000 Strathcona Drive  
Sherwood Park, AB T8A 3R6  
Tel: (780)416-2353/Fax: (780)467-0274  
[www.newhorizons.ab.ca](http://www.newhorizons.ab.ca)  
Offers: kindergarten to grade 9  
Focus: gifted education



Visit us online at [www.taapcs.ca](http://www.taapcs.ca)





Don Falk <dfalk@newhorizons.ca>

## Fwd: First Nations, Métis and Inuit Lesson Plans

1 message

**Kathleen Rhyason** <kerhyason@gmail.com>

Tue, Oct 24, 2017 at 11:57 AM

To: Dale Bischoff <dbischoff@auroraschool.ca>, Dale Erickson <derickson@calgaryartsacademy.com>, Dianne McBeth <Dianne.McBeth@calgarygirlsschool.com>, Don Falk <dfalk@newhorizons.ca>, Ed Wittchen <ed.wittchen@telus.net>, Glenn McClure <gmclure@esl-almadina.com>, Joe Frank <joe.frank@westmountcharter.com>, John Brossea <jbrossea@telus.net>, Kurtis Leinweber <kurtis.leinweber@ffca-calgary.com>, "Lynne Paradis (Suzuki)" <paradisl@suzukischool.ca>, PICARD CONSULTING <picard.consult@gmail.com>, Roger Nippard <roger.nippard@ffca-calgary.com>, Susan Chomistek <susan.c@connectcharter.ca>, Teresa Di Ninno <tdininno@capeisgreat.org>

Fyi. This is timely given the opportunities at the conference.

----- Forwarded message -----

From: **EDC Minister** <Education.Minister@gov.ab.ca>

Date: Tue, Oct 24, 2017 at 10:53 AM

Subject: First Nations, Métis and Inuit Lesson Plans

To:

**To: Board Chairs of Public, Separate, Francophone and Charter School Boards**

**Presidents of the following stakeholder Associations:**

ACSTA (Alberta Catholic School Trustees' Association)

AEFAA (Alberta Educational Facilities Administrators Association)

ASBA (Alberta School Boards Association)

AHEA (Alberta Home Education Association)

ASCA (Alberta School Councils' Association)

ATA (Alberta Teachers' Association)

AAPCS (Association of Alberta Public Charter Schools)

ACFA (Association canadienne-française de l'Alberta)

AISCA (Association of Independent Schools & Colleges in Alberta)

CASS (College of Alberta School Superintendents)

CCSSA (Council of Catholic Superintendents of Alberta)

Fédération des parents francophones de l'Alberta

Fédération des conseils scolaires francophones de l'Alberta

PSBAA (Public School Boards' Association of Alberta)

Today I had the pleasure of announcing new tools Alberta Education has developed to help teachers strengthen their ability to bring First Nations, Métis and Inuit history, cultures, perspectives and contributions to life in classrooms across the province.

A series of [lesson plans](#) have been developed for Grades 1 to 9 in English Language Arts, Fine Arts, Science and Social Studies. We all have a role to play in reconciliation, and it is critical students understand the history of residential schools and their legacy, along with the histories and vibrant cultures of First Nations, Métis and Inuit communities in our province.

These plans are just one step in addressing reconciliation within Alberta's current programs of study. They provide teachers with new ways to include First Nations, Métis and Inuit content into existing curriculum. Within each of the lesson plans, there are a variety of new resources and activities identified that teachers can use to engage students in critical learning. The introduction of these new resources also provides an opportunity for schools to review their existing resources to ensure they are accurate and respectful of First Nations, Métis and Inuit history and perspectives.

The lesson plans were developed as a resource for teachers for use at the discretion of the school jurisdiction, school or teacher. I encourage you to share these resources with teachers and support staff within your school authority. Together, we can work to embed the true and shared history of First Nations, Métis and Inuit into the education experience of every student.

Thank you for your continued commitment to our students.

David Eggen

Minister

Alberta Education

MLA for Edmonton-Calder

cc: Superintendents of Public, Separate, Francophone and Charter School Boards  
Executive Directors of Stakeholder Associations

First Nations Education Directors

Provincially Accredited Private Schools

School Division Communications Contacts

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Don Falk &lt;dfalk@newhorizons.ca&gt;

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**Fwd: Bill 28 – School Act Amendments**

1 message

**Kathleen Rhyason** <kerhyason@gmail.com>

Wed, Nov 15, 2017 at 3:28 PM

To: Susan Chomistek <susan.c@connectcharter.ca>, "Lynne Paradis (Suzuki)" <paradisl@suzukischool.ca>, Dale Bischoff <dbischoff@auroraschool.ca>, Joe Frank <joe.frank@westmountcharter.com>, "roger.nippard@ffca-calgary.com" <roger.nippard@ffca-calgary.com>, Don Falk <dfalk@newhorizons.ca>, Ed Wittchen <ed.wittchen@telus.net>, Teresa Di Ninno <tdininno@capeisgreat.org>, John Brosseau <jbrossea@telus.net>, John Picard <jpicard@valhallaschool.ca>, Glenn McClure <gmclure@esl-almadina.com>, Dale Erickson <derickson@calgaryartsacademy.com>, Kurtis Leinweber <kurtis.leinweber@ffca-calgary.com>, "meredith.poole@ffca-calgary.com" <meredith.poole@ffca-calgary.com>, Myra Penberthy <myra.p@connectcharter.ca>, Paul Wozny <pwozny@auroraschool.ca>, Dianne McBeth <Dianne.McBeth@calgarygirlsschool.com>

