



# **Board Meeting**

# **Agenda Package**

**November 21, 2018**

☞ *New Horizons Charter School Society* ☞

**AGENDA****Type of Meeting:** Board**Date:** November 21, 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  
NOVEMBER 21, 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.   | <b>Call to Order</b>  | N. Pasemko   | 7:00 pm |
| 2.   | <b>Statement of Territorial Acknowledgment</b>  | N. Pasemko   | 7:01 pm |
| <p><i>The Board of Directors of the New Horizons Charter School Society respectfully acknowledges that the land on which we meet is Treaty 6 territory, a traditional home, gathering place, a travelling route for diverse Indigenous Peoples, including Cree, Saulteaux, Blackfoot, Nakota, Sioux, as well as the homeland of the Métis Nation. We recognize our responsibility as Treaty members and honour the heritage and gifts of the First Peoples of this land.</i></p> |   |              |         |
| 3.   | <b>Adoption of Agenda</b>   | N. Pasemko   | 7:02 pm |
| 4.   | <b>Disclosure of Conflict of Interest</b>   | N. Pasemko   | 7:03 pm |
| 5.   | <b>Approval of Minutes</b>  | N. Pasemko   | 7:04 pm |
|  | 5.1 October 10, 2018 – attachment   |              |         |
| 6.   | <b>New Business</b>   |              | 7:06 pm |
|  | 6.1 Consideration of Candidates for Board Director – attachment   | N. Pasemko   |         |
|  | 6.2 Audited Financial Statements – attachment   | F. de Kleine |         |
|  | 6.3 Combined Annual Education Results Report for 2017-18 and Three-Year Education Plan for 2018/19 - 2020/21 – attachment | T. Zarowny   |         |
|  | 6.4 Fall Budget Update 2018-19 – attachment   | F. de Kleine |         |
|  | 6.5 Service on Board Committees – attachment  | N. Pasemko   |         |
|  | 6.6 Board Code of Conduct – attachment  | N. Pasemko   |         |
| 7.   | <b>Board Work Plan – attachment</b>   | N. Pasemko   | 9:05 pm |
| 8.   | <b>The Association of Alberta Public Charter Schools</b>  |              | 9:10 pm |
|  | 8.1 Report on Annual General Meeting – attachments  | D. Falk      |         |

**AGENDA**

**Type of Meeting:** Board

**Date:** November 21, 2018

**Page:**2 of 2

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

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- |     |   |            |         |
|-----|---|------------|---------|
| 9.  | <b>Correspondence Sent</b>                  | N. Pasemko | 9:20 pm |
| 10. | <b>Correspondence Received</b>              | N. Pasemko |         |
| 11. | <b>In Camera</b>                            | N. Pasemko | 9:21 pm |
| 12. | <b>New Business (cont'd.)</b>               | N. Pasemko | 9:35 pm |
|     | 12.1 Matters Arising from In Camera Meeting |            |         |
| 13. | <b>Adjournment</b>                          | N. Pasemko | 9:45 pm |

**Next Board Meeting – 7:00 p.m., Wednesday, December 19, 2018**

NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

Type of Meeting: Board

Date: October 10, 2018

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

Approved: DRAFT

Recorded By: Jason Clarke

Secretary \_\_\_\_\_

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**October 10, 2018 7:30 PM**

Board Members Present at Call to Order:

Nicole Pasemko  
CHAIR

Jason Clarke  
DIRECTOR

Dan Hanson  
DIRECTOR

Shari Morin  
DIRECTOR

Vincent Tong  
DIRECTOR

Administration Present:

Don Falk  
SUPERINTENDENT

Ted Zarowny  
PRINCIPAL

**1. Call to Order**

Chair Pasemko called the meeting to order at 7:25 pm.

**2. Statement of Territorial Acknowledgment**

*The Board of Directors of the New Horizons Charter School Society respectfully acknowledges that the land on which we meet is Treaty 6 territory, a traditional home, gathering place, and travelling route for diverse Indigenous Peoples, including Cree, Saulteaux, Blackfoot, Nakota, Sioux, as well as the homeland of the Métis Nation. We recognize our responsibility as Treaty members and honour the heritage and gifts of the First Peoples of this land.*

**3. Adoption of Agenda**

*Motion 2018-10-10-01 Motion to adopt agenda for the Board Meeting  
October 10, 2018.*

*Moved: Director Hanson, Seconded: Director Tong,  
Carried*

**4. Disclosure of Conflict of Interest:**

None

**5. Approval of Minutes**

**5.1 Minutes of September 19, 2018**

DRAFT

Page 1

NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

Type of Meeting: Board

Date: October 10, 2018

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

Approved: DRAFT

Recorded By: Jason Clarke

Secretary \_\_\_\_\_

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*Motion 2018-10-19-02 Motion to approve Board Meeting Minutes of September 19, 2018*

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

## 6. Board Organization

### 6.1 Selection of Officers

Superintendent Falk assumed the role of Chair.

Superintendent Falk called for nominations for the appointment of Board Chair.

Nomination received for Nicole Pasemko.

Superintendent Falk called for a second time for nominations.

Superintendent Falk called for a third time for nominations.

Superintendent Falk called that all nominations have now ceased.

*Motion 2018-10-10-03 Motion to appoint by acclamation Director Pasemko to the position of Board Chair.*

*Moved: Director Morin, Seconded: Director Hanson, Carried*

Director Pasemko assumed the position of Chair.

*Motion 2018-10-10-04 Motion to appoint Director Hanson to the position of Board Vice Chair.*

*Moved: Director Clarke, Seconded: Director Morin, Carried*

NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

Type of Meeting: Board

Date: October 10, 2018

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

Approved: DRAFT

Recorded By: Jason Clarke

Secretary \_\_\_\_\_

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*Motion 2018-10-10-05 Motion to appoint Director Morin to the position of Secretary.*

*Moved: Director Hanson, Seconded: Director Tong, Carried*

*Motion 2018-10-10-06 Motion to appoint Director Tong to the position of Treasurer.*

*Moved: Director Hanson, Seconded: Director Morin, Carried*

## 6.2 Set Regular Meeting Dates

*Motion 2018-10-10-07 Motion to set the following dates as Regular Board Meeting dates:*

- *November 21, 2018*
- *December 19, 2018*
- *January 23, 2019*
- *February 20, 2019*
- *March 13, 2019*
- *April 24, 2019*
- *May 22, 2019*
- *June 19, 2019*

*Moved: Director Hanson, Seconded: Director Tong, Carried*

## 6.2 Board Committees

*Motion 2018-10-10-08 Motion to appoint the following Board and Society Members to serve as the Policies, Guidelines and Bylaws Committee:*

- *Director Clarke*

*Moved: Director Hanson, Seconded: Director Morin, Carried*

NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

Type of Meeting: Board

Date: October 10, 2018

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

Approved: DRAFT

Recorded By: Jason Clarke

Secretary \_\_\_\_\_

- 
- Motion 2018-10-10-09 Motion to appoint the following Board Members to serve as the Personnel Committee:*
- *Director Morin*
  - *Vincent Tong*
  - *(Note: Chair Pasemko must chair this Committee, by Board policy)*

*Moved: Director Hanson, Seconded: Director Clarke, Carried*

- Motion 2018-10-10-10 Motion to appoint the following Board and Society Members to serve as the Survey Committee:*
- *Director Hanson*

*Moved: Director Morin, Seconded: Director Tong, Carried*

- Motion 2018-10-10-11 Motion to appoint the following Board and Society Members to serve as the Public Relations Committee:*
- *Director Morin*
  - *Michelle Macdonald*

*Moved: Director Hanson, Seconded: Director Clarke, Carried*

**7. New Business**

**7.1 Proposed Amendments to Board Policy #305 (Role of Secretary-Treasurer)**

- Motion 2018-10-10-12 Motion that the proposed amendments to Policy #305 (Role of Secretary-Treasurer) be approved as presented.*

*Moved: Director Hanson, Seconded: Director Clarke, Carried*

**7.2 Board Orientation Sessions**

DRAFT

Page 4

NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

Type of Meeting: Board

Date: October 10, 2018

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

Approved: DRAFT

Recorded By: Jason Clarke

Secretary \_\_\_\_\_

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Superintendent Falk spoke to his memo, as attached to the agenda for the meeting. It was decided by consensus to suggest the following as possible dates (in priority order) for Board orientation/development sessions with consultant Becky Kallal: November 7, October 30, November 1, November 8, November 6.

**7.2 Request for Modular Classrooms**

Superintendent Falk spoke to his memo, as attached to the agenda for the meeting. Discussion followed.

*Motion 2018-10-10-13 Motion to direct the Superintendent to request three new modular classrooms from Alberta Education.*

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

**9. Board Work Plan**

The Board reviewed the Work Plan for 2018-19, as attached to the agenda for the meeting.

*Motion 2018-10-10-14 Motion that the Annual General Meeting of the New Horizons Charter School Society be held on November 28, at 7:00 pm.*

*Moved: Director Morin, Seconded: Director Hanson, Carried*

**10. The Association of Alberta Public Charter Schools**

**10.1 Annual General Meeting**

The Board was advised that the Annual General Meeting of TAAPCS will be held in Leduc, AB on October 26 & 27, 2018. Discussion followed.

**12. Correspondence Sent**

None

**13. Correspondence Received**

None



NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

Type of Meeting: Board

Date: October 10, 2018

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

Approved: DRAFT

Recorded By: Jason Clarke

Secretary \_\_\_\_\_

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

*Motion 2018-10-10-15 Motion to move into camera at 9:15 pm.*

*Moved: Director Clarke, Seconded: Director Hanson, Carried*

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

*Motion 2018-10-10-16 Motion to move out of camera at 10:09 pm.*

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

**16. Contract Ratification**

*Motion 2018-10-10-17 Motion to ratify the contract of employment of Employee #0062.*

*Moved: Director Clarke, Seconded: Director Morin, Carried*

**17. Appointments to the Board of Directors**

*Motion 2018-10-10-19 Motion to appoint the following individual as Board Director: Michelle Macdonald to fill the remaining year on the term of resigned Director Phillips.*

*Moved: Director Clarke, Seconded: Director Hanson, Carried*

**18. Adjournment**

Chair Pasemko adjourned the meeting at 10:15 pm.

*Next Board Meeting: 7:00 pm on Wednesday, November 21, 2018.*



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

## MEMORANDUM

November 10, 2018

To: Board of Directors  
From: Don Falk – Superintendent  
Subject: Candidates for Board Director

### Background:

Directors will recall that Board Director Jill Weiss has resigned from her position with one year remaining in her term of service. In accordance with Bylaw 6.1.6.4 of the New Horizons Charter School Society (NHCSS), which reads as follows, the Board therefore has opportunity to appoint a member of the NHCSS to the Board of Directors:

*If there is a resignation, death, or removal of a Director, the Board may appoint a Member to fill a vacancy for the remainder of the term. Any appointment shall be made at the next meeting of the Board. Appointment shall be by majority vote.*

The following four members of the NHCSS have expressed an interest in and willingness to serve as a Director:

- Lauren Adebayo
- Erin Donovan
- Liam Kelly
- Vicki Nielsen

Invitations were extended to the four individuals to speak with the Board prior to the Board meeting on November 21, 2018. At the time of writing, it was anticipated that such an opportunity would enable Directors to learn more about the experiences and skills that each individual would bring to the Board table.

With respect to making a decision regarding the vacant position, the Board is advised of NHCSS Bylaw 6.1.7.7, which reads as follows:

*Each Director present has one (1) vote. Votes are by a show of hands. A Director may request a ballot vote.*

### Recommendations:

The following recommended options are presented for the consideration of the Board of Directors:

1. Option 1: That, having heard from the candidates for a position on the Board of Directors, the Board conduct a vote, during the public meeting, to determine the selected candidate. The

Board is advised that there may be a need to conduct a series of votes in order to reach a majority decision.

2. Option 2: That, prior to conducting a vote during the public meeting, the Board utilize its in camera session to engage in discussion with respect to this matter.



Don Falk – Superintendent

**MEMORANDUM**

November 10, 2018

To: Board of Directors

From: Don Falk – Superintendent

Subject: Audited Financial Statements for Year Ended August 31, 2018

**Background:**

At the time of the writing of this memorandum, the audited financial statements for the year ended August 31, 2018 were not available for inclusion in the Board Meeting Agenda Package. The documents will be presented to the Board of Directors at the Board meeting on November 21, 2018.

In attendance at the meeting will be a representative from Vleeming Vleeming O’Neill Accountants, who will provide comment and answer questions with respect to the audited financial statements.

**Recommendations:**

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

- That the Board of Directors accept and approve the Audited Financial Statements in all material respects as at and for the year ended August 31, 2018 as prepared by Vleeming Vleeming O’Neill Accountants.
- That the Board of Directors approve the transfers of funds as outlined in the Schedule of Changes in Accumulated Surplus for the year ended August 31, 2018.



Don Falk – Superintendent



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

**MEMORANDUM**

November 14, 2018

To: Board of Directors

From: Don Falk – Superintendent

Subject: Combined Annual Education Results Report 2017-18 /  
Three Year Education Plan 2018-19 to 2020-21

**Background:**

Attached for the consideration of the Board of Directors is the draft Annual Education Results Report (AERR) for the 2017-18 school year, combined with the draft Three-Year Education Plan for 2018-19 to 2020-21. Ted Zarowny, Principal, will speak to these documents at the Board meeting on November 21, 2018.

