



Board Meeting

Agenda Package

April 25, 2018

☞ *New Horizons Charter School Society* ☞

AGENDA**Type of Meeting:** Board**Date:** April 25, 2018**Page:**1 of 2*"TOWARDS NEW HORIZONS":**Is it in the best interest of our students?**Does it support excellence?*

**NEW HORIZONS CHARTER SCHOOL SOCIETY
BOARD OF DIRECTORS' MEETING
APRIL 25, 2018**

AGENDA

Vision: 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.

- | | | | |
|----|--|--------------|---------|
| 1. | Call to Order | N. Pasemko | 7:00 pm |
| 2. | Adoption of Agenda | N. Pasemko | 7:01 pm |
| 3. | Disclosure of Conflict of Interest | N. Pasemko | 7:02 pm |
| 4. | Approval of Minutes | | 7:03 pm |
| | 4.1 March 14, 2018 – attachment | N. Pasemko | |
| 5. | Administration Reports | | 7:05 pm |
| | 5.1 Principal's Report | T. Zarowny | |
| | 5.2 Secretary-Treasurer's Report – attachment | F. de Kleine | |
| | 5.3 Superintendent's Report – attachment | D. Falk | |
| 6. | Board Reports | | 7:35 pm |
| | 6.1 Board Chair's Report | N. Pasemko | |
| | 6.2 Audit Committee Report | T. Panas | |
| | 6.2.1 Quarterly Financial Report – attachment | F. de Kleine | |
| | 6.3 Other Committee Reports | | |
| 7. | Board Strategic Goals – attachment | D. Falk | 7:55 pm |
| | 7.1 Transfer of Ownership | | |
| | 7.2 Enrolment Cap | | |
| | 7.3 Long-Range Capital Plans | | |
| | 7.4 School Rebranding Initiative | | |
| 8. | New Business | | 8:15 pm |
| | 8.1 Provisional Education Plan 2018/19 to 2020/21 – attachment | T. Zarowny | |
| 9. | Board Work Plan | | 8:45 pm |

AGENDA**Type of Meeting:** Board**Date:** April 25, 2018**Page:**2 of 2

<i>"TOWARDS NEW HORIZONS":</i>	<i>Is it in the best interest of our students?</i>	<i>Does it support excellence?</i>
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- | | | | |
|------|--|------------|---------|
| 9.1 | Board Work Plan 2017-18 – attachment | N. Pasemko | |
| 10. | The Association of Alberta Public Charter Schools | N. Pasemko | 8:50 pm |
| 10.1 | Letter from Education Minister Eggen to TAAPCS Chair
And Vice Chair – attachment | | |
| 10.2 | Spring General Meeting (May 4 & 5, 2018) – attachment | D. Falk | |
| 11. | Receipt of Reports | N. Pasemko | 8:55 pm |
| 12. | Correspondence Sent | N. Pasemko | 8:56 pm |
| 13. | Correspondence Received | N. Pasemko | 8:56 pm |
| 13.1 | Email from Education Minister Eggen to Board Chairs
re Transportation Regulation – attachment | | |
| 13.2 | Email from Education Minister Eggen to Board Chairs
re Solar Panel Grant Program – attachment | | |
| 13.3 | Email from Education Minister Eggen to Board Chairs
re Transportation Survey – attachment | | |
| 14. | In Camera | N. Pasemko | 8:58 pm |
| 15. | Adjournment | N. Pasemko | 9:30 pm |

Next Board Meeting – Wednesday, May 23, 2018, at 7:00 p.m.

NEW HORIZONS CHARTER SCHOOL SOCIETY
MINUTES

Type of Meeting: Board

Date: March 14, 2018

Initials: Chair _____

Approved: DRAFT

Recorded By: Cheri Unterschultz

Secretary _____

March 14, 2018 7:00 PM

Board Members Present At Call To Order:

Nicole Pasemko
CHAIR

Michelle Macdonald
DIRECTOR

Trevor Panas
DIRECTOR

Jill Weiss
DIRECTOR

Dan Coles
DIRECTOR

Administration Present:

Don Falk
SUPERINTENDENT

Ted Zarowny
PRINCIPAL

Cheri Unterschultz
RECORDING SECRETARY

Lori Vigfusson
VICE PRINCIPAL

1. Call to Order

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

2. Adoption of Agenda

*Motion 2018-03-14-01 Motion to adopt agenda for the Board Meeting
March 14, 2018.*

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

3. Disclosure of Conflict of Interest:

None

4. Approval of Minutes

4.1 Minutes from February 28, 2018

*Motion 2018-03-14-02 Motion to approve February 28, 2018 Board Meeting
Minutes.*

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

DRAFT

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NEW HORIZONS CHARTER SCHOOL SOCIETY
MINUTES

Type of Meeting: Board

Date: March 14, 2018

Initials: Chair _____

Approved: DRAFT

Recorded By: Cheri Unterschultz

Secretary _____

5. Administration Reports

5.1 Superintendent's Report

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

6. Board Reports

6.1 Board Chair's Report

Chair Pasemko spoke of receiving an invitation from Aurora Academic Charter School to attend a "Learning Technology with Students" workshop on the evening of March 22, 2018.

6.2 Committee Reports

None

7. New Business

7.1 Regional Collaborative Service Delivery

Vice Principal Vigfusson provided information on the services and supports that are provided to our school by the Eastern Edge Regional Collaborative Service Delivery (RCSD) initiative.

7.2 Three-Year Capital Plan 2018-21

Superintendent Falk spoke to the proposed Three-Year Capital Plan 2019/20 – 2021/22, as attached to the agenda for the meeting.

Motion 2018-03-14-03

Motion to approve the proposed Three-Year Capital Plan 2019/20 – 2021/22 as presented in the agenda for the meeting, with the amendment that reference be made to the merits of maintaining existing dedicated classrooms in the "Program Needs" section of the Capital Plan.

Moved: Director Coles, Seconded: Director Panas, Carried

NEW HORIZONS CHARTER SCHOOL SOCIETY
MINUTES

Type of Meeting: Board

Date: March 14, 2018

Initials: Chair _____

Approved: DRAFT

Recorded By: Cheri Unterschultz

Secretary _____

7.3 Review of Stakeholder Survey Questions

Superintendent Falk spoke to the Board-initiated Stakeholder Survey, as attached to the agenda for the meeting.

Motion 2018-03-14-04 Motion to direct the Survey Committee to proceed with administration of the survey once it is developed to the Committee's satisfaction.

Moved: Director Macdonald, Seconded: Director Panas, Carried

7.4 Board Planning Retreat

Superintendent Falk spoke to the agenda of the Board Planning Retreat 2017, as attached to the agenda for the meeting. It was decided through consensus to prepare a similar agenda for the 2018 Retreat, with the following exceptions:

- Strike the "Education Plan Update" item, in that this item was presented to the Board at its meeting of February 28, 2017.
- Add a discussion item entitled, "Accumulated Surplus from Operations."

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. The Association of Alberta Public Charter Schools

9.1 Spring General Meeting

Superintendent Falk spoke of the TAAPCS Spring General Meeting, as attached to the agenda for the meeting. Directors who are interested in attending will confirm their intent within the next several days.

10. Receipt of Reports

Motion 2018-03-14-05 Motion to receive reports as presented to the Board.