FYI

Kath Rhyason  
Executive Director

----- Forwarded message -----

From: **EDC Minister** <Education.Minister@gov.ab.ca>

Date: Wed, Nov 15, 2017 at 3:20 PM

Subject: Bill 28 – School Act Amendments

To:

**To: Board Chairs of Public, Separate, Francophone and Charter School Boards**

**Presidents and Board Chairs of Private School Operators**

**Presidents of Stakeholder Associations**

ACSTA (Alberta Catholic School Trustees' Association)

AEFAA (Alberta Educational Facilities Administrators Association)

ASBA (Alberta School Boards Association)

AHEA (Alberta Home Education Association)

ASCA (Alberta School Councils' Association)

ATA (Alberta Teachers' Association)

AAPCS (Association of Alberta Public Charter Schools)

ACFA (Association canadienne-française de l'Alberta)

AISCA (Association of Independent Schools &amp; Colleges in Alberta)

ASBOA (Association of School Business Officials of Alberta)

CASS (College of Alberta School Superintendents)

CCSSA (Council of Catholic Superintendents of Alberta)

Fédération des parents francophones de l'Alberta

Fédération des conseils scolaires francophones de l'Alberta

Learning Disabilities Association of Alberta

PSBAA (Public School Boards' Association of Alberta)

The *School Act* has served Alberta's students well for almost three decades. To ensure that it continues to do so, today—through the tabling of Bill 28—I have proposed several amendments to this important legislation.

The amendments included in this legislation align with government's commitment to make life better for Albertans. Building on the strengths of our education system, we will continue to build a modern, inclusive education system that prepares students for success, ensure fair and equitable access to the education system, and continue to support closing the achievement gap for First Nation students.

Bill 28 would amend the *School Act* to:

- Ensure fair and equitable access for students, including establishing a common age of entry and establishing standards for Educational Service Agreements;
- Enable new eligibility criteria for transportation and promote co-operative transportation arrangements between school authorities;
- Pave the way for school and school authority leadership to be supported in leading modern, inclusive and prudently administered schools through development of certification requirements for principals and superintendents, as well as requiring boards to have a trustee code of conduct;
- Promote collaboration and transparency; and
- Make minor technical updates to ensure that the legislation is up to date.

-

### **Ensuring fair and equitable access for students**

I am proposing amendments to several sections of the *School Act* to ensure fair and equitable access for students, regardless of their location across the province.

First, I am proposing to establish a common age of entry for kindergarten of five years of age by December 31. Establishing a common age sets younger students up for success by ensuring they are not enrolled in Kindergarten too early, as research shows that older children perform better academically compared to their peers. This will help ensure that all parents across the province have equitable access for their children to kindergarten. With implementation proposed for September 2020, parents and school boards would have time to plan for the establishment of a common age of entry.

I am also proposing changes that would authorize, at the Minister's discretion, the establishment of standards for Education Service Agreements (ESAs) between First Nations and school boards. These agreements are between a provincial school board and a First Nation (or the federal government on behalf of a First Nation) to enable First Nations

students living on-reserve to attend a provincial school. Currently, ESAs across the province differ in terms of tuition rate calculation, level of First Nations collaboration and the scope of program/services/supports offered to First Nations students.

Establishing standards for ESAs would help ensure that First Nations students are able to access provincial education on equitable terms, regardless of where they live in the province. The intention of the standards is to be non-prescriptive and provide guidance for boards and First Nations to address, in their agreements, the areas where concerns have typically been raised, such as renewal and end dates, accountability and reporting mechanisms, and dispute resolution processes. Much work has already been done to develop draft standards, including multiple stakeholder discussions and working groups held between 2009 and 2016 with First Nations, provincial boards and the federal government. In 2016, I committed to bringing the standards back to stakeholders a final time before they are put in place. Further engagement with school boards and First Nations on the standards will follow in the near future. This amendment also aligns with other government commitments, as well as implementing the objectives and principles of the United Nations Declaration on the Rights of Indigenous Peoples.

Extending the age of access to those who are younger than 21 years of age as of September 1, has been considered previously. However, I have discussed this matter with stakeholders across the province and at this time will not be making changes. By maintaining the age of access (younger than 19 as of September 1) in the *School Act*, while also maintaining the funding policy of supporting students up to 20 years of age, we are continuing to allow boards to offer programming, at their discretion, to students who can benefit from additional time. Older students will continue to have access to a variety of other settings and routes to help them complete their high school education, both within and outside the K-12 system.