Directors are reminded that a provisional Three-Year Education Plan was approved in the spring of 2018, so as to enable implementation of the Plan as early as possible in the 2018-19 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 2017-18 and Three-Year Education Plan for 2018-19 to 2020-21.

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

Don Falk – Superintendent

Attachment

2018

**Combined Three-Year  
Education Plan 2018-2020  
and  
Annual Education Results  
Report (AERR)  
2017-2018  
New Horizons School**

**Contents**

Combined 2018 Accountability Pillar Overall Summary ..... 44

Accountability Statement..... 55

Foundation Statements..... 66

    Mission Statement..... 66

    Vision Statement..... 66

    Philosophy and Educational Foundations ..... 66

Profile of the School Authority ..... 77

Trends and Issues ..... 88

    Enrolment Growth ..... 88

    Ownership of Sherwood Park Facility and Lands ..... 88

CHARTER GOALS..... 99

Charter Goal 1: Student Learning Is Improved..... 99

**Outcome 1: Students will demonstrate mastery of learner outcomes mandated by the Alberta programs of studies..... 99**

**Outcome 2: Students will become creative risk takers academically..... 1111**

Charter Goal 2: Students Will Benefit From Opportunities for Positive Interaction ..... 1313

**Outcome 1: Students will develop positive interdependence skills. .... 1313**

**Outcome 2: Students will become creative risk takers socially. .... 1414**

Charter Goal 3: Students’ Emotional Needs Are Supported ..... 1515

**Outcome 1: Students will develop independence, self-direction and self-discipline in learning. .... 1515**

**Outcome 2: Students will become creative risk takers emotionally..... 1616**

PROVINCIAL GOALS ..... 1818

Outcome One: Alberta’s students are successful..... 1818

    Outcome One: Alberta’s students are successful (continued) ..... 1819

Outcome Two: Alberta’s education system supports First Nations, Métis, and Inuit students’ success..... 2020

Outcome Three: Alberta’s education system respects diversity and promotes inclusion..... 2121

Outcome Four: Alberta has excellent teachers, and school and school authority leaders ..... 2222

Outcome Five: Alberta’s education system is well governed and managed..... 2323

Summary of Financial Results ..... 2424

Budget Summary ..... 2424

Capital and Facilities Projects / Summary of Facility and Capital Plans ..... 2424

Parental Involvement ..... 2424

---

Average Class Size Report .....	<b>Error! Bookmark not defined.</b>	24
Public Interest Disclosure Report .....		25
Whistleblower Report .....		25
Effective Practices .....		25
Weblink to Educaiton Plan and AERR.....		2525



## Combined 2018 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	84.4	86.9	89.4	89.0	89.5	89.4	Intermediate	Declined	Issue
Student Learning Opportunities	Program of Studies	73.0	75.2	78.3	81.8	81.9	81.7	Intermediate	Maintained	Acceptable
	Education Quality	88.3	92.1	93.5	90.0	90.1	89.9	High	Declined	Acceptable
	Drop Out Rate	8.0	0.0	0.0	2.3	3.0	3.3	Low	Maintained	Issue
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	93.6	97.2	96.5	73.6	73.4	73.3	Very High	Maintained	Excellent
	PAT: Excellence	53.6	49.3	55.4	19.9	19.5	19.2	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
	Work Preparation	77.4	82.8	87.2	82.4	82.7	82.4	Intermediate	Declined	Issue
	Citizenship	80.1	84.1	86.1	83.0	83.7	83.7	High	Declined	Acceptable
Parental Involvement	Parental Involvement	84.2	87.8	87.9	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	74.0	88.7	86.1	80.3	81.4	80.7	Intermediate	Declined Significantly	Issue

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. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. 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).
6. Participation in Provincial Achievement Tests was impacted 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 this event.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted 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 this event.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

## 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.

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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.

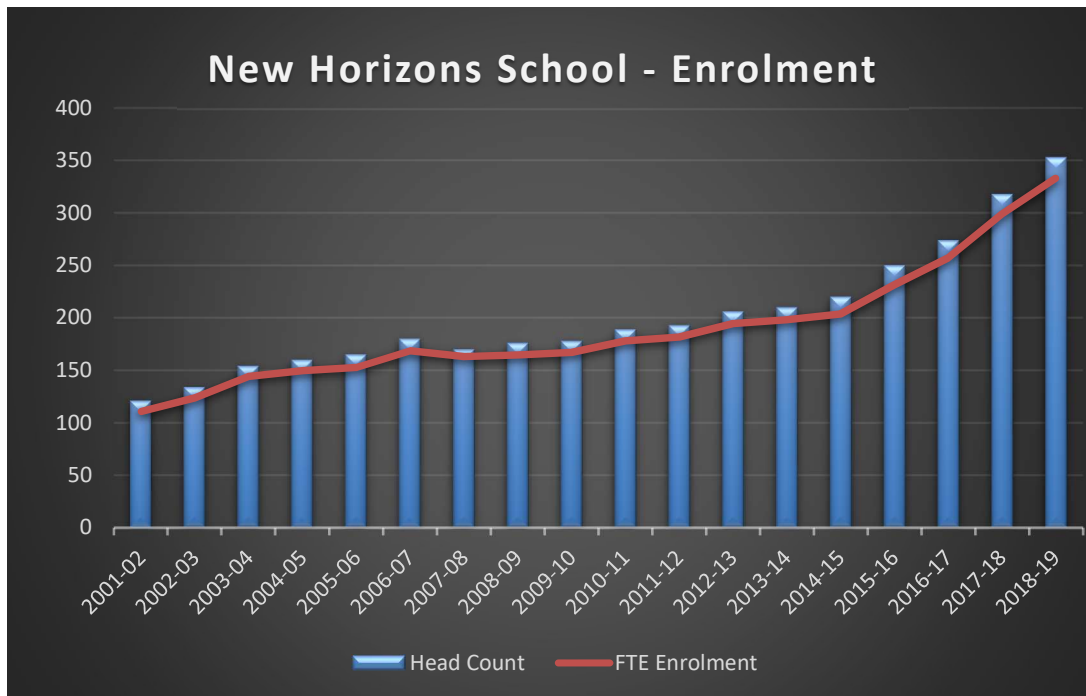
## Profile of the School Authority

New Horizons School is a public charter school serving 353 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 a growing number of 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.

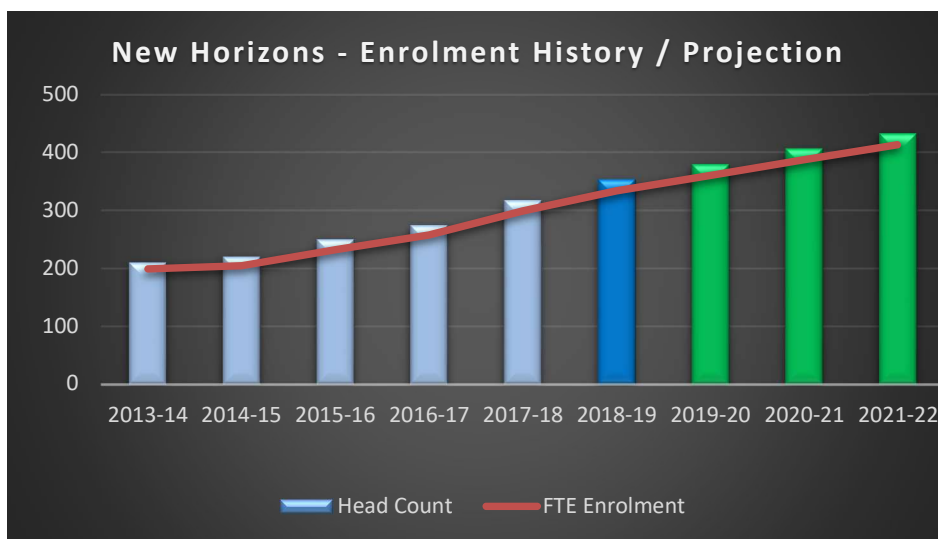
Since its first year, New Horizons School has been on a path of continued growth. In 1995, its first year of operation, New Horizons School had a population of 79 students. In the 22 years since that time, our school has grown by 274 students and currently serves the needs of 353 gifted learners. The chart below shows our growth since 2001.



## Trends and Issues

### Enrolment Growth

Since relocating to Sherwood Park in the 2015-2016 school year, the school’s enrolment has shown a strong upward trend. 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 four years since our return to Sherwood Park, however, enrolment has grown by 60%, with a second class being added at each grade from 1 through 6. As the table below indicates, we expect our population to continue to rise years ahead, with a projected enrolment (head count) of 379 students in 2019-20.



For many years, the school was assigned an enrolment cap of 300 students (not including kindergarten). In response to strong demand for enrolment at the school, the Board submitted a request for a 150-student increase in the enrolment cap to the Minister of Education in November 2016. An increase to 355 full-time-equivalent (FTE) students was received from the Minister in September 2018. It would appear that another request for an enrolment cap increase will be needed in order to accommodate anticipated growth in the years ahead.

### 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 Jeff 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 at the earliest possible date.

## CHARTER GOALS

### 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

Performance Measure	Results (in percentages)			
	2015	2016	2017	2018
<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	68%	60%	71%
<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	92%	82%	86%
<b>School Survey Parents:</b> Percentage of students who feel that their child has the opportunity to work with other students to complete a task or accomplish a goal.	n/a	91.3%	97%	93%
<b>School Survey Students 7-9:</b> Percentage of students who feel that their school provides opportunities for them to interact with and get to know students other than those with whom I usually associate (eg. play, hang out, interact with).	n/a	n/a	n/a	79%
<b>School Survey Students 4-6:</b> Percentage of students who feel they have the skills to interact with and get to know students other than those with whom I usually associate (eg. play, hang out, interact with).	n/a	n/a	n/a	93%
<b>School Survey Students K-3:</b> Percentage of students who feel they get to work with other students at school.	n/a	n/a	n/a	92%
<b>School Survey Students K-3:</b> Percentage of students who feel students in their class treat each other in a nice way.	n/a	n/a	n/a	93%
<b>School Survey Students K-3:</b> Percentage of students who feel that their classmates care about them.	n/a	n/a	n/a	91%
<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.	NHS = 60% Canadian Ave. = 56%	NHS = 74% Canadian Ave. = 73%	NHS = 58% Canadian Ave. = 73%	NHS = 59% 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.	NHS = 75% Canadian Average = 86%	NHS = 77% Canadian Average = 86%	NHS = 80% Canadian Average = 86%	NHS = 78% Canadian Ave. = 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.	NHS = 41% Canadian Ave. = 75%	NHS = 62% Canadian Ave. = 75%	NHS = 60% Canadian Ave. = 75%	NHS = 62% 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.	NHS = 91% Canadian Ave. = 80%	NHS = 85% Canadian Ave. = 80%	NHS = 86% Canadian Ave. = 80%	NHS = 87% Canadian Ave. = 80%

Measure 2: Provincial Achievement Tests Prior Level of Achievement

Grade 9 Language Arts

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

Students Who Wrote English Language Arts Achievement Tests in Both 2018 and 2015	Number of Students		Actual 2015 Grade 6 Results		Actual 2018 Grade 9 Results		Predicted 2018 Grade 9 Results	Difference Between Actual and Predicted 2018 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, 2017	10	36635	81.5	67.7	80.6	68.1	79.1	1.5 (=)	-1.7 to 4.7
Students Enrolled at the School of Reporting As of September, 2016	10	27754	81.5	68.3	80.6	68.7	79.1	1.5 (=)	-1.7 to 4.7

Grade 9 Math

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

Students Who Wrote Mathematics Achievement Tests in English in Both 2018 and 2015	Number of Students		Actual 2015 Grade 6 Results		Actual 2018 Grade 9 Results		Predicted 2018 Grade 9 Results	Difference Between Actual and Predicted 2018 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, 2017	10	32833	81.2	63.2	72.8	55.4	70.9	1.9 (=)	-6.6 to 10.4
Students Enrolled at the School of Reporting As of September, 2016	10	25072	81.2	64.1	72.8	56.6	70.9	1.9 (=)	-6.6 to 10.4

**Comment on Results:**

Consistent with the achievement of our students over the course of many years. Our students achieved at a very high level on the 2018 Provincial Achievement Tests when compared with students across the province. While the average test scores were slightly above the predicted score based on the Prior Level of Achievement, that difference is statistically insignificant and our students in Grade 9 scored as predicted.