Moved: Director Weiss, Seconded: Director Panas, Carried

NEW HORIZONS CHARTER SCHOOL SOCIETY
MINUTES

Type of Meeting: Board

Date: March 14, 2018

Initials: Chair _____

Approved: DRAFT

Recorded By: Cheri Unterschultz

Secretary _____

11. Correspondence Sent

None

12. Correspondence Received

12.1 Letter from T. Allen, Executive Director, Capital Planning, Alberta Education (2018-02-22) re Request for Modular Classrooms.

13. Motion to Move into Camera:

Motion 2018-03-14-06 Motion to move into camera at 9:15 pm.

Moved: Director Weiss, Seconded: Director Panas, Carried

14. Motion to Move Out of Camera:

Motion 2018-03-14-07 Motion to move out of camera at 9:57 pm.

Moved: Director Weiss, Seconded: Director Panas, Carried

15. Adjournment

Chair Pasemko adjourned the meeting at 9:58 pm.

Next Board Meeting – Wednesday April 25, 2018 at 7:00pm.



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

MEMORANDUM

April 20, 2018

To: Board of Directors
From: Don Falk – Superintendent
Subject: Secretary-Treasurer’s Report

Background:

The attached *Registered Charity Information Return* was recently received from the Canada Revenue Agency. Mr. de Kleine will speak to this document during his Secretary-Treasurer’s Report at the Board meeting of April 25, 2018.

Recommendation:

It is recommended that the Secretary-Treasurer’s Report be received as information.

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

Don Falk – Superintendent

Attachment



OTTAWA ON K1A 0L5

Date issued 2018-03-19
Notice number 01
BN/registration number 89848 7681 RR 0001

NEW HORIZONS CHARTER SCHOOL SOCIETY
1000 STRATHCONA DR
SHERWOOD PARK AB T8A 3R6

Thank you for filing or amending the charity's financial information on Form T3010, Registered Charity Information Return, for the fiscal period ending 2017-08-31.

Please check the information in this summary carefully.

Important message

You did not make any changes on Form TF725, Registered Charity Basic Information Sheet.

Financial information

We have processed the charity's financial information as submitted. This information may be subject to further review. It is the charity's responsibility to verify the information. If there is a discrepancy between the declared and recalculated amounts below, submit a Form T1240, Registered Charity Adjustment Request. To get this form go to canada.ca/cra-forms, and select "Find a form".

Table with 3 columns: Declared, Total assets, Recalculated. Values: 8,456,482, 8,456,482

Table with 3 columns: Declared, Total revenue, Recalculated. Values: 3,236,231, 3,236,231

Table with 3 columns: Declared, Total liabilities, Recalculated. Values: 7,345,832, 7,345,832

Table with 3 columns: Declared, Total expenditures, Recalculated. Values: 3,122,261, 3,122,261

Submit the completed form or any questions:

By mail: Charities Directorate
Canada Revenue Agency
Ottawa ON K1A 0L5

By fax: 613-957-8925

For information, go to canada.ca/charities-giving and select "Operating a registered charity".

Director General, Charities Directorate



Superintendent's Report to the Board of Directors

April 25, 2018

1. **Board Planning Retreat**

A Board Planning Retreat was held on Saturday, April 7, 2018, at which time Retreat participants engaged in the following activities:

- a. Following review of several data sources (i.e. Stakeholder Forum priorities, student achievement results, accountability pillar and stakeholder survey results), Retreat participants considered and prioritized strategies for possible inclusion in the next iteration of the Three-Year Education Plan. A Provisional Education Plan will be presented to the Board for its consideration at the Board meeting of April 25, 2018.
- b. Discussion of possible uses for the accumulated surplus from operations.
- c. Identification of specified Board priorities as key strategic goals. These are referenced in the Board meeting agenda of April 25, 2018.

2. **Revisions to Occupational Health and Safety Act**

As noted in the Superintendent's Report of March 14, 2018, revisions to the Occupational Health and Safety Act take effect on June 1, 2018. In preparation for implementation of these changes, the following initiatives have been undertaken:

- a. An "Occupational Health and Safety" administrative procedure has been developed and is posted on the school website.
- b. Consultation with charter school colleagues has occurred, with a view toward identifying best OHS practices in sister charter schools.
- c. Consideration has been given to utilizing the services of an online provider of school OHS administration software, online safety, and regulatory compliance programs for K-12 schools. A demonstration has been viewed, consultation with other users has occurred, and a draft agreement is under consideration.
- d. A search for an OHS consultant – someone to assist with hazard identification and to participate in meetings of the Joint Work Site Health and Safety Committee – has been initiated.
- e. A risk assessment meeting with our school's insurance provider has been held. This meeting will also assist with the continuing development of a Risk Assessment Report, as per the resolution of the Board at its meeting of January 24, 2018. We are awaiting the report of the representative of the insurance provider.
- f. Participation in a Government of Alberta webinar outlining changes to the OHS Act has occurred.

3. Grand Re-opening

With several components of the school modernization project not yet finished and giving consideration to the many activities that occur during the final portion of the school year, there is reluctance to schedule the Grand Re-opening in the month of May. With that in mind, it has been decided that a Grand Re-opening celebration would best be held in concert with beginning-of-the-new-school-year celebrations in September 2018. A date of September 12, 2018, has been set aside for that purpose.

4. Superintendent Compensation Review

As part of the review of compensation provided to superintendents of Alberta's public, separate, francophone, and charter schools, Board Chair Pasemko and I participated in an interview with a representative of the Hay Group on April 11, 2018. The Hay Group is the management consulting firm that has been contracted by the Government of Alberta to undertake the review. It is anticipated that a Government decision with respect to this matter will be delivered in late April or early May 2018. Although only two of Alberta's thirteen charter schools were interviewed, all were invited to submit written responses to a series of questions.

5. Executive Advisory Committee (EAC) of TAAPCS

Following its regular meeting on April 12, 2018, the EAC was privileged to meet with Deputy Education Minister Dr. Curtis Clarke, Assistant Deputy Minister (Strategic Services and Governance Division) Wendy Boje, and Executive Director (Field Services Sector) Paul Lamoureux. Included in the agenda was discussion of the following topics:

- a. Provincial funding initiatives that have not included charter schools (e.g. school fees funding, school nutrition funding, inclusive education funding, equitable transportation funding).
- b. Enrolment caps.
- c. Expectation for charter schools to engage in research projects.
- d. Facility challenges and capital funding.

6. High Performance Classroom (Modular)

ONPA Architects continues to undertake preparatory work for the installation of the new high performance classroom (formerly called "modular classroom") that has been awarded to our school. A challenge at the present time is the submission of an application for a development permit in the context of a circumstance in which the Greater North Central Francophone Education Region is also seeking approval to expand the permitted enrolment of École-Claudette-et-Denis-Tardif. (Note that GNCFER is not seeking to expand the size of the ÉCDT facility, just the permitted enrolment as per its current development permit. The facility would remain as is.) Further details regarding the complexities associated with this matter will be shared at the Board meeting of April 25, 2018.



Don Falk,
Superintendent



Don Falk
Superintendent
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MEMORANDUM

April 20, 2018

To: Board of Directors

From: Don Falk – Superintendent

Subject: Report from Audit Committee / Quarterly Financial Report

Background:

At a meeting to be held on April 23, 2018, the Board's Audit Committee, chaired by Director Panas, will review the Quarterly Financial Report for the quarter ended March 31, 2018. The Audit Committee will then present a report and recommendation to the Board at the Board meeting of April 25, 2018.

Attached for the consideration of the Board of Directors is the Quarterly Financial Report for the period ended November 30, 2017, as prepared by Secretary-Treasurer de Kleine. Opportunity for directors to provide comment and ask questions with respect to the Quarterly Financial Report will be provided at the Board meeting.