#### **Enabling new eligibility criteria for transportation and promoting cooperative transportation**

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Bill 28 also contains the next steps for improving student transportation across the province. We heard from stakeholders and parents that the 2.4 kilometer walk limit was out-dated and not reflective of the needs of students and their families. I am proposing amendments to remove the 2.4 kilometre maximum bus route distance and how distance is calculated from the *School Act*. School boards would still have the legal obligation to provide transportation to students that live within school board boundaries according to specific criteria set by the province. Our government is committed to working with our education partners to ensure that updated student transportation regulations address the concerns we've heard from parents. The rules and regulations on bussing will stay in place for the remainder of this school year. Updated requirements will be in place for 2018/19.

During our fall engagement sessions, my department heard many viewpoints from stakeholders about what criteria would be appropriate. Further analysis and discussion with stakeholders will be conducted later this fall and through the winter before we finalize the updated criteria, but they could include factors such as distance, age/grade, or special considerations regarding route safety. Education stakeholders, including school boards and parents, will be provided with additional updates on this work as it progresses.

It is important to note that transportation eligibility requirements are unchanged for the 2017-18 school year, and boards' obligations to transport students have not changed. Any changes to the eligibility criteria would take effect for the 2018/19 school year, and our intention is to finalize amendments in early 2018 to ensure that all stakeholders have time to plan for and implement the changes.

I am also proposing an amendment that would enable the Minister to direct school boards, where appropriate, to work together on transportation. This amendment supports what we heard from stakeholders throughout the September engagement sessions. This could include directing boards to enter into specific transportation agreements in an area where boards have overlapping boundaries. Approximately two-thirds of school boards have already voluntarily entered into co-operative transportation agreements; this amendment provides specific Ministerial authority in this area where it makes sense operationally and financially.

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### **Paving the way for school and school authority leadership to be supported in leading modern, inclusive and prudently administered schools**

Leadership within the school system is important for the success of our students. If passed, these amendments will pave the way for professional practice standards that better reflect the responsibilities and competencies of principals, superintendents, and school jurisdiction leaders. The amendments would allow the Minister to set certification requirements for principals and superintendents, and establish a practice review system. Just as the Teaching Quality Standard is the basis for certification of all teachers in Alberta, the new standards for leaders will be the basis of a system of leadership certification for principals and superintendents.

Paving the way for new professional standards for principals and superintendents would ensure they are equipped to lead modern, inclusive schools that are prudently administered and prepare every student for success. By setting clear, uniform expectations for principals and superintendents, we are helping ensure consistent practice and outcomes that are more equitable for Alberta's students. If passed, these related amendments will come into force on September 1, 2019. The professional practice standards describing the competencies teachers, principals, and superintendents are expected to demonstrate will be introduced formally at a later date.

In addition, I am proposing an amendment to require school board trustees to develop a code of conduct that applies to trustees of the school board. School board trustees play an extremely important role in leading our education system and ensuring that all students have welcoming, caring and safe places to learn. This shift would align expectations of school trustees to the expectations established for municipal councillors through the *Municipal Government Act*. If passed, this amendment would come into force on September 1, 2018.

### **Promoting Collaboration and Transparency**

I am proposing changes to the *School Act* to increase collaboration and transparency to greater inform the public.

I am proposing an amendment that will change the current establishment process for separate school districts. This process was developed collaboratively with the Public School Board Association of Alberta and the Alberta Catholic School Trustees Association. These amendments facilitate cooperation between the electors, the separate school board and the public school board. This new process would require standardized timelines for specific steps in the process so all parties can plan accordingly, require a community information meeting, and allow for parties to work together to determine the establishment area.

In addition, I am proposing amendments to align private school financial reporting requirements with those requirements already in place for public authorities. If passed, these amendments would allow the Minister to require increased financial reporting and accountability from private schools, bringing them in line with public schools. This would include items such as disclosure of remuneration, benefits and expenses paid by a private

school operator. Some private school operators are already providing this information – however, this will clearly enshrine it in legislation. I believe this will strengthen the financial accountability of private schools and ensure consistent expectations for schools that receive public funding. If approved, my Ministry will work with impacted stakeholders to clarify and implement any additional requirements.

### **Technical/Administrative Amendments**

Finally, I have proposed numerous administrative amendments. These amendments are aimed at updating the *School Act* to reflect current practice or align with other legislation. These amendments relate to:

- Updating the term of office for trustees to 4 years to reflect changes made in the *Local Authorities Elections Act*
- Updating references to the Chartered Professional Accountants Act
- Updating the description of the Board of Reference
- Ensuring student record requirements for Early Childhood Services operators are consistent with other organizations managing student records to better support student transitions
- Miscellaneous typographical/reference changes.

### **Next Steps**

If passed, most of these amendments would come into force immediately, except where otherwise noted above. The later dates for selected amendments ensure that school authorities are given sufficient time to review and revise their policies to align with these legislative changes.

Thank you and I look forward to continuing to work with you all to build on the strengths of our education system and make life better for Alberta's students and their families.

Sincerely,

David Eggen

Minister

Alberta Education

MLA for Edmonton-Calder

cc: Superintendents of Public, Separate, Francophone, and Charter School Boards  
Executive Directors of Stakeholder Associations  
School Division Communications Contacts

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