**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 **Scholastic Benchmark Assessments** and reading strategies for K-3 reading. Extend to Divisions II & III in 2019-2020
- Investigate using **Star (Renaissance) reading assessment for the Junior High Grades.**

**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
<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	92.3%	95%	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	92.3%	95%	93%
<b>School Survey Parents:</b> Percentage of parents who agree that their child receives classroom work that is appropriately challenging.	81%	85.6%	87%	87%
<b>School Survey Students 7-9:</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	89%
<b>School Survey Students 7-9:</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	92%
<b>School Survey Students 4-6:</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	97%
<b>School Survey Students 4-6:</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	93%
<b>School Survey Students K-3:</b> Percent of students who feel that their teachers let them use their imagination in their school work.	n/a	n/a	n/a	85%
<b>Tell Them From Me Survey Grade 7-9:</b> 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%	NHS = 66% 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.	NHS = 75% Canadian Average =57%	NHS = 61% Canadian Average =41%	NHS = 61% Canadian Average =41%	NHS = 41% 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.	NHS = 41% Canadian Ave. = 41%	NHS = 79% Canadian Ave. = 57%	NHS = 74% Canadian Ave. = 57%	NHS = 71% 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	NHS = 89% Canadian Ave. = 96%	NHS = 93% 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	NHS = 67% Canadian Ave. = 80%	NHS = 68% Canadian Ave. = 80%	NHS = 58% Canadian Ave. = 80%



**Comment on Results:**

- Results of the school survey questions used for this outcome indicate that the school is achieving the outcome.
- Results from the “Tell Them From Me” survey indicate that close to 75% of the junior high students felt academically challenged which is 20% higher than the national average.
- Results from the “Tell Them From Me” survey indicate that 41% of the grade 4-6 students felt academically challenged which is equal to the national average, but a significant drop from previous years.
  - This drop may be the consequence of the unexpected and atypical staffing disruptions that occurred at the grade 6 level during the year.

**Strategies**

- Review Independent Studies (e.g. more challenging, greater student choice, consistency within grades, scope & sequence through the grades).
- Increase Maker Space activities in Learning Commons.
- Increase the number of specialists from the community at appropriate times during the course of the year.
- Ensure new staff are involved in our school's mentorship program
- Ensure new staff receive Gifted 101 training.
- Continue to support and expand Career and Technology Foundations (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*).
- Create/ 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
<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	68%	60%	71%
<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	92%	82%	86%
<b>School Survey Parents:</b> Percentage of students who feel that their child has the opportunity to work with other students to complete a task or accomplish a goal.	n/a	91.3%	97%	93%
<b>School Survey Students 7-9:</b> Percentage of students who feel that their school provides opportunities for them to interact with and get to know students other than those with whom I usually associate (eg. play, hang out, interact with).	n/a	n/a	n/a	79%
<b>School Survey Students 4-6:</b> Percentage of students who feel they have the skills to interact with and get to know students other than those with whom I usually associate (eg. play, hang out, interact with).	n/a	n/a	n/a	93%
<b>School Survey Students K-3:</b> Percentage of students who feel they get to work with other students at school.	n/a	n/a	n/a	92%
<b>School Survey Students K-3:</b> Percentage of students who feel students in their class treat each other in a nice way.	n/a	n/a	n/a	93%
<b>School Survey Students K-3:</b> Percentage of students who feel that their classmates care about them.	n/a	n/a	n/a	91%
<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.	NHS = 60% Canadian Ave. = 73%	NHS = 74% Canadian Ave. = 73%	NHS = 58% Canadian Ave. = 73%	NHS = 59% 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.	NHS = 75% Canadian Average = 86%	NHS = 77% Canadian Average = 86%	NHS = 80% Canadian Average = 86%	NHS = 78% Canadian Ave. = 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.	NHS = 41% Canadian Ave. = 75%	NHS = 62% Canadian Ave. = 75%	NHS = 60% Canadian Ave. = 75%	NHS = 62% 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.	NHS = 91% Canadian Ave. = 80%	NHS = 85% Canadian Ave. = 80%	NHS = 86% Canadian Ave. = 80%	NHS = 87% Canadian Ave. = 80%

#### Comment on Results:

- Results of the school survey questions used for this outcome indicate that the school is achieving the outcome.
  - The survey indicated that students are becoming better at resolving conflicts.
- Results from the “Tell Them From Me” survey indicate that only 60% of the junior high students surveyed accepted and valued by their peers and by others at their school, which is significantly lower than the national average and has been for the last 4 years.
- While results for the grade 4-6 students for the same measure are more favourable, they still remain below the national average.

#### Strategies

- Increase number of special activities for K-3 students.
- Maintain 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 for positive interactions with an emphasis on collaboration.
- Investigate ways to increase house (Earth, Air, Fire, Water) activities and group-building.
- Increase student acceptance by:
  - Helping students from grades 4-9 understand the nature of giftedness and its typical traits including Dabrowski's overexcitabilities.
  - Reinforcing conflict resolution skills.
  - Investigating the use of empathy programs.

**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
<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%	70%
<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%	85%
<b>School Survey Students 4-6:</b> Percentage of students who feel that their school provides opportunities for them to interact with and get to know students other than those with whom I usually associate (eg. play, hang out, interact with).	n/a	n/a	n/a	91%
<b>School Survey Students 7-9:</b> Percentage of students who feel they have the skills to interact with and get to know students other than those with whom I usually associate (eg. play, hang out, interact with).	n/a	n/a	n/a	79%

<p><b>Comment on Results:</b></p> <ul style="list-style-type: none"> <li>Results of the school survey questions used for this outcome indicate that the school is achieving the outcome, but that there still is a need to increase leadership opportunities for students.</li> </ul>
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Seek to expand number of community partners which can provide in-school programming, help and support to students.</li> <li>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.</li> <li>Include leadership skill development in IPP goals where appropriate.</li> <li>Continue to investigate options for a "service learning" component to our program.</li> <li>Increase student involvement in school-wide assemblies.</li> </ul>

**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
<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%	87%
<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%	80%
<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%	77%
<b>School Survey Students 7-9:</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%	59%
<b>School Survey Students 4-9:</b> Percentage of students who agree that Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest them.	n/a	n/a	81%
<b>School Survey Students 7-9:</b> Percentage of students who agree that the school is helping them develop skills to become more independent and self-directed in their learning.	n/a	n/a	89%
<b>School Survey Students 4-6:</b> Percentage of students who agree that the school is helping them develop skills to become more independent and self-directed in their learning.	n/a	n/a	92%
<b>School Survey Students 7-9:</b> Percentage of students who agree that they are able to apply the skills of being more independent and self-directed to their studies in an effective manner.	n/a	n/a	87%
<b>School Survey Students 4-6:</b> Percentage of students who agree that they are able to apply the skills of being more independent and self-directed to their studies in an effective manner.	n/a	n/a	98%
<b>School Survey Students K-3:</b> Percentage of students who agree that they like learning about things in my Independent Study (I.S.) project.	n/a	n/a	94%
<b>School Survey Students K-3:</b> Percentage of students who agree that they are learning to work without much help.	n/a	n/a	95%
<b>Tell Them From Me Survey Grade 7-9:</b> Percentage of students who are interested and motivated in their learning.	NHS = 46% Canadian Average = 34%	NHS = 50% Canadian Average = 34%	NHS = 26% 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 = 78% Canadian Average = 71%	NHS = 78% Canadian Average = 71%	NHS = 78% Canadian Average = 71%
<b>Tell Them From Me Survey Grade 7-9:</b> Percentage of students who put in effort to succeed at school.	NHS = 78% Canadian Average = 71%	NHS = 70% Canadian Average = 73%	NHS = 68% 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 = 86% Canadian Average = 91%	NHS = 97% Canadian Average = 91%	NHS = 91% Canadian Average = 91%

<p><b>Comment on Results:</b></p> <ul style="list-style-type: none"> <li>Results of the school survey questions used for this outcome indicate that, overall, the school is achieving the outcome.</li> <li>Two suggested areas for improvement are: <ul style="list-style-type: none"> <li>Addressing the motivation of the junior high students.</li> <li>Addressing the junior high independent studies model.</li> </ul> </li> </ul>
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Include emphasis on project-based learning within curricular studies; e.g. emphasis on STEAM, robotics, coding, authentic life applications.</li> <li>Review Independent Studies (e.g. more challenging, greater student choice, consistency within grades, scope &amp; sequence through the grades).</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)		
	2016	2017	2018
<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.	80.8%	88%	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.	71.2%	72%	74%
<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).	64.4%	66%	72%
<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.	81.7%	79%	85%
<b>School Survey Students 7-9:</b> Percentage of students who agree that they are able to identify their emotions when they feel them.	n/a	n/a	76%
<b>School Survey Students 4-6:</b> Percentage of students who agree that they are able to identify their emotions when they feel them.	n/a	n/a	87%
<b>School Survey Students 7-9:</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%
<b>School Survey Students 4-6:</b> Percentage of students who agree that they are able to express themselves in appropriate ways while feeling different emotions.	n/a	n/a	87%
<b>School Survey Students 7-9:</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	79%
<b>School Survey Students 4-6:</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%
<b>School Survey Students 7-9:</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	51%
<b>School Survey Students 4-6:</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	86%
<b>School Survey Students K-3:</b> Percentage of students who agree that they can tell when they are feeling sad, upset or happy.	n/a	n/a	94%
<b>School Survey Students K-3:</b> Percentage of students who agree that when they feel sad, upset or happy, they know how to share their feelings in a way that is safe and fair.	n/a	n/a	92%
<b>Tell Them From Me Survey Grade 7-9:</b> Percentage of students who report moderate to high levels of depression.	NHS = 26% Canadian Ave. = 16%	NHS = 34% Canadian Ave. = 16%	NHS = 31% 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 = 22% Canadian Ave. = 17%	NHS = 34% Canadian Ave. = 18%	NHS = 28% 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. = 16%	NHS = 30% Canadian Ave. = 16%	NHS = 31% 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 = 3.6 Canadian Ave. =2.9	NHS = 2.6 Canadian Ave. =2.9	NHS = 3.2 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 = 6.3 Canadian Ave. = 4.9	NHS = 6.8 Canadian Ave. = 4.9	NHS = 6.3 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.	71.9%	86%	

<p><b>Comment on Results:</b></p> <ul style="list-style-type: none"> <li>Results of the school survey questions used for this outcome indicate that, overall, the school is achieving the outcome, but more attention to recognizing student accomplishments.</li> </ul>
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Seek to implement empathy building programs (e.g. Roots of Empathy, inter-generational programs, service dogs).</li> <li>Implement activities to highlight and celebrate student learning activities and accomplishments.</li> <li>Expand on daily mindfulness practice.</li> <li>Investigate other strategies to address student emotional health, e.g. social emotional learning (SEL), resiliency.             <ul style="list-style-type: none"> <li>Pilot and, if possible, implement the use of daily speaking circles.</li> </ul> </li> </ul>

## PROVINCIAL GOALS

### Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	98.0	97.6	94.7	97.2	93.6		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).	63.5	58.3	58.6	49.3	53.6		Very High	Maintained	Excellent			

#### Comment on Results

Results are consistent with the achievement of our students over the course of many years. Our students achieved at a very high level on the 2018 Provincial Achievement Tests when compared with students across the province.

#### 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 One: Alberta's students are successful (continued)

[No Data for Diploma Exam Results]

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
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	8.0		Low	Maintained	Issue			
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			

#### Comment on Results

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

The data show that, for the four years preceding the most recent year, the cohort was either too small to measure or included no students who dropped out. In the most recent year, one student (i.e. 8% of the cohort) is identified as having dropped out after leaving New Horizons School. This lone incident accounts for the respective designations of "Low" and "Issue." (Note that it is also possible that the student left the province. Such a student would not appear the Alberta student data base in the following year. Although Alberta Education has an algorithm to account for such departures, Administration suggests that the algorithm may not be applicable to a small cohort such as ours.)

#### Strategies

Given that drop-outs have historically not been an issue, and given the above analysis, we will continue to provide the academic/social/emotional support to students they currently receive so that they continue to be successful when they leave our school.

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

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	85.5	87.8	86.4	84.1	80.1		High	Declined	Acceptable			
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.	81.3	91.7	87.2	82.8	77.4		Intermediate	Declined	Issue	85%		

**Comment on Results**

- Responses were received from 56 parents (41 grades 4-6; 15 grades 7-9) and 12 teachers.
- Among parents of students enrolled in grades 7-9, responses to the lone survey statement in this category, during the past five-year period, were lowest in 2018. In 2018, 33% of respondents (i.e. 5 of the 15 respondents) stated they were “dissatisfied” or “very dissatisfied” with the extent to which their child is taught attitudes and behaviours to be successful at work when he or she leaves school.
- Among teachers, responses to the lone survey statement in this category, during the past five-year period, were lowest in 2018. In 2018, 17% of respondents (i.e. 2 of the 12 teachers who responded) stated they were “dissatisfied” with the extent to which students are taught attitudes and behaviours to be successful at work when they leave school.
- As has been suggested previously, the key issue appears to be in grades 7-9, where responses from parents were lowest in 2018. Given that responses from teachers were also lowest in 2018, it is suggested that the staffing disruption and uncertainty that existed in the junior high grades for several months surrounding the survey period in 2018 had an impact on the survey results.

**Strategies**

- Seek to implement empathy building programs (e.g. Roots of Empathy, inter-generational programs, service dogs).
- 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.
- Use assemblies to introduce positive attitudes and behaviors to the whole school, followed up with in-class activities to reinforce the skills and concepts.
- Plan for and implement an “Employer Day” for junior high students in which students experience first-hand the behaviours and attitudes employers value in their employees.