Recommendation:

The Audit Committee will present a recommendation with respect to the Quarterly Financial Report at the Board meeting of April 25, 2018.

A handwritten signature in blue ink, appearing to read "Don Falk", with a long horizontal flourish extending to the right.

Don Falk – Superintendent

Attachment

New Horizons Charter School Society
Profit & Loss Budget vs. Actual
September 2017 through February 2018

	Sep '17 - Feb 18	Budget	\$ Over Budget	% of Budget	Projected to August 31, 2018	
					Budget	Projected
Income						
Total 100 · Alberta Education	1,585,886.19	1,741,542.89	(155,656.70)	91.06%	3,442,531.28	3,462,138.36
Total 1140000 · Other Government of Alberta	0.00	0.00	0.00	0.0%	-	-
Total 115 · Other School Jurisdictions	0.00	4,999.98	(4,999.98)	0.0%	14,673.24	14,673.24
Total 120 · Fees	58,885.00	58,730.00	155.00	100.26%	58,952.50	62,132.50
Total 140 · Sales & Services	10,213.32	12,270.17	(2,056.85)	83.24%	2,000.00	2,925.92
Total 150 · Investments	1,331.19	0.00	1,331.19	100.0%	2,500.00	5,000.00
Total 160 · Gifts	47.95	0.00	47.95	100.0%	25,000.00	25,000.00
Total 170 · Fundraising	3,592.50	0.00	3,592.50	100.0%	-	4,805.45
Total 180 · Other Revenues	0.00	0.00	0.00	0.0%	24,540.35	16,141.80
Total 199 · Amortization of Capital Assets	0.00	0.00	0.00	0.0%	-	-
Total Income	1,659,956.15	1,817,543.04	(157,586.89)	91.33%	3,570,197.37	3,592,817.27
Expense						
Total 200 · Salary Certificated	818,677.59	816,008.24	2,669.35	100.33%	1,624,097.00	1,614,816.72
Total 220 · Salary Non-Certificated	125,588.39	142,690.72	(17,102.33)	88.01%	262,881.00	244,703.52
Total 280 · Honorariums	0.00	0.00	0.00	0.0%	-	-
Total 300 · Benefits Certificated	157,880.13	178,382.48	(20,502.35)	88.51%	356,765.00	362,372.35
Total 350 · Benefits-Non Certificated	21,042.63	24,272.56	(3,229.93)	86.69%	48,806.00	47,623.16
Total 405 · Prof. & Tech. Services	188,798.23	225,540.70	(36,742.47)	83.71%	432,526.21	435,994.48
Total 420 · Communications	9,618.11	10,584.98	(966.87)	90.87%	20,020.00	22,419.35
Total 430 · Utilities	24,219.19	29,000.02	(4,780.83)	83.51%	58,000.00	50,410.26
Total 450 · Bussing	3,631.20	3,600.00	31.20	100.87%	6,000.00	7,931.20
Total 460 · Student Transportation	18,581.15	66,490.50	(47,909.35)	27.95%	87,981.00	98,221.91
Total 480 · Rentals/Leases	0.00	0.00	0.00	0.0%	-	-
Total 500 · Fees Expense	22,009.66	35,627.76	(13,618.10)	61.78%	58,909.44	52,688.04
Total 520 · Insurance	10,758.72	12,442.72	(1,684.00)	86.47%	24,885.44	23,704.20
Total 600 · Supplies/Materials	103,641.15	267,010.92	(163,369.77)	38.82%	527,522.12	490,191.33
Total 640 · Text, Library & Media	6,714.03	13,124.88	(6,410.85)	51.16%	26,250.00	26,267.00
Total 700 · Travel	447.78	7,000.10	(6,552.32)	6.4%	14,000.00	1,300.75
Total 750 · Amortization Capital Assets	8,874.96	9,250.04	(375.08)	95.95%	18,500.00	18,500.00
Total 800 · Bank Charges	3,326.80	2,925.00	401.80	113.74%	5,850.00	5,842.25
Total Expense	1,523,809.72	1,843,951.62	(320,141.90)	82.64%	3,572,993.21	3,502,986.52
Surplus/(Deficit)	136,146.43	(26,408.58)	162,555.01	-515.54%	(2,795.84)	89,830.75

MEMORANDUM

April 20, 2018

To: Board of Directors

From: Don Falk – Superintendent

Subject: Board Strategic Goals

Background:

An internet search quickly reveals many different definitions of “strategic planning” or “strategic goals.” Although written from the perspective of a commercial enterprise, the following extended definition, found at <http://www.simply-strategic-planning.com/definition-of-strategic-planning.html> seems to be a good fit for the context in which the Board of Directors has given consideration to the matter of strategic planning.

Every organisation or major part of a complex organisation occasionally has to make some momentous decisions- the sort of decisions that affect the entire destiny of the organisation for years into the future. These decisions are designed to address the really biggest and most important issues facing an organisation- issues so significant we might call them “strategic elephants.” So our definition of strategic planning must have something about big decisions.

Such decisions are not simply about small adjustments to activity levels, but are the kind of decisions that may lead to a substantially different organisational structure, or major changes in the relationships among key stakeholders, competitive position, or strategic partners of the organization.

Sometimes the outside world forces such decisions on the organisation. Such forces may include major shifts in the market, big changes in government policy, and radical moves by competing organisations.

Sometimes, it is something inside the organisation that demands a major reappraisal. Technological change driving new methods of carrying out its work, or weakening of its financial structure, or a change in the senior management of the organisation requiring a large re-organisation are examples of such internal forces.

Organisations have always faced such pressures to make huge decisions. In recent years, the pressure has risen to the point where a systematic yet flexible process of dealing with such decisions is called for.

Such a process is variously and sometimes confusingly described as: corporate planning, strategic planning, business planning, and variations such as corporate strategic planning, or strategic business planning. Other labels make the subject more industry specific such as military strategic planning, hospital strategic planning, and in some jurisdictions what others know as urban and regional planning is sometimes called strategic planning.

As its name implies simply-strategic-planning.com will focus primarily on “strategic planning.” By this we have in mind any plan which looks forward several years and which is concerned with massive factors only. The focus of the decisions in the plan are the organisation as a whole in its environment as a whole.

At its recent Board Planning Retreat (April 7, 2018), the Board identified the following goals as being consistent with the definition referenced above:

1. Transferring Ownership of the Facility and Lands to the New Horizons Charter School Society

The transfer of ownership of the building and lands now occupied by our school, from the Elk Island Catholic Separate Regional Division No. 41 (EICS) to the New Horizons Charter School Society, was originally proposed in a letter dated June 5, 2014 from then Education Minister Jeff Johnson to then chair of the EICS Board, Tony Sykora. The letter includes the following statement:

I also seek your co-operation and commitment to make the facility available to New Horizons Charter School Society on an immediate basis, with a view to completing transfer of ownership of the school as soon as possible.

Since that time, the NHS Board has discussed the matter on many occasions, has engaged the services of legal counsel to draft a legal agreement with respect to the transfer, and has written to the current Minister of Education on two occasions to request the implementation of the transfer. Minister Eggen has responded in writing on two occasions – most recently on June 14, 2016 – indicating that the matter of ownership transfer is still under consideration. No further correspondence has been exchanged since the Minister’s letter of June 14, 2016.