## 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		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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		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		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			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of self-identified FNMI 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 self-identified FNMI students aged 14 to 18	n/a	n/a	n/a	*	n/a		n/a	n/a	n/a			
High school to post-secondary transition rate of self-identified FNMI 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 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of self-identified FNMI 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			

<b>Comment on Results</b>
<b>Strategies</b>
<ul style="list-style-type: none"> <li>Secure the services of an elder for monthly classroom visits/teachings.</li> <li>Use <i>Supporting Awareness, Understanding and Application of Indigenous Foundational Knowledge: A PLANNING AND IMPLEMENTATION TOOL</i> to develop a school-wide plan for promoting indigenous understanding.</li> </ul>

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	87.3	90.2	91.2	86.9	84.4		Intermediate	Declined	Issue			

**Comment on Results**

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

Among parents of students enrolled in grades 7-9, responses to all five survey questions in this category, during the past five-year period, were lowest in 2018. (Note, however, that of the 15 parents who submitted responses, 2 typically indicated disagreement with the survey statements in 2018. In previous years, there were typically 0 or 1 disagreements.) Overall, parent responses to the five related questions ranged from 88% in agreement to 93% in agreement.

Among teachers, there was typically no disagreement with the survey statements in this section during the four-year period preceding 2018. In 2018, however, one teacher disagreed with one of the five survey statements and two teachers disagreed with another of the statements. There was also a higher-than-usual level of “Don’t Know” in response to the statement on safety “to and from school.” Additionally, the surveys were taken at a time when two teachers (i.e. potential respondents) were new to the school and were filling temporary positions.

Among students enrolled in grades 7-9, responses to four of the five survey questions in this category, during the past five-year period, were lowest in 2018.

- Other students treat me well. (65%)
- My teachers care about me. (74%)
- I feel safe on the way to and from school. (78%)
- I feel safe at school. (70%)
- I am treated fairly by adults at my school. (65%)

**Strategies**

- Maintain a Mental Health day/week that accesses community resources and resources from Alberta Health Services to address the following topics:
  - Depression and anxiety.
  - Creating a sense of belonging and inclusion.
- Provide greater emphasis on relationship building/conflict resolution in the classroom at the junior high level.
- Re-survey grade 7-9 students before December 2018 using the five questions related to this measure, so as to:
  - Allow for elaboration to gain insight into the issues.
  - Generate specific strategies that address concerns and issues raised.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	78.1	78.0	81.5	75.2	73.0		Intermediate	Maintained	Acceptable			

### Comment on Results

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

Responses were received from 59 parents (44 grades 4-6; 15 grades 7-9), 13 teachers, and 139 students (99 grades 4-6; 40 grades 7-9).

Among parents of students enrolled in grades 7-9, responses to six of the eight survey statements in this category, during the past five-year period, were lowest in 2018.

Greatest dissatisfaction was reported with respect to learning opportunities in the following subject areas: Drama, Art, Second Language. Conversely, satisfaction with learning opportunities in Music improved significantly in 2018.

Among students enrolled in grades 7-9, responses to three of the eight survey questions in this category, during the past five-year period, were lowest in 2018 (i.e. Computers, Art, Second Language). Drama also declined significantly.

On the other hand, satisfaction with learning opportunities in Music improved significantly and there was greater satisfaction with the variety of courses available at the school.

### Strategies

- Maintain a music specialist position for K-9.
- Plan for the development of alternate Career and Technology Foundations and Option courses to offer increased variety.
- Create a drama club and offer Drama as an option course for Grades 7-9. (Note: four students signed up for this option in 2018-19).
- Investigate and potentially host a tri-district Model United Nations Debate.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	78.7	84.4	85.2	88.7	74.0		Intermediate	Declined Significantly	Issue			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	83.7	85.8	90.2	87.8	84.2		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90.9	92.6	95.7	92.1	88.3		High	Declined	Acceptable			

### Comment on Results

(an assessment of progress toward achieving the target)

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

Responses were received from 59 parents (44 grades 4-6; 15 grades 7-9), 13 teachers, and 139 students (99 grades 4-6; 40 grades 7-9).

Among parents of students enrolled in grades 7-9, responses to four of the six survey statements in this category, during the past five-year period, were lowest in 2018.

Despite this result, all but one (93%) of the grade 7-9 parents who responded stated that they were satisfied or very satisfied with the quality of education their child is receiving at the school. Nevertheless, three grade 7-9 parents (20%) stated that they were dissatisfied or very dissatisfied with the quality of teaching at the school.

Among parents of grade 4-6 students, 93% were satisfied or very satisfied with the quality of education their children are receiving; 84% were satisfied or very satisfied with the quality of teaching. This means that four parents who were satisfied with the overall quality of education were not satisfied with the quality of teaching.

In the four years prior to 2018, 100% of teachers expressed agreement or strong agreement with respect to all six response statements in this category. In 2018, one teacher (8%) responded with disagreement or strong disagreement to five of the six statements.

Among grade 4-6 students, 92% stated that their teachers are “good” or “very good” and 93% stated that they think the school is “good” or “very good.” This is consistent with responses over the past 5 years.

Among grade 7-9 students, 88% stated that the quality of teaching is “good” or “very good” and that the education they are receiving is “good” or “very good.” This is consistent with responses over the past 5 years.

A possible cause for the decline in some satisfaction measures was the staffing instability and uncertainty that developed at a point during the 2017-18 school year, most particularly during the survey period.

### Strategies

- Complete modernization of the school facility.
- Organize a Grand Re-opening Celebration following completion of the modernization project.
- Undertake the installation 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)
- Participate in the Alberta Research Network.
- Explore possibilities for re-branding the school (e.g. new school name).
- Continue supporting the new teacher mentorship program.
- Work in conjunction with the Elk Island Transportation and Strathcona County to revise and implement a new drop-off and pick-up procedure.
- Initiate a playground committee to plan for and create an expanded play area for all students.
- Initiate a healthy schools committee to review the current status of healthy food in the school and make recommendations to decrease the amount of unhealthy food.

## Summary of Financial Results

*To be completed following approval of Audited Financial Statements for period ended August 31, 2018.*

## Budget Summary

*To be completed following approval of Fall Budget for 2018-19.*

## 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. The project was completed in late November 2017, with the one-year warranty period about to expire as this report is being written (November 2018). The purchase of furniture and equipment, as well as attending to deficiencies, have occurred throughout the past year and continue at the present time.

A new modular classroom was awarded to the school in February 2018. Following a period of planning and construction, the modular was installed in the Fall of 2018 and is scheduled to be available for classes in late November 2018.

In order to address anticipated growth in the years ahead, the school's current Capital Plan calls for three additional classrooms, either as new construction or as modular structures. Accordingly, a request for three new modular classrooms was submitted to Alberta Education in October 2018. Prior to the submission of this request, the school's current capacity was recalculated as being 341 students, substantially below the 389 students that was estimated earlier. Three additional modulars would raise the school's capacity to approximately 416 FTE students, which is consistent with the school's anticipated enrolment (413 FTE students) when the "twinning" of classes (i.e. two classes per grade) reaches grade 9.

A copy of the school's Three-Year Capital Plan 2019-20 to 2021-22 can be found [here](#).

## Parental Involvement

Approximately thirty-five parents, staff members, and students participated in a Stakeholder Forum held on February 5, 2018. 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 the Board of Directors. The results were then included among the data considered at a Board Planning Retreat, held on 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.

## Average Class Size Report (2017-2018)

The Average Class Size Report can be found [here](#).

## Public Interest Disclosure Report

The Public Interest Disclosure Report can be found by following this link:  
<https://www.newhorizons.ca/wp-content/uploads/2018/08/201808011112.pdf>

## Whistleblower Report

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 2017-18 school year.

## 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 the Edmonton Debate Camp during the summer.

## Web Link to the Combined 3-Year Education Plan 2018-2020 and Annual Education Results Report (AERR) 2017-2018

*To be completed following approval of the combined Annual Education Results Report and Three-Year Education Plan.*



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

**MEMORANDUM**

November 14, 2018

To: Board of Directors

From: Don Falk – Superintendent

Subject: Update to Budget for 2018-19

**Background:**

Approval of the 2018-19 budget was provided at the Board meeting of May 30, 2018. In keeping with Alberta Education requirements, however, a budget update is prepared in the fall of each school year, so as to respond to student 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 2018-19 school year. Secretary-Treasurer Fred de Kleine will speak to the Budget Update at the Board meeting on November 21, 2018.

**Recommendation:**

It is recommended that the Board of Directors approve the Fall Budget Update for the 2018-19 school year.

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

Don Falk – Superintendent

Attachment

## 6015 New Horizons Charter School Society

School Jurisdiction Code and Name

### FALL 2018 UPDATE TO THE 2018/2019 BUDGET: Page 1

	Fall 2018 Update to the Budget 2018/2019	Spring 2018 Budget Report 2018/2019	Variance	% Variance
<b>OPERATIONS (SUMMARY)</b>				
<b>Revenues</b>				
Alberta Education	\$3,581,589	\$3,414,260	\$167,329	4.9%
Other - Government of Alberta	\$0	\$0	\$0	0.0%
Federal Government and First Nations	\$0	\$0	\$0	0.0%
Other Alberta school authorities	\$0	\$14,673	(\$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	\$66,493	\$67,943	(\$1,450)	-2.1%
Other sales and services	\$3,500	\$3,500	\$0	0.0%
Investment income	\$5,000	\$5,000	\$0	0.0%
Gifts and donation	\$25,000	\$25,000	\$0	0.0%
Rental of facilities	\$31,290	\$22,000	\$9,290	42.2%
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>\$3,712,872</b>	<b>\$3,552,376</b>	<b>\$160,496</b>	<b>4.5%</b>
<b>Expenses By Program</b>				
Instruction - Early Childhood Services	\$141,562	\$161,355	(\$19,793)	-12.3%
Instruction - Grades 1 - 12	\$2,880,615	\$2,779,264	\$101,351	3.6%
Plant operations and maintenance	\$296,820	\$285,760	\$11,060	3.9%
Transportation	\$125,599	\$117,981	\$7,618	6.5%
Board & system administration	\$232,972	\$193,327	\$39,645	20.5%
External services	\$11,181	\$11,181	\$0	0.0%
<b>Total Expenses</b>	<b>\$3,688,749</b>	<b>\$3,548,868</b>	<b>\$139,881</b>	<b>3.9%</b>
Annual Surplus (Deficit)	\$24,123	\$3,508	\$20,615	587.7%
<b>Expenses by Object</b>				
Certificated salaries & wages	\$1,722,898	\$1,788,979	(\$66,081)	-3.7%
Certificated benefits	\$414,452	\$411,050	\$3,402	0.8%
Non-certificated salaries & wages	\$314,210	\$331,717	(\$17,507)	-5.3%
Non-certificated benefits	\$89,916	\$103,827	(\$13,911)	-13.4%
Services, contracts and supplies	\$1,123,173	\$889,195	\$233,978	26.3%
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	\$6,350	\$6,350	\$0	0.0%
Losses on disposal of tangible capital assets	\$0	\$0	\$0	0.0%
Other expenses	\$0	\$0	\$0	0.0%
<b>Total Expenses</b>	<b>\$3,688,749</b>	<b>\$3,548,868</b>	<b>\$139,881</b>	<b>3.9%</b>
<b>Accumulated Surplus from Operations (Projected)</b>				
Accumulated Surplus from Operations - August 31, 2018	\$915,000	\$874,088	\$40,912	4.7%
Accumulated Surplus from Operations - August 31, 2019	\$450,000	\$445,346	\$4,654	1.0%
Capital Reserves - August 31, 2018	\$110,355	\$110,355	\$0	0.0%
Capital Reserves - August 31, 2019	\$560,355	\$560,355	\$0	0.0%
<b>Certificated Staff FTE's</b>				
School based	19.8	19.7	0.1	0.5%
Non-school based	0.5	0.5	(0.0)	-1.0%
<b>Total Certificated Staff FTE's</b>	<b>20.3</b>	<b>20.2</b>	<b>0.1</b>	<b>0.5%</b>
<b>Non-Certificated Staff FTE's</b>				
Instructional	9.2	9.3	(0.1)	-0.8%
Plant operations & maintenance	-	0.0	-	0.0%
Transportation	-	0.0	-	0.0%
Other non-instructional	1.0	0.6	0.4	66.7%
<b>Total Non-Certificated Staff FTE's</b>	<b>10.2</b>	<b>9.9</b>	<b>0.3</b>	<b>3.3%</b>

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

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

**\*\*Please complete the attached Comment Sheet to provide information regarding any material (>5% for revenues, expenses, fees, reserves, and surpluses, or >3% for staffing & enrolment) changes from the Spring Budget to the Fall forecast as identified in yellow above as well as any other pertinent information.**



**6015 New Horizons Charter School Society**

School Jurisdiction Code and Name

**FALL 2018 UPDATE TO THE 2018/2019 BUDGET: Page 2**

	Fall 2018 Update to the Budget 2018/2019	Spring 2018 Budget Report 2018/2019	Variance	% Variance
<b>FEE &amp; SALES TO PARENTS &amp; STUDENTS</b>				
<b>Fees</b>				
Transportation	\$0	\$0	\$0	0.0%
Basic instruction supplies	\$18,618	\$19,048	(\$430)	-2.3%
Lunchroom Supervision & Activity Fees	\$28,100	\$28,270	(\$170)	-0.6%
Technology user-fees	\$0	\$0	\$0	0.0%
Alternative program fees	\$0	\$0	\$0	0.0%
Fees for optional courses	\$4,420	\$4,560	(\$140)	-3.1%
ECS enhanced program fees	\$0	\$0	\$0	0.0%
Activity fees	\$15,355	\$16,065	(\$710)	-4.4%
Other fees to enhance education	\$0	\$0	\$0	0.0%
Extra-curricular fees	\$0	\$0	\$0	0.0%
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>\$66,493</b>	<b>\$67,943</b>	<b>(\$1,450)</b>	<b>-2.1%</b>
<b>Other Sales to Parents &amp; Students</b>				
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	\$1,500	\$1,500	\$0	0.0%
Bulk Supply Sales	\$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>\$3,500</b>	<b>\$3,500</b>	<b>\$0</b>	<b>0.0%</b>
<b>Grades 1 - 12</b>				
Eligible funded students - Grades 1 to 9	314.0	319.0	(5.0)	-1.6%
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>314.0</b>	<b>319.0</b>	<b>(5.0)</b>	<b>-1.6%</b>
<b>Early Childhood Services (ECS)</b>				
Eligible funded children - ECS	39.0	40.0	(1.0)	-2.5%
Other children	-	0.0	-	0.0%
Program hours	475.0	475.0	-	0.0%
ECS FTE's Enrolled	19.5	20.0	(0.5)	-2.5%

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

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

**\*\*Please complete the attached Comment Sheet to provide information regarding any material (>5% for revenues, expenses, fees, reserves, and surpluses, or >3% for staffing & enrolment) changes from the Spring Budget to the Fall forecast as identified in yellow above as well as any other pertinent information.**

**6015 New Horizons Charter School Society**

School Jurisdiction Code and Name

**FALL 2018 UPDATE TO THE 2018/2019 BUDGET**

**Comments/Explanations of changes from original Spring 2018/2019 Budget Report:**

**Explain any changes in revenue or fee items >5% (any highlighted items in cells S10-S24 on Page 1 or cells S10 - S22 and S26 - S40 on Page 2):**

S13 - No anticipated revenues during this period.

S21 - Additional revenues expected for facility rental

**Explain any changes in program expenses >5% (any highlighted items in cells S27 - S32 on Page 1):**

S27 - Reallocation of staffing

S30 - Additional Parent Provided Transportation

S31 - Increase Secretary-Treasurer from .60 to 1.00 FTE

**Explain any changes in expenses by object >5% (any highlighted items in cells S37 - S48 of Page 1):**

S39 - Changes due to staff changes

S40 - Changes due to staff changes

S41 - Deferred Revenue for F&E, CTS

**Explain any changes in projected Accumulated Operating Surplus and Capital Reserves as at August 31, 2018 or August 31, 2019 by >5% (any highlighted items in cells S52 - S55 on Page 1):**

**Explain change in total certificated staff >3% (if cell S58 or S59 on Page 1 is highlighted) or non-certificated staff >3% (any highlighted items in cells S63 - S66 on Page 1):**

S66 - Due to Secretary Treasurer time increased from .60 to 1.00 FTE

**Explain change in enrolment >3% (if cell S48 or cell S54 on Page 2 is highlighted):**

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

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

**MEMORANDUM**

November 10, 2018

To: Board of Directors

From: Don Falk - Superintendent

Re: Service on Board Committees – Expressions of Interest

**Background:**

In keeping with a request made at the Board meeting of October 10, 2018, an invitation to express interest in serving on Board committees was sent to parents on October 12, 2018. The following parents have responded by indicating their willingness and interest in serving on a Board committee:

- Stephen Abioye – Public Relations Committee
- Chris Burrows – Audit Committee
- Denise Jolley – Policies, Bylaws and Guidelines Committee
- Theresa Nobis – Policies, Bylaws and Guidelines Committee
- Andrea Palmer – Public Relations Committee

Attached for the information of the Board is the list of Board committee membership, as at the Board meeting of October 10, 2018.

**Recommendation:**

It is recommended that the Board of Directors give consideration to the expressions of interest that have been received with respect to service on Board committees.



Don Falk – Superintendent

Attachment

# BOARD OFFICERS & COMMITTEES

2018-10-10

Position / Committee	2016 - 17	2017-18	2018-19
<b>Chair</b>	Jill Weiss	Nicole Pasemko	Nicole Pasemko
<b>Vice Chair</b>	Nicole Pasemko	Dan Coles	Dan Hanson
<b>Secretary</b>	Will Watson	Michelle Macdonald	Shari Morin
<b>Treasurer</b>	Trevor Panas	Trevor Panas	Vincent Tong
<b>Audit Committee</b>			
<i>Membership: Board Treasurer</i>	Trevor Panas	Trevor Panas	Vincent Tong - Chair
<i>(must chair); 2 or more Board</i>	Inna Mackay	Elaine Phillips	
<i>members; 2 community members</i>	Michelle Macdonald	Vicki Nielsen	
<i>as specified in Policy</i>	Brandi Mah		
<b>Policies, Guidelines, Bylaws Cmte</b>			
<i>Membership: Unspecified; Board</i>	Jill Weiss	Jill Weiss	Jason Clarke
<i>member must chair</i>	Trevor Panas	Nicole Pasemko	
	Nicole Pasemko	Shari Morin	
	Brandi Mah		
<b>Personnel Committee</b>			
<i>Membership: Board members</i>	Jill Weiss	Nicole Pasemko	Nicole Pasemko - Chair
<i>only; unspecified number; Board</i>	Inna Mackay	Jill Weiss	Shari Morin
<i>Chair must chair</i>	Nicole Pasemko	Inna Mackay	Vincent Tong
		Elaine Phillips	
<b>Survey Committee</b>			
<i>Membership: Board members</i>	Jill Weiss	Dan Coles	Dan Hanson
<i>only; unspecified number</i>	Will Watson	Jill Weiss	
		Trevor Panas	
<b>Public Relations Committee</b>			
<i>Membership: Unspecified;</i>	Jill Weiss	Jill Weiss	Nicole Pasemko
<i>School Council &amp; FANHS to be</i>	Nicole Pasemko	Nicole Pasemko	Michelle Macdonald
<i>invited to submit representation;</i>	Michelle Macdonald	Shari Morin	Shari Morin
<i>Board member must chair</i>	Vickie Qualie	Sandra Summers	



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

**MEMORANDUM**

November 10, 2018

To: Board of Directors

From: Don Falk - Superintendent

Re: Board Member Code of Conduct

**Background:**

Board Policy 101 (attached) establishes a Code of Conduct for members of the Board of Directors. In order to affirm their understanding of the Code of Conduct and of the details referenced in Policy 101, Directors have made it a practice to sign a copy of Policy 101 and to file the signed copy with the Board Secretary.

**Recommendations:**

It is recommended that members of the Board of Directors sign a copy of Policy 101 (Role of the Board and Board Member Code of Conduct) and submit it to the Board Secretary for filing.

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

Don Falk

Attachment

**POLICIES**

**Approved:** 2009-06-10

**Policy:** #101

**Amended:**

**Section:** Board Governance

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**#101 Role of the Board and Board Member Code of Conduct**

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**POLICY STATEMENT**

The Board of NHCSS will function as the governing Board of the School. The Board shall provide overall direction and leadership for the School. Board members shall conduct themselves in an ethical and responsible manner.

**GUIDELINES**

1. The Board is responsible for:
  - a. Ensuring that the practices of the School and the Board are consistent with applicable legislation, the Charter, Board policies, and contractual obligations.
  - b. Developing policies.
  - c. Developing Bylaws of NHCSS.
  - d. Appointing and evaluating a Superintendent as the Chief Education Officer of the School.
  - e. Appointing a Secretary Treasurer as the Chief Financial Officer of the School.
  - f. In conjunction with the Superintendent, appointing a Principal of the School.
  - g. Directing and monitoring the finances of the School including approving the annual budget and audited financial statements.
  - h. Evaluating the levels of satisfaction held by students, parents and staff.
  - i. Establishing Board committees.
  
2. Board members shall:
  - a. Be aware of their legal and fiduciary responsibilities.
  - b. Be informed about current issues and participate actively in decision making.
  - c. Act in the best interest of the school community.
  - d. Abide by and support all decisions of the board.
  - e. Declare conflicts of interest and excuse themselves from Board deliberations.
  - f. Be aware that communication of Board decisions is the responsibility of the Chair.
  - g. Maintain the confidentiality of the business of the Board.
  - h. Act in a respectful and responsible manner when dealing with the school community.

### Board of Directors – Work Plan for 2018-19

<b>September</b>	<ul style="list-style-type: none"> <li>▪ Adopt Board Work Plan for 2018-19 <input checked="" type="checkbox"/></li> <li>▪ Set date for October Board meeting <input checked="" type="checkbox"/></li> <li>▪ Receive report on provincial achievement test results (closed meeting) <input checked="" type="checkbox"/></li> <li>▪ Receive Counsellor's Report for 2017-18 School Year <input checked="" type="checkbox"/></li> <li>▪ <input type="checkbox"/></li> </ul>
<b>October</b>	<ul style="list-style-type: none"> <li>▪ Conduct SGM; hold Board elections <input checked="" type="checkbox"/></li> <li>▪ Elect Board executive officers (must be within one week of SGM) <input checked="" type="checkbox"/></li> <li>▪ Select members for Board standing committees <input checked="" type="checkbox"/></li> <li>▪ Set dates for Board meetings (motion required) <input checked="" type="checkbox"/></li> <li>▪ Notify Service Alberta of change in executive officers <input type="checkbox"/></li> <li>▪ Sign Board Member Code of Conduct – Policy #101 <input type="checkbox"/></li> <li>▪ Receive Accountability Pillar Results Report for October 2018 <input type="checkbox"/></li> <li>▪ Attend TAAPCS Annual General Meeting <input checked="" type="checkbox"/></li> <li>▪ Receive enrolment report for September 30, 2018 <input checked="" type="checkbox"/></li> <li>▪ Conduct initial orientation session for new Board members <input checked="" type="checkbox"/></li> <li>▪ Submit request to Alberta Education for modular classrooms <input checked="" type="checkbox"/></li> <li>▪ Set date for NHCS Society AGM <input checked="" type="checkbox"/></li> <li>▪ <input type="checkbox"/></li> <li>▪ <input type="checkbox"/></li> </ul>
<b>November</b>	<ul style="list-style-type: none"> <li>▪ Conduct AGM of NHCS Society <input type="checkbox"/></li> <li>▪ Approve final Three-Year Education Plan 2018-19 to 2020-21 <input type="checkbox"/></li> <li>▪ Approve revised budget for 2018-19 <input type="checkbox"/></li> <li>▪ Approve Annual Education Results Report 2017-18 <input type="checkbox"/></li> <li>▪ Approve Audited Financial Statement Year Ending Aug 31/18 <input type="checkbox"/></li> <li>▪ Receive Report #1 from School Council <input type="checkbox"/></li> <li>▪ <input type="checkbox"/></li> <li>▪ <input type="checkbox"/></li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li>▪ Receive Class Size Report for 2018-19 <input type="checkbox"/></li> <li>▪ Set date for March Board Planning Retreat <input type="checkbox"/></li> <li>▪ <input type="checkbox"/></li> <li>▪ <input type="checkbox"/></li> </ul>
<b>January</b>	<ul style="list-style-type: none"> <li>▪ Receive Quarterly Financial Report for Sep - Nov 2018 <input type="checkbox"/></li> <li>▪ Review Policy 210 and associated Student Code of Conduct <input type="checkbox"/></li> <li>▪ Approve school calendar for 2019-20 in principle <input type="checkbox"/></li> <li>▪ <input type="checkbox"/></li> <li>▪ <input type="checkbox"/></li> </ul>
<b>February</b>	<ul style="list-style-type: none"> <li>▪ Provide final approval of school calendar for 2019-20 <input type="checkbox"/></li> <li>▪ Stakeholder Forum – Gather input on possible Education Plan priorities <input type="checkbox"/></li> <li>▪ Prepare breakfast for school staff – Feb 15 <input type="checkbox"/></li> <li>▪ Receive mid-year progress report on Three-Year Education Plan 2018-21 <input type="checkbox"/></li> <li>▪ <input type="checkbox"/></li> </ul>

<b>March</b>	<ul style="list-style-type: none"> <li>▪ Board Retreat – Identify priorities for upcoming Education Plan <input type="checkbox"/></li> <li>▪ Approve Three-Year Capital Plan for 2019-20 to 2021-22 <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>▪ Administer Board-developed Stakeholder Survey <input type="checkbox"/></li> <li>▪ Receive Quarterly Financial Report for Dec 2018 – Feb 2019 <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 2019-20 <input type="checkbox"/></li> <li>▪ Receive Accountability Pillar Results Report for May 2019 <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 2018-19 <input type="checkbox"/></li> <li>▪ Receive Quarterly Financial Report for Mar – May 2019 <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 2019 Board meeting <input type="checkbox"/></li> <li>▪ Set date for Summer 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>▪ <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> <li>▪ <input type="checkbox"/></li> </ul>



**MEMORANDUM**

November 14, 2018

To: Board of Directors

From: Don Falk – Superintendent

Subject: Report on The Association of Alberta Public Charter Schools

**Background:**

The Annual General Meeting (AGM) of The Association of Alberta Public Charter Schools (TAAPCS) was held in Leduc on October 27, 2018. Attached for the information of the Board are the draft minutes of the AGM and the 2017-18 TAAPCS Annual Report.