2. Increasing the Enrolment Cap

Directors may recall that a student enrolment cap of 300 grade 1-12 students was assigned to New Horizons School by then Education Minister Ron Liepert in his letter to the Board of February 8, 2007, in which he also approved renewal of the school’s charter for the years 2007-12. Since that time, the Board has requested an increase in the cap on two occasions, most recently in a letter to Minister Eggen dated January 18, 2018, in which a new enrolment cap of 450 students was requested. At present, the Board is awaiting a response to this letter. (For the information of the Board, it is noted the aforementioned letter from Minister Liepert is the only documented reference to the assignment of an enrolment cap to New Horizon School. Neither legislation nor related regulation include reference to such a cap.)

3. Expanding the Capacity of the School Facility

The Board’s most recent Three-Year Capital Plan, for the period 2019/20 – 2021/22, was approved by the Board at its meeting on March 14, 2018. The key statement in the Plan is as follows:

New Horizons School requests the addition of three new classrooms, either as new construction or as modular structures, in addition to the new modular classroom that was recently awarded (as per the letter from Tracy Allen, Executive Director, Capital Planning dated February 22, 2018). The addition of these classrooms will increase the total capacity of our school from 389 students to approximately 489 students. This is consistent with a letter sent by our Board of Directors to the Minister of Education dated January 18, 2018, in which an increase in our school's enrolment cap from 300 students to 450 students is requested.

At present, the Board is awaiting a response to the request presented in the Capital Plan.

4. Rebranding the School

Over the years, the Board has engaged in many discussions regarding how to better inform the general public about our school, how to raise the school's profile in the community, how to be better known as an attractive option for parents of gifted children etc. In this context, the Board, at its most recent planning retreat, considered the possibility of a major rebranding of the school, including a possible change to the school's name. The Provisional Education Plan, which will be discussed during the Board meeting of April 25, 2018, includes reference to such a rebranding exercise. At that time, the Board will have opportunity to further discuss this matter, and to provide formal approval, if it so desires.

Recommendation:

Although this report on the Board's strategic goals is presented as information, the Board may wish to initiate action with respect to one or more of the goals referenced above.



Don Falk – Superintendent



Don Falk
Superintendent
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MEMORANDUM

April 20, 2018

To: Board of Directors

From: Don Falk – Superintendent

Subject: Provisional Education Plan 2018/19 – 2020/21

Background:

Attached for the consideration of the Board of Directors is a draft of the Provisional Education Plan 2018/19 – 2020/21. Development of the Education Plan is an essential element of the New Horizons School Planning Cycle and is the culmination of a process that gave consideration to multiple data sources and which gathered input from students, staff, parents, administration, and directors. Formal processes that contributed to development of the Plan included a Stakeholder Forum held on February 5, 2018 and a Board Planning Retreat held on April 7, 2018.

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

This is the third consecutive year in which the draft Plan has been presented to the Board at such an early date. Obtaining provisional approval in the spring of the year is intended to enable implementation of the Plan immediately upon the start of the 2018-19 school year, rather than to wait until late November, as was previously the case. Opportunity for the Board to make revisions to the Plan, based on additional data sources (e.g. results of the June 2018 administration of provincial achievement tests, results of Board-administered satisfaction survey administered between now and the end of the current school year), and to give it final approval, will be provided at a Board meeting in the fall. The Annual Education Results Report for 2017-18 will also be presented to the Board at that time.

Finally, it is suggested that directors focus their attention on the “Strategies” portion of each goal and outcome, in that, in most cases, the “Results” shown in the attached document are from the Annual Education Results Report that was presented to the Board in November 2017 and which were summarized again at the recent Board Retreat. Please also note that, highlighted in blue are the strategies which received the greatest level of support at the Board Planning Retreat.

Appreciation and thanks are extended to all who contributed to the development of the Education Plan and especially to Mr. Zarowny, who prepared the attached document and who will walk the Board through the Plan at the Board meeting of April 25, 2018.

Recommendation:

It is recommended that the Board of Directors provide provisional approval of the Education Plan 2018/19 – 2020/21, in either its present or amended form, with the understanding that consideration for final approval will be given in the fall of 2018.



Don Falk – Superintendent

Attachment

2018

NEW HORIZONS SCHOOL
Three-Year Education Plan
(2018-19 to 2020-21)



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Outcome 2: Students will become creative risk takers academically. 10

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Outcome One: Alberta’s students are successful (continued) 17

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Accountability Statement

The Three-Year Education Plan for **New Horizons School** commencing September 1, **2018** was prepared under the direction of the Board in accordance with the responsibilities under the *School Act*. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board approved the Three-Year Education Plan for 2018/2021 on April 25, 2018.

Nicole Pasemko
Board Chair

DRAFT

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.

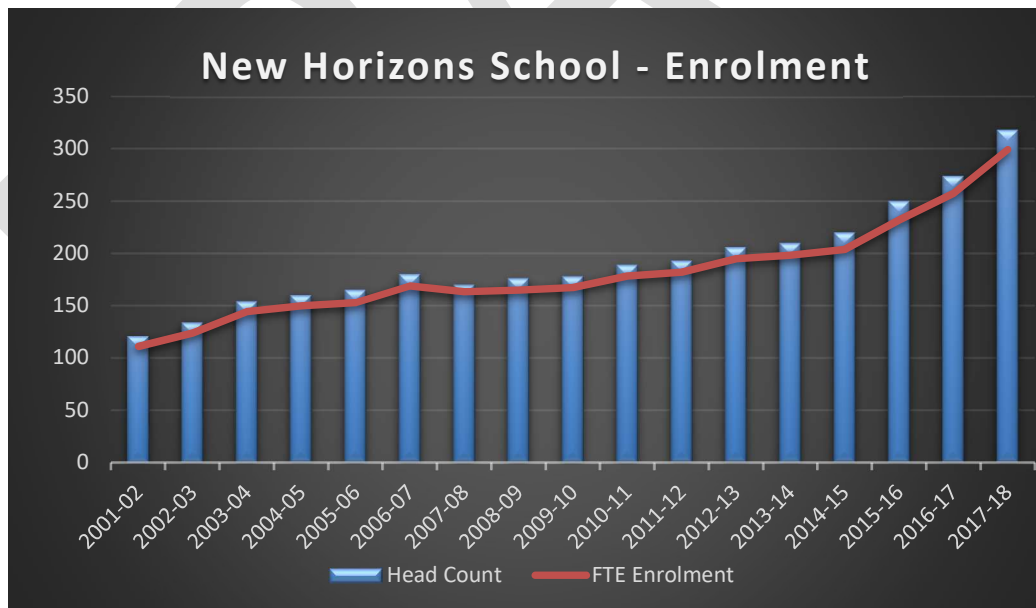
Profile of the School Authority

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.