Also attached is a letter (2018-10-15) from TAAPCS Board Chair Ron Koper to Education Minister David Eggen, in which several concerns held by TAAPCS are discussed.

The AGM was preceded by three additional events:

- A meeting of charter school superintendents, held on October 26, 2018.
- A banquet held on the evening of October 26, at which this year's winners of the Halvar Jonson Award were recognized. Included among those being recognized was Coleen Taylor, the founding parent of New Horizons School and the person most instrumental in the founding of TAAPCS.
- A meeting of the Directors' Committee, consisting of the charter board directors who attended the AGM, held on the morning of October 27.

Members of the New Horizons' Board who attended the banquet and/or the AGM may wish to comment on these events, as well as on the letter sent to Minister Eggen at the Board meeting of November 21, 2018.

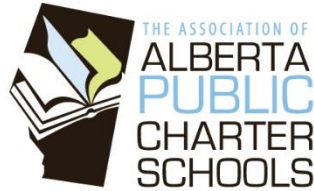
**Recommendations:**

It is recommended that the report on The Association of Alberta Public Charter Schools be received as information.



Don Falk – Superintendent

Attachments (3)



## **ANNUAL GENERAL MEETING**

**Friday/Saturday, Oct. 26/27, 2018**  
**Best Western Denham Inn & Suites**  
**5207 – 50 Ave., Leduc, AB**

### **OCT. 27, 2018**

#### **CALL TO ORDER: 8:35 a.m.**

Attendees: Alberta Education: Garret Doll; Almadina: Haytham Ghouriri, Abdal Houmsi, Samir Jalloul, Ammar Mahdi, Glenn McClure, Osama Merhi, Mohamed Salih; Aurora: Marcy D'Agostini, Arlene Huhn, Robert Kossick, Paul Wozny; CAA: Dale Erickson, Cole Jordan; CAPE: Janine Bide, Teresa DiNinno; CGS: Gary Care, Christine Jackson, Dianne McBeth, Natalya Nicholson, Margo Purcell; Connect: Chris Gilmour, Ron Koper, Myra Penberthy; FFCA: Andrew Chu, Kurtis Leinweber, Cindy McGlashan-Beaucage, Roger Nippard, Meredith Poole, Faruq Suleman; MECCS: Anita LeMoignan, Ed Wittchen; NHCS: Don Falk, Dan Hanson, Michelle McDonald, Shari Morin; Suzuki: Heather Christison, Treena Gish, Lynne Paradis, Boris Vidal; Valhalla: Paul Gibson; Westmount: Joe Frank, Diane Shirra; TAAPCS: Kath Rhyason

#### **DIRECTORS' MEETING**

Chair Ron Koper went over the three ground rules for the day's meetings:

- Shared Success
- Generous Listening
- Speak Straight, with Respect

**PRESENTATION:** "How to Make Friends and Influence Legislators" – CGS Vice-Chair Margo Purcell  
Margo presented 5 key points related to the relationship-building necessary for influence: 1. advocating, 2. assume positive intentions, 3. mindset, 4. multi-partisan approach, and 5. find common ground. Before meeting with a legislator, do your research: find out their interests and what they are engaged in, learn about them as a person and familiarize yourself with their work as a legislator. Remember the acronym EPIC: E = engage (with a dramatic fact), P = problem (e.g. Act to Reduce School Fees), I = Inform (provide a possible solution) and C = Concrete yes or no question. Other tips for effective meetings: prepare an agenda, agree on roles of participants, practice speaking, prepare your materials, share your story, be concise, know both sides, avoid and argument, make the issue real (connect to people over facts), make a clear request, take a photo, follow up with a thank you, report at your next Board meeting, look for the next engagement opportunity. Note: email petitions are easily dismissed; individual letters (not form letters) are far more effective.

#### **SUPERINTENDENTS' MEETING REPORT**

Much discussion at the Friday Superintendents' meeting revolved around the role of CASS vs. TAAPCS in relation to the Superintendent Compensation issue. It is unfair that Charter Schools are in the lowest band while there are some Francophone authorities with fewer students at a higher level. Boards are cautioned to keep conversations at a high level and centre on the limitation of local Board autonomy, not specific dollar values.

## ANNUAL GENERAL MEETING

- 1.1 Introductions
- 1.2 Consideration of Agenda – Add item 4.6 Proposal for approval of Executive Director compensation.
- 1.3 **#18/10/27-1AGM** Motion to Approve Agenda as amended - Moved by Janine Bide, seconded by Christine Jackson. CARRIED.
- 1.3 **#18/10/27-2AGM** Motion to approve SGM Minutes as Circulated – Moved by Haytham Ghouriri, seconded by Janine Bide. CARRIED.
- 1.4 School Spotlight - New Horizons Charter School  
NHCS Principal Ted Zarowny showed a stunning, self-produced presentation of what was referred to as the “perpetual state of construction” the school has been in for the past 5 years, including a full year of planning, another of construction, another of identifying deficiencies and equipping the building for its Grand Re-opening (although the school did stay open and functional throughout). The increased amount of lighting (among other visible improvements) is very welcome but does not reveal where a great deal of the \$8m in modernization funding was spent: under the floors and above the ceilings. Nevertheless, the conclusion of the project was joyously celebrated by all.
- 1.5 Research Report – Aurora Academic Charter School: Dr. Paul Wozny & Nicole Ofosu  
“Investigating Parent Perceptions of Parent-Teacher Interview Processes as a Lens to Improve Social Connectedness”. Hypothesis: Improved parent-teacher engagement coupled with healthy and robust social connectedness, within school communities, will address student and community diversity and improvement of student academic outcomes and well-being.  
  
This research will take place over the upcoming year with the help of several post-secondary partners in an attempt to answer 3 questions:  
What are the strengths of existing Parent-Teacher interview processes in your school?  
What are the weaknesses/challenges of existing Parent-Teacher interview processes in your school as evidenced in your lived experiences?  
How could Parent-Teacher interview processes be improved to enhance parental engagement and social connectedness within your school context?  
  
Partners include Principal Investigator Dr. Malcolm Steinberg, MD MSc, Simon Fraser University, and Co-Investigators Dr. Paul Veugelers, PhD, PDF, University of Alberta, and Dr. Owen Livermore PhD, Edmonton Public Schools (school TBD). AE support allowed the hiring of Graduate Student Co-Investigator Mrs. Nicole Ofosu, U. of A. PhD Candidate.

### *Elections: First call for Nominations*

*Administrative Officers/Board of Governors – No nominations for any of the positions.*

## 2. REPORTS

- 2.1 Charter Board Directors’ Report  
Ron reported that the learning curve has been steep but we are trying to proceed in a balanced fashion while emphasizing what we stand for and what our needs are. The various Board

committees are gaining traction.

2.2 Officers' & EAC Report

Joe reported that the Superintendents were able to capitalize on some good conversation with Jeff Johnson and a few of the MLA's that arrived early for the Friday dinner. Though some of the issues facing charter schools may appear to be minor, they might best be viewed as incremental steps which could impact our survival (e.g. Superintendent compensation, talk of one north and one south Superintendent with only two Boards, etc.)

2.3 Correspondence

Meredith distributed a list of correspondence sent and received over the past year.

2.4 Committees Update

Kath expressed her appreciation for the work the committees have done over the past year, and will send out an all-call for volunteers to fill the vacant and vacated spaces.

2.5 Communications Committee Report

Major initiatives have been looking at improving communication through Google, becoming familiar with the political landscape, website upgrade, and developing an advocacy strategy that will serve us well in preparation for next year's election. The committee plans to put together and distribute an information package detailing the positions of the various political parties on charter schools.

2.6 Strategic Planning Report

Progress needs to be made on the furtherance of our three strategic plan goals (governance, speaking with one voice and research); this will come forward to the Directors' Committee.

2.7 Alberta Education Field Services

- The future K-4 curriculum is now available and can be accessed at: <https://new.learnalberta.ca/?sections=%5B%7B%22name%22:%22Home%22,%22autoHeight%22:true%7D%5D>. It will be past the draft stage by December and ready for implementation after that.
- New resources will not be developed; present ones will be reviewed for alignment.
- An AE committee is drafting guidelines for isolation rooms; these will go to school authorities for feedback.
- The Transportation Ministry is looking at Mandatory Entry Level Training (MELT) of bus drivers; retraining will also be provided and funded by government.
- You can access good information about cannabis at [www.drugsafe.ca](http://www.drugsafe.ca)
- The government will continue to use Canada Post despite the rotating strikes.
- Two charters are due for evaluation next spring; please consider these formative assessments in support of an action plan prior to your application for renewal.

***Elections: Second call for Nominations***

***Administrative Officers/Board of Governors – No nominations for any of the positions.***

### 3. BUSINESS ARISING

- 3.1 Annual Report – Distributed with thanks for the contributions of all schools.
- 3.2 Financial Report
  - 3.2.1 **#18/10/27-3AGM** Motion to accept the report of the 2018 Audited Financial Statements as presented. MOVED by Boris Vidal, seconded by Haytham Ghouriri. CARRIED.

### 4. NEW BUSINESS (& discussion)

#### *Elections: Third and final call for nominations*

#### *Administrative Officers/ Board of Governors*

*Natalya Nicholson nominated Gary Care for Vice-Chair of the Board of Governors. Nomination seconded by Arlene Huhn.*

*Cindy McGlashan-Beaucage nominated Faruq Suleman for the position of Vice-Chair of the Board of Governors. Nomination seconded by Arlene Huhn.*

- 4.1 Gary and Faruq agreed to act as Co-Vice-Chairs.  
**#18/10/27-4AGM** Motion to accept the results of the 2018 nominations. Moved by Faruq Suleman, seconded by Janine Bide. CARRIED.
- 4.2 Speech from Elected Chair – Gary and Faruq thanked those present for this opportunity to serve the Association.
- 4.3 EAC Officers
  - 4.3.1 **#18/10/27-5AGM** Motion that Secretary Treasurers from all schools be voluntary members of the Executive Advisory Committee. Moved by Janine Bide, seconded by Paul Gibson. CARRIED.
- 4.4 Response to Government re: superintendent compensation – There has been no response to our letter of Oct. 15. If we do get some traction with this, Ron will be requesting assistance from his fellow Directors. There was a concern raised about the tone of the letter but the consensus was that it was not inappropriate. Where deemed necessary and when time permits, draft letters may be forwarded to Board Chairs for feedback.
- 4.5 Awards and Recognition Policy 8 Appendix 3  
**#18/10/27-6AGM** Motion that the document developed to determine the recipient of the Halvar Jonson Award be appended to the Awards and Recognition Policy. Moved by Faruq Suleman, seconded by Christine Jackson. CARRIED.
- 4.6 **#18/10/27-7AGM** Motion to approve the Executive Director Compensation for one year commencing December 1, 2018 at the level of \$750/day for up to 50 days. Moved by Diane Shirra, seconded by Janine Bide. CARRIED.
- 4.7 The suggestion was made that we find a way for departing Directors to still have a role within TAAPCS. This will go to the Directors' Committee for discussion.

## 5. ANY OTHER BUSINESS

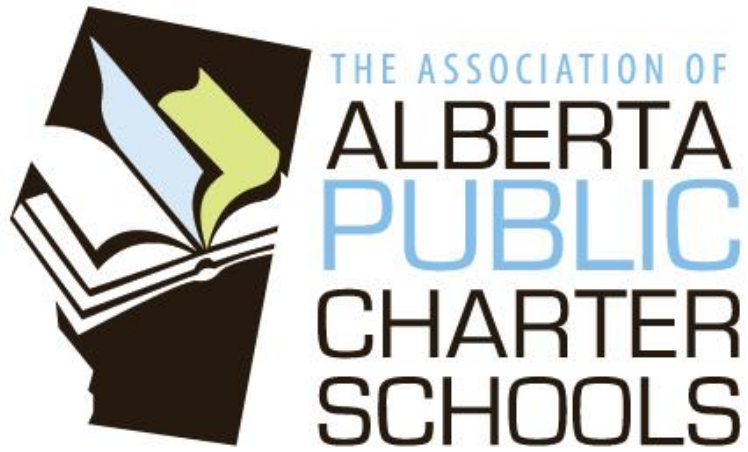
- Ron Koper expressed his appreciation for the help of Kath and Joe during a steep learning curve and commended their wealth of knowledge.
- CAPE will be holding an Open House in the spring. All are invited; more information to follow.
- Natalya Nicholson recognized and expressed appreciation for the important contributions made by Geordie MacPherson to both CGS and TAAPCS over the past several years.
- Dianne McBeth acknowledged the calibre of this year's Halvar Jonson award winners and is pleased that these are now reserved for supporters outside our organization.
- Ron Koper thanked Andrew Chu for his extensive work on a comprehensive charter school data base which will serve as a repository for important information and as a historical record.

## 6. ADJOURNMENT 2:05 p.m.

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### *Important Dates*

- TAAPCS EAC Meetings: Nov. 23, 2018 (Red Deer); Jan. 18, 2019 (Conference Call); April 12, 2019 (Red Deer); June 14, 2019 (Conference Call)
  - TAAPCS Spring Meeting: May 3 & 4, 2019
-



# “Change in Action 2”

## TAAPCS Annual Report 2017-2018

October 27, 2018  
[www.taapcs.ca](http://www.taapcs.ca)



**TABLE OF CONTENTS**

Background.....1

Foundational Statements

- TAAPCS Vision.....1
- TAAPCS Objective .....1
- TAAPCS Values.....1

Meeting Dates.....2

Message from our Chair.....2

Message from our Co-Presidents.....4

Report on Strategies

- Governance Effectiveness.....5
- Communication.....6
- Research Informed Success .....7

Works in Progress .....11

Member Highlights .....11

Issues.....17

Trends .....18

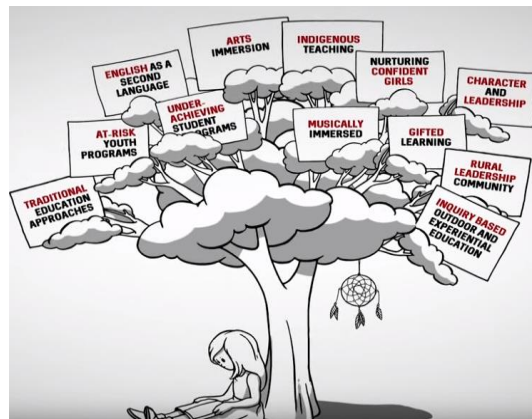
Last Word – Into the Future.....18



## **BACKGROUND**

The Association of Alberta Public Charter Schools represents Alberta’s 13 charter schools. Charter schools are public schools under the *School Act, September 1, 2018* and as such provide to parents and guardians a choice for their child(ren)’s education. Charter schools help Alberta satisfy the statement from the Preamble of said *School Act*, “*WHEREAS parents have a right and a responsibility to make decisions respecting the education of their children;*” Alberta is the only province or territory in Canada to legislate charter schools. Current provincial regulation permits up to 15 charter schools. The last approved charter school was Valhalla Charter School in 2008.

The Association of Alberta Public Charter Schools has 13 members from a wide geographic and demographic area which extends from Medicine Hat in the south to Valhalla Centre in the north, including six schools in Calgary and five schools in Edmonton and area. The mandate of each school is unique and distinctive. The Association of Alberta Public Charter Schools was formally created to support all schools regardless of location and mandate ([www.taapcs.ca](http://www.taapcs.ca)).



## **FOUNDATIONAL STATEMENTS**

### **TAAPCS VISION**

*Working together to support choice and innovation in public education*

### **TAAPCS OBJECTIVES**

1. To promote and facilitate public charter school education in Alberta
2. To advocate collectively and effectively on behalf of the membership
3. To promote a forum for public charter schools to meet in support of common goals
4. To advocate for continued innovation and choice within public education

### **TAAPCS VALUES**

1. What’s best for student learning
2. What’s correct
3. What strengthens learning communities
4. What sustains exemplary public education

## **MEETING DATES**

The two regular meetings for the Association took place on the following dates:

- October 27/28, 2017 – Edmonton
- May 4/5, 2018 – Calgary



Preceding the regular meetings were Superintendent as well as Charter Board Directors' meetings. In addition to the above, the Superintendents and Secretary Treasurers meet in Red Deer on Sept. 15, 2017, and the Education Advisory Committee met on the following dates:

- October 13, 2017 (Red Deer)
- February 8, 2018 (Conference Call)
- April 12, 2018 (Edmonton)
- June 15, 2018 (Conference Call)

## **MESSAGE FROM OUR CHAIR, RON KOPER**



Serving TAAPCS over the last 12 months has been a privilege. There have been significant challenges for our association and for many Albertans over the past year. In the midst of interesting times however, our 13 member schools have all forged important progress, as has our association. Certainly, more is needed from our association and we are capable of more. The progress we've made however will enable us to be increasingly effective in delivering on the association's key objectives.

A review of annual reports from our members will reveal many major milestone accomplishments, celebrations as well as continuing high performance. Those who take the time to inquire will observe the evolutionary deepening of each charter, shaped through experience, research and innovation made possible through the fulfillment of charter commitments. It's also accurate that in every charter there may have been unmet needs, struggles with regulatory administration, or projects needing capital or approval. Public charter schools however completed facility upgrades, charter renewal, leadership and board transitions, new programming and a wide variety of advances directly enhancing student learning. Most importantly, public charter schools maintained exceptionally high learning community engagement, produced very strong results and maintained high interest and support for their programs.

Our association's progress was importantly oriented toward executing foundational work undertaken in previous years. Implementing a governance structure, developing policy, committee structures and operational processes required to make our new bylaws productive was challenging and critical work to accomplish. For a first pass through our new processes we fared quite well. As our shared understanding continues to grow and our capability deepens we'll be faster and more effective in responding to opportunities and challenges in our environment.

Developing a new fee structure that will move us toward being sustainable effective association was an important accomplishment. The involvement, openness, listening and decision-making demonstrated in the association were exemplary. It was easy to observe clear, strong, shared values guiding the decisions required. The outcome was a model of the collaborative unity that will help sustain success of public charter schools.

We were unified and collected at the spring general meeting while retaining the diversity of perspective and style, which our charters are designed to nurture. The work generated in the spring will shape ongoing

strategy development, help us form longer-range plans and maintain a clear advocacy agenda. Admittedly this work has been slow to come together. It has already informed our action and communication however and will continue to do so as we further develop the work products from that meeting.

We undertook committee work in a new fashion and worked to grow the involvement of Directors. Our regular and ad hoc committees all progressed or fulfilled their objectives and gained valuable insight regarding the process. Our Executive Director was instrumental in stewarding the progress and helping the committees retain focus and make progress.

The communication work that we undertook together broadened the reach of our messaging and helped develop relationships with key political and administrative leaders. Our association, some individual charter schools and directors proactively reached out to engage politicians, administrative leaders and other professional and institutional leaders in a manner that was aligned and unified. The TAAPCS conference and several other events held at Aurora Academic Charter School were exceptionally well planned and effective. Several schools enjoyed opportunities to visit with the Minister of Education or members of his team and communicated our messages and questions with increasing regularity and depth.

Our video rollout was a wonderful example of a collaborative effort from all our member schools. The two videos have been viewed close to thirteen thousand times since their release in early 2018. Interest in the message is continuing with over 900 views in the last 28 days of September. This messaging is becoming an effective tool, helping us to strengthen the shared identity of public charter schools. The video will continue to produce value for us as we adjust it to remain current and re-apply it with the same type of discipline we have done.

TAAPCS has been included in regular government communication events with increasing regularity and respect. This was gratifying recognition of the long-standing success, high integrity and professionalism of TAAPCS educators, educational leaders and parent and governance volunteers. It's true that the number of Alberta family groups engaged in public charter schools remains arbitrarily restricted to just over 9,000. However, the past 20 years of graduates, their families and other supporters are a quickly growing foundation of people who will increasingly help to validate the importance and contribution of the Alberta public charter school model.

Our association has no misgivings or naivety regarding the complex realities affecting administration of public charter school legislation. Notwithstanding this, TAAPCS chose to form authentic relationships with integrity, work consistently with other professional associations we support, and communicate our perspectives and requests from the context of being a proven, strong, value added contributor to Alberta public education.

In every charter school organization, on every TAAPCS committee, and in our association executive group we are extraordinarily fortunate to have the dedicated, passionate, diligent commitment of truly exceptional people. This year's Halvar Jonson Award winners are outstanding examples of this. There are far too many talented individuals to recognize individually. TAAPCS however owes a special thanks to the tireless support of the educational leaders and professionals, the talented directors and committee members who worked selflessly for the benefit of the association.

The true strength of the association continues to lie in our active collaboration towards a deeply shared purpose. As an association we acted consistently with our vision of working together to support choice and innovation in public education. Within the strategies of the organization we chose actions that will help to solidify our right to meaningfully contribute to distinguishing Alberta Public Education as a global leader, sustainably delivering innovative, diverse, inclusive and effective education within an evolving world.

## **MESSAGE FROM OUR CO-PRESIDENTS**

It has been a pleasure to serve in partnership as your Co-Presidents for the 2017/18 school term. TAAPCS is an organization of dedicated people who serve in volunteer capacities to support and advocate for the best interests of students in our schools.

The restructuring of the organization, creating a Board of Governors consisting of directors from each charter board and distinct from the Executive Advisory Committee consisting of the officers, has served us well over the past year. Although not without some birthing challenges, the restructuring has positioned TAAPCS well to fulfill its objectives into the future.

The unique charter mandates for each of our schools provides parents and students with real choices in pursuing public education options. To date, the current government has supported the continuation of charter schools as viable and valuable elements of the public education system in Alberta. The Minister has demonstrated his support through invitations to TAAPCS representatives to serve on various committees, participate in consultation sessions and attend milestone celebrations. Recent approvals from the Minister to increase enrolment caps and support major capital expenditures are welcome news.

The government has not addressed key areas of inequity for charter schools in the public education system such as funding to reduce school fees, classroom improvement funding and support for inclusive education to recognize the increasing diversity and complexity of our student populations. These factors must continue to be areas of focus by TAAPCS.

We are optimistic about the future of charter schools in Alberta and remain strong believers in the value and positive impacts of our programs.

Sincerely,



Susan Chomistek  
Superintendent, Connect



Joe Frank  
Superintendent, Westmount

## **REPORT ON STRATEGIES**

### **A. GOVERNANCE EFFECTIVENESS**

The 2017-2018 fiscal year was the first full year of operations under the new Bylaws that were passed in the spring of 2017. Moving to a more director driven society created a need for policies and committees. Both were developed and in place for this year.

A number of committees were mandated and began operating right away. In fact, the ad hoc communications committee smoothly transitioned into the communications standing committee and continued the work began in 2016-2017. One interesting finding from the committees' work is the overlap between the individual committees. This is fuel for continued efforts for open transparent internal communication.

#### Our Committees

a. Awards and Recognition Committee

The awards and recognition committee will develop and oversee an internal annual Awards and Recognition Policy and provide oversight for the external Halvar Jonson Award. The committee met twice this year and, in that time, reviewed and renewed the Halvar Jonson Award, reviewed and recommended the internal Board of Governors' Award, and reviewed survey results.

b. Board Professional Learning Committee

The Board Professional Learning committee will organize governance and leadership professional development activities for the charter association Board of Governors specifically, and all directors generally. The committee has organized a session, "How to Make Friends and Influence Legislators", for directors and superintendents at the Annual General Meeting in October 2018.

c. Communication Committee

The communications committee will oversee and provide input regarding the internal and external communication for TAAPCS. The communication committee has taken the lead for Strategy B, Communication. See the report below. This committee meets regularly proposes and delivers actions to enhance communication. A communication plan is under development.

d. Conference Committee

Aurora hosted the TAAPCS Biennial Conference, October, 2017. Over 400 teachers, administrators and support staff attended throughout the province to share, learn, and engage



in professional development opportunities surrounding the theme of meeting the needs of all students. The conference included 41 collaborative learning sessions. Our TAAPCS team was honoured to have guest speakers Honourable Minister of Education David Eggen, and Edmonton Councillor Aaron Paquette.

e. Executive Advisory Committee

The Executive Advisory Committee provides administrative advice and support to the Officers of the Association. The committee meets quarterly and includes a representative of each school and the Officers. Secretary Treasurers were invited to the September 2017 meeting.

Officers for 2017 – 2018 were:

Co-Chairs – Susan Chomistek (Connect Charter School) and Joe Frank (Westmount Charter School)

Vice-Chair – Ed Wittchen (Mother Earth Children’s Charter School)

Secretary – Don Falk (New Horizons Charter School)

Treasurer – Myra Penberthy (Connect Charter School)

f. Member Schools’ Directors’ Committee

The Member Schools Directors’ Committee is intended to create a forum, in which individual Member Schools Directors’ can share information and discuss issues relevant to directorship. The Vice-Chair of the Board of Governors takes the lead in this committee. The committee was approved in May 2017 and had the first meeting at the Spring General Meeting.

g. Research Support and Promotion Committee

The Research Support and Promotion Committee shall provide support to charter schools endeavoring to do high calibre educational research. The committee has taken the lead for Strategy C, Research Informed Success. See the report below. This committee includes a representative of post-secondary education and Alberta Learning. Two members are also members of the Alberta Education Research Network.

h. School Leadership Learning Committee

The School Leadership Committee will provide leadership learning opportunities to senior, school and aspiring leaders within the Charter School Community. This committee is active in each year following the Teachers’ Conference. 2017-2018 was an inactive year. The leadership of this committee rests with school based administrators.

## **B. COMMUNICATION**

Following the Spring General Meeting (SGM) the Communications Committee continued work on the website revision, Google Non-Profit Suite migration, and developing a response to the Government of Alberta’s superintendent compensation changes.

Challenges we had with website functioning were graciously resolved by Ian Grey, Technology Director at Aurora. Ian has contributed valuable expertise to Rene deMeulles from Suzuki who is leading the website revision. The revision contemplated at the SGM is being drafted into a rough design to gain member feedback regarding functionality and content. The draft structure will mirror the three TAAPCS strategy areas, research / governance / communication. After member feedback has been gathered and a site map is developed a revision plan will be developed. The website will utilize the same artwork style as the TAAPCS videos.