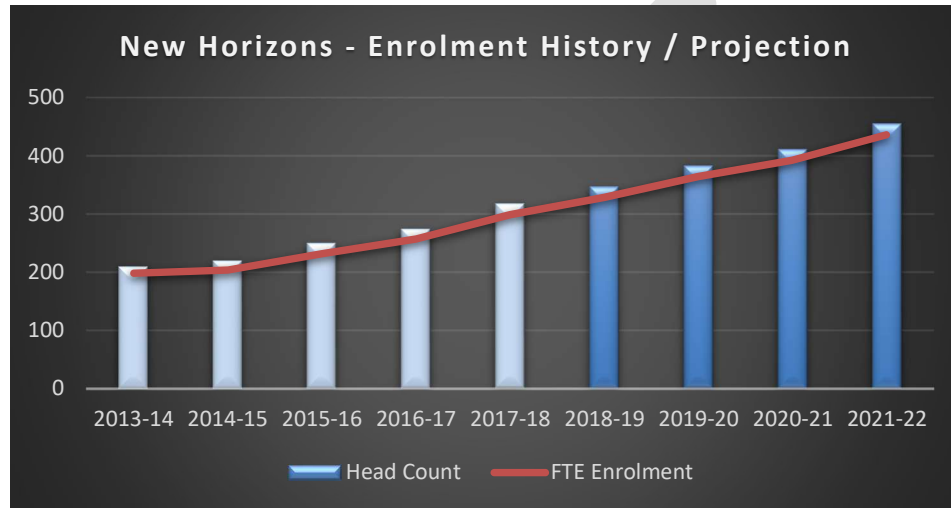
In its first year, New Horizons School has been on a path of continued growth. In 1995, its first year of operation, New Horizons School had a population of 79 students. In the 21 years since that time, our school has grown by 239 students and currently serves the needs of 318 gifted learners. The chart below shows our growth since 2001.



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. This was preceded by modest but steady growth over the course of the previous two decades. In the three years since our return to Sherwood Park, however, enrolment has grown by 45%, with a second class being added at each grade from 1 through 5. As the table below indicates, we expect our population to continue to in the 2018-2019 school year. We expect to be at or above 340 student in the 2018-2019 school year.



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.

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)									
		2014		2015		2016		2017		2018	
		A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	100.0	60.9	100.0	58.3	95.0	50.0	95.8	45.8		
	Province	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9		
Mathematics 6	School	100.0	65.2	95.8	50.0	95.0	65.0	95.8	20.8		
	Province	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6		
Science 6	School	100.0	60.9	95.8	66.7	95.0	65.0	95.8	70.8		
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0		
Social Studies 6	School	91.3	69.6	95.8	50.0	85.0	70.0	95.8	41.7		
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7		
English Language Arts 9	School	100.0	50.0	100.0	44.4	100.0	50.0	100.0	50.0		
	Province	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9		
Mathematics 9	School	92.9	71.4	100.0	38.9	94.4	27.8	100.0	50.0		
	Province	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0		
Science 9	School	100.0	64.3	100.0	94.4	100.0	83.3	100.0	66.7		
	Province	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4		
Social Studies 9	School	100.0	64.3	94.4	66.7	94.4	55.6	100.0	66.7		
	Province	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) ^b	95% Confidence Interval Around the Difference Between Actual and Predicted Results ^c
	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) ^b	95% Confidence Interval Around the Difference Between Actual and Predicted Results ^c
	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

Strategies:

- 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. Pilot at the grade 4-9 level.
 - Implement **Fountas & Pinnell Benchmark Assessments** and reading strategies for K-3 reading.
Extend to Divisions II & III in 2019-2020

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)			
	2015	2016	2017	2018
School Survey Parents: 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	92.3%	95%	
School Survey Parents: 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	92.3%	95%	
School Survey Parents: Percentage of parents who agree that their child receives classroom work that is appropriately challenging.	81%	85.6%	87%	
School Survey Students 4-9: 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	90.9%	89%	
School Survey Students 4-9: 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	89.9%	92%	
Tell Them From Me Survey Grade 7-9: Percentage of students who feel intellectually engaged and find learning interesting, enjoyable, and relevant.	NHS = 60% Canadian Ave. = 56%	NHS = 65% Canadian Ave. = 56%	NHS = 65% Canadian Ave. = 56%	
Tell Them From Me Survey Grade 4-6: Percentage of students who feel challenged in their language arts, math and Science classes and feel confident of their skills in these subjects.	NHS = 75% Canadian Average =57%	NHS = 61% Canadian Average =41%	NHS = 61% Canadian Average =41%	
Tell Them From Me Survey Grade 7-9: Students who feel challenged in their Language Arts, Math and Science classes and feel confident of their skills in these subjects.	NHS = 41% Canadian Ave. = 41%	NHS = 79% Canadian Ave. = 57%	NHS = 74% Canadian Ave. = 57%	
Tell Them From Me Survey Grade 4-6: Percentage of students who believe that education will benefit them personally and economically, and will have a strong bearing on their future.	n/a	NHS = 89% Canadian Ave. = 96%	NHS = 93% Canadian Ave. = 96%	
Tell Them From Me Survey Grade 7-9: Percentage of students who believe that education will benefit them personally and economically, and will have a strong bearing on their future.	n/a	NHS = 67% Canadian Ave. = 80%	NHS = 68% Canadian Ave. = 80%	

Strategies
<ul style="list-style-type: none"> Review IS (e.g. more challenging, greater student choice, consistency within grades, scope & sequence through the grades). Increase Maker Space activities in Learning Commons . Continue to support and expand 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. Continue to expand the use of Project Based Learning (PBL) across all grades (final year of a three-year implementation). Implement new options.

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)			
	2015	2016	2017	2018
School Survey Parents: 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	68%	60%	
School Survey Parents: 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	92%	82%	
Tell Them From Me Survey Grade 7-9: Percentage of students who feel accepted and valued by their peers and by others at their school.	NHS = 60% Canadian Ave. = 56%	NHS = 74% Canadian Ave. = 73%	NHS = 58% Canadian Ave. = 73%	
Tell Them From Me Survey Grade 4-6: Percentage of students who feel accepted and valued by their peers and by others at their school.	NHS = 75% Canadian Average = 86%	NHS = 77% Canadian Average = 86%	NHS = 80% Canadian Average = 86%	
Tell Them From Me Survey Grade 7-9: Percentage of students who have friends at school they can trust and who encourage them to make positive choices.	NHS = 41% Canadian Ave. = 75%	NHS = 62% Canadian Ave. = 75%	NHS = 60% Canadian Ave. = 75%	
Tell Them From Me Survey Grade 4-6: Percentage of students who have friends at school they can trust and who encourage them to make positive choices.	NHS = 91% Canadian Ave. = 80%	NHS = 85% Canadian Ave. = 80%	NHS = 86% Canadian Ave. = 80%	

Strategies

- Increase number of special activities for K-3 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.
- Continue with Inspire & Create Days
- Investigate ways to increase house (Earth, Air, Fire, Water) activities and group-building.

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	2018
School Survey Parents: 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%	
School Survey Parents: Percentage of parents who are satisfied with the opportunities their child has for student leadership at school.	77%	73%	67%	
School Survey Parents: 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%	
School Survey Parents: 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%	
School Survey Students 4-9: Percentage of students who agree that they have the opportunity 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%	

Strategies

- Seek to expand number of community partners which can provide in-school programming, help & support to students.
- Continue to provide 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.
- Continue to investigate options for a "service learning" component to our program.
- Increase student involvement in school-wide assemblies.

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	2018
School Survey Parents: 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%	
School Survey Parents: 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%	
School Survey Parents: 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%	
School Survey Students 4-9: 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%	
School Survey Students 4-9: 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%	
School Survey Students 4-9: 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%	
Tell Them From Me Survey Grade 7-9: Percentage of students who are interested and motivated in their learning.	NHS = 46% Canadian Average = 34%	NHS = 50% Canadian Average = 34%	
Tell Them From Me Survey Grade 4-6: Percentage of students who are interested and motivated in their learning.	NHS = 78% Canadian Average = 71%	NHS = 78% Canadian Average = 71%	
Tell Them From Me Survey Grade 7-9: Percentage of students who put in effort to succeed at school.	NHS = 78% Canadian Average = 71%	NHS = 70% Canadian Average = 73%	
Tell Them From Me Survey Grade 4-6: Percentage of students who put in effort to succeed at school.	NHS = 86% Canadian Average = 91%	NHS = 97% Canadian Average = 91%	
Strategies <ul style="list-style-type: none"> • Include emphasis on project-based learning within curricular studies; e.g. emphasis on STEAM, robotics, coding, authentic life applications • Review IS (e.g. more challenging, greater student choice, consistency within grades, scope & sequence through the grades). 			

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)		
	2016	2017	2018
School Survey Parents: Percentage of parents who agree that their child is able to identify his/her emotions when he/she feel them.	80.8%	88%	
School Survey Parents: Percentage of parents who agree their child is able to express himself/herself in appropriate ways while feeling different emotions.	71.2%	72%	
School Survey Parents: 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).	64.4%	66%	
School Survey Parents: Percentage of parents who agree they are satisfied with the ways in which the school recognizes their child's learning accomplishments.	81.7%	79%	
School Survey Students 4-9: Percentage of students who agree that they are able to identify their emotions when they feel them.	89.9%	85%	
School Survey Students 4-9: Percentage of students who agree that they are able to express themselves in appropriate ways while feeling different emotions.	85.3%	80%	
School Survey Students 4-9: 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).	88.1%	83%	
School Survey Students 4-9: Percentage of students who agree that they are satisfied with the ways in which the school recognizes their learning accomplishments.	80.9%	75%	
Tell Them From Me Survey Grade 7-9: Percentage of students who report moderate to high levels of depression.	NHS = 26% Canadian Ave. = 16%	NHS = 34% Canadian Ave. = 16%	
Tell Them From Me Survey Grade 7-9: Percentage of students who report moderate to high levels of anxiety.	NHS = 22% Canadian Ave. = 17%	NHS = 34% Canadian Ave. = 18%	
Tell Them From Me Survey Grade 4-6: Percentage of students who report moderate to high levels of anxiety.	NHS = 22% Canadian Ave. = 16%	NHS = 30% Canadian Ave. = 16%	
Tell Them From Me Survey Grade 7-9: 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 = 3.6 Canadian Ave. =2.9	NHS = 2.6 Canadian Ave. =2.9	

Tell Them From Me Survey Grade 4-6: 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 = 6.3 Canadian Ave. = 4.9	NHS = 6.8 Canadian Ave. = 4.9	
Accountability Pillar Survey Questions: Percentage of parents who agree that programs for children at risk are easy to access and timely.	71.9%	86%	

- Strategies**
- Seek to implement empathy building programs (e.g. Roots of Empathy, inter-generational programs, service dogs).
 - Implement activities to highlight and celebrate student learning activities & accomplishments.
 - Expand on daily mindfulness practice.
 - Investigate other strategies to address student emotional health, e.g. social emotional learning (SEL), resiliency.
 - Pilot and if possible implement the use of daily speaking circles.

Outcome One: Alberta’s students are successful

Performance Measure	Results (in percentages)					Target	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			

Strategies:

- 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. Pilot at the grade 4-9 level.
 - Implement **Fountas & Pinnell Benchmark Assessments** and reading strategies for K-3 reading. Extend to Divisions II & III in 2019-2020

- 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			

Strategies

Continue with existing programing.

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			

Strategies

- Seek to implement empathy building programs (e.g. Roots of Empathy, inter-generational programs, service dogs).
- Implement activities to highlight and celebrate student learning activities & accomplishments.
- Expand on daily mindfulness practice.
- Investigate other strategies to address student emotional health, e.g. social emotional learning (SEL), resiliency.
 - Pilot and if possible implement the use of daily speaking circles.

Outcome Two: Alberta’s education system supports First Nations, Métis, and Inuit students’ success.

(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			

Strategies

- Secure the services of an elder for monthly classroom visits/teachings.
- Finalize Statement of Territorial Acknowledgment.
- Use *Supporting Awareness, Understanding and Application of Indigenous Foundational Knowledge: A PLANNING AND IMPLEMENTATION TOOL* to develop a school-wide plan for promoting indigenous understanding.

Outcome Three: Alberta’s education system respects diversity and promotes inclusion.

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

Strategies
<ul style="list-style-type: none"> • Seek to implement empathy building programs (e.g. Roots of Empathy, inter-generational programs, service dogs). • Maintain a Mental Health day/week that accesses community resources and resources and resources from Alberta Health to addresses the following topics <ul style="list-style-type: none"> ○ Depression and anxiety ○ Creating a sense of belonging and inclusion.

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
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			

Strategies
<ul style="list-style-type: none"> • Maintain a music specialist for K-9 • Plan for the development of alternate CTF and Option courses to offer increased variety. • Create a drama club. • Host a gifted education conference. • Investigate and potentially host a tri-district Model United Nations Debate.

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 2017	Evaluation			Targets		
	2013	2014	2015	2016	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			

<p>Strategies</p> <ul style="list-style-type: none"> Complete the modernization of school facility. <ul style="list-style-type: none"> Organize a Re-Grand Opening Ceremony after the modernization is completed Facilitate the construction of an additional modular classroom. 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). <ul style="list-style-type: none"> Participate in the Alberta Research Network Participate with Aurora School Action research Explore possibilities for re-branding the school (e.g. new school name). Continue supporting the new teacher mentorship program. Organize a Gifted Education Conference.
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Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 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

Not yet completed.

Budget Summary

Not yet completed.

Capital and Facilities Projects / Summary of Facility and Capital Plans

[Follow this link.](#)

Parental Involvement

Approximately thirty-five parents, staff members, 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 2018-19 to 2020-21. Following the Forum, a summary of the input gathered at the Forum was circulated to Board Directors. The results were then included among the data considered at a Board Planning Retreat, held in April 7, 2018, 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 before November 30, 2018.

Charter schools must post their board approved AERR for 2017/2018 on their website in a publicly accessible format by November 30, 2018 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.*
- *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.*
- 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.
- 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.

Effective Practices

Objectives:

To make aware of and share the innovative practices and New Horizons School.

Audience:

Educators and public at large.

Key Message:

New Horizons School offers a unique educational opportunity for gifted learners in the Capital Region.

Action Plan:

- 1) Contact local media to cover our Grand Re-Opening and include innovative practices at NHS in September.
- 2) Maintain posts about [innovative practices](#) on our website and on Facebook monthly.
- 3) Host a Gifted Education Conference.

Board of Directors – Work Plan for 2017-18

September	<ul style="list-style-type: none"> ▪ Adopt Board Work Plan for 2017-18 <input checked="" type="checkbox"/> ▪ Receive Counsellor’s Report for 2016-17 School Year <input checked="" type="checkbox"/> ▪ Set date for October Board meeting <input checked="" type="checkbox"/> ▪ Receive report on provincial achievement test results (closed meeting) <input checked="" type="checkbox"/> ▪ Set date for NHCS Society AGM <input checked="" type="checkbox"/> ▪ <input type="checkbox"/> ▪ <input type="checkbox"/>
October	<ul style="list-style-type: none"> ▪ Conduct SGM; Hold Board elections <input checked="" type="checkbox"/> ▪ Elect Board executive officers (must be within one week of SGM) <input checked="" type="checkbox"/> ▪ Select members for Board standing committees <input checked="" type="checkbox"/> ▪ Set dates for Board meetings (motion required) <input checked="" type="checkbox"/> ▪ Notify Service Alberta of change in executive officers <input checked="" type="checkbox"/> ▪ Sign Board Member Code of Conduct – Policy #101 <input checked="" type="checkbox"/> ▪ Receive Accountability Pillar Results Report for October 2017 <input checked="" type="checkbox"/> ▪ Attend TAAPCS Annual General Meeting <input checked="" type="checkbox"/> ▪ Receive enrolment report for September 30, 2017 <input checked="" type="checkbox"/> ▪ Conduct initial orientation session for new Board members <input checked="" type="checkbox"/> ▪ Submit request to Alberta Education for modular classrooms <input checked="" type="checkbox"/> ▪ <input type="checkbox"/> ▪ <input type="checkbox"/>
November	<ul style="list-style-type: none"> ▪ Conduct AGM of NHCS Society <input checked="" type="checkbox"/> ▪ Approve final Three-Year Education Plan 2017-18 to 2019-20 <input checked="" type="checkbox"/> ▪ Approve revised budget for 2017-18 <input checked="" type="checkbox"/> ▪ Approve Annual Education Results Report 2017-18 <input checked="" type="checkbox"/> ▪ Approve Audited Financial Statement Year Ending Aug 31/17 <input checked="" type="checkbox"/> ▪ Receive Report #1 from School Council <input checked="" type="checkbox"/> ▪ <input type="checkbox"/> ▪ <input type="checkbox"/>
December	<ul style="list-style-type: none"> ▪ Receive Class Size Report for 2017-18 <input checked="" type="checkbox"/> ▪ <input type="checkbox"/> ▪ <input type="checkbox"/>
January	<ul style="list-style-type: none"> ▪ Receive Quarterly Financial Report for Sep - Nov 2017 <input checked="" type="checkbox"/> ▪ Receive mid-year progress report on Three-Year Education Plan 2017-20 <input checked="" type="checkbox"/> ▪ <input type="checkbox"/> ▪ <input type="checkbox"/>
February	<ul style="list-style-type: none"> ▪ Approve school calendar for 2018-19 <input checked="" type="checkbox"/> ▪ Stakeholder Forum – Gather input on possible Education Plan priorities <input checked="" type="checkbox"/> ▪ Prepare breakfast for school staff – Feb 16 <input checked="" type="checkbox"/> ▪ Celebrate Grand Re-opening – Feb 21 (Postponed) <input type="checkbox"/> ▪ <input type="checkbox"/> ▪ <input type="checkbox"/>

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



ALBERTA
EDUCATION

Office of the Minister

MAR 15 2018

AR101582

Mr. Ron Koper, Chair
Board of Governors
The Association of Alberta
Public Charter Schools
Unit 110, 7000 Railway Street SE
Calgary AB T2H 3A8

Mr. Geordie MacPherson, Vice-Chair
Board of Governors
The Association of Alberta
Public Charter Schools
Unit 110, 7000 Railway Street SE
Calgary AB T2H 3A8

Dear Mr. Koper and Mr. MacPherson:

Thank you for your February 15, 2018 letter regarding The Association of Alberta Public Charter Schools' communication campaign to help answer questions that Albertans may have regarding public charter schools in Alberta.

Our government is committed to ensuring that every student in Alberta receives a quality education that enriches their life and prepares them for success. Alberta Education has demonstrated its commitment to Alberta students by providing funding for every eligible Kindergarten to Grade 12 student in the education system.

I appreciate that the campaign video shared the story of how Alberta public charter schools have contributed to our education system. Thank you for acknowledging the work of our government to ensure that every school authority is providing a welcoming, caring, respectful and safe learning environment that respects diversity and nurtures a sense of belonging and a positive sense of self for all students.

Unfortunately, my schedule cannot accommodate a meeting with you at this time. Should you require assistance from Education staff, please contact Garret Doll, Acting Director, Central Services Branch, at garret.doll@gov.ab.ca or 780-415-9310 (toll-free by first dialing 310-0000).

I commend you on the good work occurring at charter schools throughout the province.

Sincerely,

David Eggen
Minister

TAAPCS SPRING GENERAL MEETING

When: Friday, May 4 and Saturday, May 5, 2018

Where: Accommodation **Meetings***
 Deerfoot Inn & Casino TBD
 11500 35 St. SE
 Calgary, AB

NOTE: A block of rooms has been booked for Thursday May 3 and Friday May 4. Reservations must be made at Deerfoot Inn by April 4/2018 Call (403)236-7529 OR 1-877-236-5225 and use the group code GEGFTUR.

What: Banquet **Spring General Meeting**
 Friday May 4 Saturday May 5
 6:00 p.m. Breakfast: 7:45 a.m.
Meeting: 8:30 a.m.-3:00 p.m.

Volunteers: Entertainment – Westmount Charter School
 Door Prizes – CAPE School
 School Spotlight/Research Report –



RSVP: To Meredith Poole meredith.poole@ffca-calgary.com by April 25, 2018
 (Please complete and return form below for all attendees from your school.)

Regards,

Meeting Attendance and Meal Requirements – Name of School:

Check all that apply (v)

Name of Attendee	Position	Friday Banquet	Saturday Breakfast	Saturday Lunch	Dietary Restrictions? Please specify
Nicole Pasemko	Board Chair	v	v	v	
Don Falk	Superintendent	v	v	v	



Don Falk <dfalk@newhorizons.ca>

Review of Student Transportation Eligibility Criteria in the School Transportation Regulation

1 message

EDC Minister <Education.Minister@gov.ab.ca>

Fri, Feb 23, 2018 at 2:23 PM

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

Last fall, our government was proud to pass the *School Amendment Act* to further align *The School Act* with our government's education priorities and to ensure that our education legislation continues to meet the needs of Alberta's students, school authorities and communities now and into the future. Included in the amendments passed were changes respecting student transportation. This change was made in anticipation of developing new eligibility criteria within the *School Transportation Regulation*.

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 and school authorities. I have heard from many of you that there is a need to proceed carefully in the development of new regulations and ensure that school authorities, parents, and students have adequate time to plan for anticipated operational changes. We have also heard from parents and school authorities who would like further opportunities to engage with our government on student transportation to share their perspectives.

Consequently, changes to our current student transportation eligibility criteria will not be implemented in September 2018. The current transportation eligibility distance will remain, and key changes will be deferred until the 2019/20 school year. Minor amendments to the *School Transportation Regulation* will be required this spring to align with the amended *School Act*.

We have already made significant progress to better understand the varied transportation challenges that school authorities face throughout the province and in discussing possible options for new eligibility criteria. Over the next few months, my ministry will seek further feedback and ideas from parents, stakeholders and school authorities. Stakeholder engagements will include working with the Alberta School Boards Association and the College of Alberta School Superintendents. Focus groups will also be held at the Alberta School Councils' Association spring conference in April to seek additional input.

Government also wants to hear from parents and will conduct a province-wide survey to engage directly with parents and stakeholders. Department officials will also conduct information sessions with several stakeholder groups at their spring conference meetings to discuss possible options for consideration.

After this consultation period is completed in June, changes to the eligibility criteria in the *School Transportation Regulation* are tentatively scheduled to be finalized by government in fall 2018. This schedule will give parents and school authorities an appropriate amount of time – approximately 10 months – to adjust to the new requirements.

We are listening to families and school boards to make sure we update student transportation eligibility requirements to make life better for Alberta students. We know school boards will need ample time to implement operational adjustments to support such changes, and parents and families need time to adjust to transportation changes that may impact their schedules. Time is also needed to assess the sustainability of different options and to avoid unintended consequences for both boards and parents.

Further information regarding the spring survey for parents and stakeholders will be provided in the near future.

Sincerely,

David Eggen
Minister of Education
MLA, Edmonton-Calder

cc: Superintendents of Public, Separate, Francophone and Charter School Boards
School Division Communications Contacts

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Don Falk <dfalk@newhorizons.ca>

New provincial grant announced for existing schools to install solar panels

1 message

EDC Minister <Education.Minister@gov.ab.ca>

Wed, Mar 14, 2018 at 12:13 PM

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

I am pleased to inform you that today, the ministries of Municipal Affairs and Environment and Parks have announced a new grant program that will provide funding for school authorities to install solar panels on their existing schools.

A total of \$15 million in grant funding will be available through the Renewable Energy for Schools program, which will also provide school authorities with funding for other renewable energy options. This grant program will help grow local economies, reduce greenhouse gas emissions, and save communities money.

Alberta's schools and students play an enthusiastic and important role in climate leadership. I have received requests for solar panels on school facilities directly from Alberta students, who reached out to the Ministry of Education to share their ideas on how schools could take the lead in addressing climate change. Our government is listening, and we are delivering. This grant is another step our government is taking to ensure that our Climate Leadership Plan benefits students and school communities.

I am encouraged by the interest other ministries are taking in ensuring that school authorities are at the table and in exploring innovative ways to explore cross-government collaboration when it comes to climate leadership. School authorities and municipalities play a key role in advancing our province's climate leadership roles. And I look forward to continuing the conversation with my colleagues to ensure that school communities are at the forefront of our work to advance clean technologies, grow Alberta's economy, realize savings, and reduce emissions.

As you are aware, Alberta Education's existing solar technology systems program provides funding for the installation of solar panels on new school facilities. Since the program was announced in October 2016, 68 school projects will benefit from the initiative, which has not only allowed schools to reduce their emissions, but has also provided students with hands-on opportunities to learn about solar power and its potential in reducing greenhouse gases.

The response to this program has been very positive, with many school jurisdictions indicating an interest in installing solar panels on their existing schools as well. Edmonton Public Schools alone estimates that it could save \$4 million annually by installing solar technology systems on one-quarter of its school roofs. The new Renewable Energy for Schools program is designed to address this need and allow authorities to expand the scope of their renewable energy initiatives to their existing school facilities.

The Renewable Energy for Schools program is one of four programs that will be offered through the The Municipal Climate Change Action Centre, which has been provided with \$54 million in Climate Leadership Plan revenues to deliver multi-year programs that will help grow local economies, reduce greenhouse gas emissions and save communities money. The other programs include the Alberta Municipal Solar program, the Community Infrastructure Greening program and the Municipal Fleet Greening program.

More information about these programs will be made available in summer 2018. I look forward to sharing additional details once these become available.

Sincerely,

David Eggen

Minister

cc: Superintendents of Schools

Communications Contacts at School Divisions

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Don Falk <dfalk@newhorizons.ca>

Student Transportation Survey

1 message

EDC Minister <Education.Minister@gov.ab.ca>
Cc: Rick Grebenstein <Rick.Grebenstein@gov.ab.ca>

Fri, Apr 20, 2018 at 9:53 AM

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

Presidents of Stakeholder Associations

AISCA (Association of Independent Schools & Colleges in Alberta)

ASBA (Alberta School Boards Association)

ASBOA (Association of School Business Officials of Alberta)

ASCA (Alberta School Councils' Association)

CASS (College of Alberta School Superintendents)

FPFA (Fédération des parents francophones de l'Alberta)

FCSFA (Fédération des conseils scolaires francophones de l'Alberta)

TAAPCS (The Association of Alberta Public Charter Schools)

STAA (Student Transportation Association)

Le texte français suit le texte anglais. French text follows English text.

Student transportation is an integral part of the education system. Our government continues to support a safe transportation system for approximately 300,000 Kindergarten to Grade 12 students across the province.

We are listening to families and school boards to make sure we update the student transportation eligibility criteria to make life better for Alberta students.

Alberta Education has already made progress to better understand the varied transportation challenges faced throughout the province by working with key stakeholder groups.

To share your thoughts and priorities on the student transportation criteria, please fill out our [online survey](#).

In addition to the survey, your board or stakeholder organization is welcome and encouraged to provide a written submission to my department. Written submissions can be sent via email to Rick Grebenstein, Senior Transportation Manager, Business Operations and Stakeholder Support Branch, at rick.grebenstein@gov.ab.ca.

The survey and written submissions will help determine the potential changes to the distance criteria and mandated service levels and any safety considerations that may be added.

The survey will close on June 15, 2018. The deadline for written submissions is also June 15, 2018. Changes are scheduled to be finalized by fall 2018.

This timeline will give parents and school authorities an appropriate amount of time – approximately 10 months – to adjust to the new requirements, which will be implemented in the 2019/20 school year.

Thank you for your continued support of all Alberta students.

Sincerely,

David Eggen

Minister

cc: Superintendents of Public, Separate, Francophone and Charter School Boards
Executive Directors of Stakeholder Associations
School Board and Charter School Secretary-Treasurers
Communications Contacts at School Divisions

Destinataires: Présidents des conseils scolaires publics, séparés, francophones et des écoles à charte

Présidents des associations parties prenantes

AISCA (Association of Independent Schools and Colleges in Alberta)

ASBA (Alberta School Boards Association)

ASCA (Alberta School Councils' Association)

ASBOA (Association of School Business Officials of Alberta)

CASS (College of Alberta School Superintendents)

STAA (Student Transportation Association of Alberta)

TAAPCS (The Association of Alberta Public Charter Schools)

Objet : Sondage sur le transport des élèves

Le transport des élèves fait partie intégrante du système d'éducation. Le gouvernement offre des services de transport sécuritaires à près de 300 000 élèves de la maternelle à la 12^e année à l'échelle de la province.

Nous voulons connaître le point de vue des familles et des conseils scolaires avant de mettre à jour les critères d'admissibilité aux services de transport des élèves de façon à améliorer la vie des élèves de l'Alberta.

Alberta Education collabore déjà avec les principales parties prenantes du domaine de l'éducation par le biais d'initiatives qui visent à mieux comprendre les nombreux défis à relever en ce qui a trait au transport des élèves de toute la province.

Nous vous demandons de bien vouloir nous faire connaître votre opinion et vos priorités en répondant à un [sondage en ligne](#) sur les exigences d'admissibilité au transport scolaire

En plus du sondage, nous invitons votre conseil scolaire ou votre organisation partie prenante à fournir des observations par écrit à Alberta Education. Vous pouvez envoyer ces observations par courriel à Rick Grebenstein, Senior Transportation Manager, Business Operations and Stakeholder Support Branch, à rick.grebenstein@gov.ab.ca.

Le sondage ainsi que les observations écrites permettront de déterminer les changements potentiels aux critères touchant les distances, les niveaux de service et les facteurs de sécurité dont nous devrions tenir compte.

Le sondage prendra fin le 15 juin 2018. La date limite pour nous faire parvenir les observations écrites est également le 15 juin 2018. Les changements aux critères seront finalisés d'ici l'automne 2018.

Cet échéancier donnera aux parents et aux autorités scolaires suffisamment de temps – environ 10 mois – pour s'ajuster à tout nouveau critère éventuel, dont la mise en œuvre

s'effectuerait durant l'année scolaire 2019/20.

Je vous remercie du soutien que vous continuez à témoigner à tous les élèves de l'Alberta.

Cordialement,

David Eggen

Ministre

cc : Tous les directeurs généraux

Tous les directeurs généraux d'écoles à charte

Secrétaires-trésoriers des conseils scolaires et des écoles à charte

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