The Google Non-Profit Suite migration is being led by Wayne Weinheimer of FFCA. We are in the

process of qualifying for non-profit status with the technical service provider representing Google and preparing our information and site details. As we get closer to specific migration plans and details we will be engaging the members appropriately. The benefits to streamlined communication and collaboration look to be considerable after a reasonable learning period.

The Alberta Government superintendent compensation changes have been extraordinarily difficult for our association. The timing of process deadlines, active renegotiations, continually shifting requirements and decision-making processes have complicated and slowed the process of responding formally as an association. The charter schools active in the contract negotiation process have clearly expressed disagreement with the changes made, and the shortcomings in process used to make them. We are preparing a draft TAAPCS statement for the consideration of the membership, formally declaring our dissatisfactions and requesting a review of the compensation assessments.

The committee is beginning to draft materials and develop a communication plan for the upcoming election. Our initial inclination is to follow a similar path to other professional associations who aim to raise awareness and knowledge levels in all current and potential political players. We will also consider engaging professional help if there is appropriate support from our membership and adequate financial resources.

Our committee would like to thank and acknowledge the efforts of all association members in promoting our two videos released early this year. Thanks to the collaborative and ongoing efforts of all schools and association members our videos have achieved a respectably high number of views and are continuing to increase at a steady rate.

Government relations' work from TAAPCS has been somewhat slower in the last few months. There has been a consistent effort from schools to meet and interact with politicians and other industry leaders. Knowledge gained in these meetings which has been shared with other members has been helpful to the association overall. These efforts are highly important and will remain a focus for the committee going forward.

### **C. RESEARCH INFORMED SUCCESS**

#### **Research Committee Vision and Mandate:**

The Association of Alberta Public Charter Schools supports and is actively engaged in innovation and research that occurs in our member schools and stakeholders. To further this vision, and in accordance with our recently revised bylaws, our association has a standing committee on Research Support and Promotion. The committee is made up of charter school administrators, practitioners, and researchers, as well as post-secondary and Alberta Education representatives.

The Research Support and Promotion Committee mandate is to provide support to charter schools endeavoring to do high calibre educational research, and review and assist with the dissemination of charter school research within the broader educational community. The committee will also share external research reports and/or ideas with charter schools and public education stakeholders as we become informed/aware of them.

## **Key Strategic Goals, Deliverables, and Highlights:**

- ❖ The TAAPCS Biennial Conference featured Guest Speaker Honourable Minister David Eggen and Edmonton Councillor Aaron Paquette. This conference also included a number of sessions focused on research projects currently in progress with a number of TAAPCS member schools across Alberta along with multiple university research partners;
- ❖ Review of TAAPCS website and brainstorm a potential research and innovation web-based framework/hub to support and disseminate research and innovation both intra-jurisdictional and inter-jurisdictional with all stakeholders;
- ❖ Continue growth of the breadth and depth of TAAPCS Research Committee to include representatives from Alberta Education, Alberta Advanced Education, Alberta Universities, Public Education Stakeholder Organizations and local to international educational research stakeholders. This year, TAAPCS Research Committee welcomed Dr. Belina Caissie (Alberta Education, Senior Manager, Research) and Dr. Cristian Rios (University of Calgary, Faculty of Education) onto our TAAPCS Research Committee;
- ❖ Brainstorm and pursue the creation of specific online research tools and support processes including:
  - Scholarly literature review process supports and web-links;
  - Ethics review supports and tools;
  - Strategies and examples to engage with and coordinate multi-stakeholder research projects in partnership with scholarly research institutions;
  - An accessible and user-friendly repository of TAAPCS stakeholder research project summaries to be archived on the TAAPCS research website;
  - Coordinate and support presentations/conferences highlighting current research with a lens to disseminate and grow research capabilities and capacities across all public education stakeholders across Alberta;
  - Brainstorming a future TAAPCS Research Conference in partnership with Alberta Education and Alberta University Stakeholders to nurture and highlight exemplary educational research projects with the wider public school audience and stakeholders in Alberta.

## **Sample of TAAPCS Stakeholders Research Projects**

### **Almadina**

- ❖ Fifth successful year that “Discover Reading” is being run at both campuses. This is a reading program designed to systematically teach reading and spelling to students. The program introduces and provides strategies on how to decode and encode simple, complex and multi-syllable word structures. The testing data from pre and post testing is collected by the Reading Foundation. A representative from the Reading Foundation comes in twice a month to both campuses to consult with the education assistants and collect data. In addition, the representative, teachers, and education assistants collaborate to ensure all needs of the child are being met by deciding which program booklets should be continued or changed. At the end of each year, the data is shared with Almadina and is communicated for teachers, education assistants and support staff to comprehend and use in their research analysis.



- ❖ In past years we have been working with Dr. Hetty Roessingh, University of Calgary, on the topic of best strategies to use with students (ESL).

#### Aurora Academic Public Charter School:

- ❖ Publication of Volume 2 Action Research - Community of Practice research journal compilation of Aurora and partner organization research projects over the last year. The Aurora website was revised to optimize the sharing of research with stakeholders coupled with helpful hints for educators initiating school-based and university partnership research projects;
- ❖ Partnership with University of Alberta in research analysis of mathematics provincial achievement test (PAT) results and related trajectories Grade 3 to 6 to 9 longitudinally for 3 cohorts across Alberta in a multitude of public school authorities;
- ❖ Analysis of parents' perspectives on social connectedness as lived through their experiences in parent/teacher interview processes. This provincially funded research project includes partners: Simon Fraser University, University of Alberta, Edmonton Public Schools, and Aurora;
- ❖ Action research project investigating how knowledge of basic mathematical facts and processes (modes of instructional algorithms) affect students' performance;
- ❖ Action research inquiry into interschool leader collaborative processes and efficacy in relation to specific generative processes;
- ❖ Addition of new research section in Aurora main website that includes a number of research tools to assist teachers involved in starting and completing school-based research projects.

#### Calgary Arts Academy

- ❖ Member of the Partner Research School project - Leading and learning initiative with the Werklund School of Education.
- ❖ Contracted Robert Roach, Director of Insight, ATB Financial. Mr. Roach will be conducting research related to the uniqueness of CAA as a public charter school.

#### Calgary Girls School:

- ❖ Girls Code in STEM: The purpose of this empirical study is to explore how integrating coding into the K-12 curriculum, using gender-responsive pedagogy and a design for use approach, can attract and keep girls in STEM related studies. Research questions include:
  - Can the seamless integration of programming into the mainstream curriculum and classroom activities enhance learning in math and science, as well as computing and computational thinking (CT) for girls?
  - How can classroom pedagogy based on a design for use approach to coding/programming help foster a classroom culture of sharing, collaboration, and critique, as girls create usable knowledge and artifacts for use by meaningful audiences to further their computational thinking?

#### Centre for Personal Excellence (CAPE)

- ❖ Effective Mentorship Strategies: This 3-year research project investigates the effectiveness of 4 types of mentoring strategies used by administration to increase teacher confidence and efficacy in developing and delivering integrated learning experiences for students.

### Connect Charter School

- ❖ The Impact of Outdoor Education on Executive Functions in Adolescence - a mixed methods research project. Mount Royal University is conducting a research study exploring the pedagogy of place: “Connect Charter School’s Journey to Experiential Place-based and Experiential Learning.”

### Foundations for the Future Charter Academy

- ❖ Diversity as an Asset: Identifying demographic variables impacting the global competence knowledge, skills, attitudes and experiences of Albertan K – 12 students and staff. Research partners: University of Calgary and University of Alberta;
- ❖ Central Office Leadership that Works: Examining how a common focus on collaborative inquiry facilitated the development of a cohesive central office leadership team and impacted school leadership across our school and campuses. Research partner: University of New South Wales;
- ❖ Enhanced Object Manipulative Skills Programming for Girls in elementary School. Research partner: Mount Royal University;
- ❖ Pre-service Teachers at Risk: Intervention strategies by and for teachers. Research partner: University of Calgary.

### New Horizons

- ❖ Individual Pursuits as Project-based Learning: This research focused on how to move individualized student research projects (Independent Studies) to a more project-based approach, yet still allow students to explore a research area that would be of their choosing. Essentially, the research focused on how teachers might change individualized student learning to more collaborative student learning in a project-based learning context.
- ❖ Math Acceleration: Are There any Gaps in Learning? For the past nine years, New Horizons has been accelerating students in math. Using above-grade level testing, students who may benefit from acceleration are identified and invited to move one or two grades ahead in their math. NHS aligns its Gr. 1-7 math instruction block so that it occurs at the same time in each class. Therefore, students who are accelerated are able to join the classroom to which they are accelerated for whole-class instruction. For instance, a grade four student who was identified as a student who could benefit from being accelerated would physically move to the grade 5 class for math instruction. At the end of their grade 9 year, all students, including those who are working one or two grades ahead of their cohort in math, write the Grade 9 Math PAT. An analysis of the Grade 9 PAT scores of students who have been accelerated will help determine if math acceleration has left any gaps in their learning.

### Suzuki Charter School

- ❖ In collaboration with the University of Alberta received a Social Humanities and Research Council Canada grant to pursue:
  - Formative instructional and assessment strategies for academic and personal excellence (2016 - 2021)
  - Understand the role of social and emotional factors in K-6 student learning and achievement
  - Social factors such as student-teacher trust, student response to formative feedback

- Emotional factors such as attitudes towards mistakes, beliefs about learning
- Guided by learning errors and formative feedback (LEAFF) model

Valhalla

- ❖ Implementation of the Writing Road to Reading Program. Measuring the impact on the number of phonograms and words Kindergarten and Grade 1 (eventually grades 2 and 3) students are able to read and write from dictation, and the volume and clarity of writing in personal stories, subject reports and written responses to questions about text.
- ❖ Implementation of a cursive writing program in lower grades, with background understanding that there are demonstrated links between handwriting and reading as well as the written expression of ideas. We intend to develop measures of the effectiveness of the note-taking skills and capacity for immediate written expression of ideas in students in upper grades (six to nine).

Westmount

- ❖ Exploring the Linguistic profile of Gifted ESL Students: This research highlights literature on the linguistic and academic reality of the majority of gifted English as second language (ESL) students enrolled in English schools in Alberta;
- ❖ Anxiety-based Psychological Intervention to Examine its Efficacy and Applicability with Gifted Children: The purpose of this study is to better understand anxiety struggles in gifted students. This study will focus on application of mindfulness-based cognitive therapy to determine its efficacy in reducing anxious symptoms in grades 4-7 gifted children.

**WORKS IN PROGRESS**

- Continued development of policy to support Bylaws approved at Spring General Meeting 2017
- Upgrading use of technology (Google Docs) to capture the work of the association for member access
- Website renewal
- Communication Plan
- Inter-committee communication

**MEMBER HIGHLIGHTS**



**Almadina Language Charter Academy**

- ALCA is excited to be adding four new portables and a corridor link to our Mountain View campus, due for completion by October 19, 2018. Our Ogden campus received an exterior envelope upgrade in the summer of 2017 and looks great.
- ALCA continues to have a large number of students on our waiting list and we have been actively searching for a third campus.
- ALCA would like to welcome Ted (Edward) Emmett as our new Secretary-Treasurer. We would also like to welcome three new Directors – Osama Merhi, Salman Mazhar and Ammar Mahdi.

- Finally, ALCA Superintendent, Glenn McClure, was profiled in the Calgary Herald on March 28, 2018 in an article entitled: “Almadina Brings Learning Success to s Diverse Student Body”.



### **Aurora Academic Charter School**

- Aurora hosted a Technology Evening with students, parents, and charter schools across Alberta. Honourable Minister of Education, David Eggen was key-note speaker at this inaugural annual event. Staff and students highlighted innovative teaching and learning projects actively engaging our students in domains of computer programming/coding, robotics, computer-aided-drafting and design along with a number of innovative science and technology research projects.
- Aurora continues to grow with over 870 students (Kindergarten to Grade 9) and is actively seeking rental of Edmonton region facilities to eventually include exemplary high school learning opportunities.
- Aurora completed the construction of a new school elevator to improve our inclusion and accessibility capabilities for students, parents, staff, and community stakeholders.
- Aurora is honoured to be an active member of our TAAPCS team!



### **Boyle Street Education Centre**

- YMCA Youth Exchange – BSEC students were hosted by St. Mary’s school in Toronto and toured the city and Niagara Falls. The hospitality was reciprocated by BSEC when they hosted and travelled to Goldeye Centre for 3 days of camping
- 2 EA’s were added to staff – one has started a parenting program, and the other Pow Wow dance instruction and a beading class.
- Added a Cree language instructor
- entered the Nosebowl High School Improv competition for the second time and started community Improv performances in conjunction with Rapid Fire Theatre at a local cafe once per month
- Our school grew in the number of students who chose to remain connected with us for the whole year. Our student population became more engaged over the school year.



### **Calgary Arts Academy**

- July - August 2017: An amazing group of dedicated CAA parents installed the new playground at the Knob Hill campus.
- September 2017: Over 600 families and friends attended our community open house at the new Education Centre on September 27, 2017. Hon. David Eggen, Minister of Education joined us at our grand opening in October. CAA School Council organized an annual Art Harvest that featured art created by CAA



- students and local adult artisans. Students and staff created a club called the GLC or ‘Global Leadership Club’. Part of the club’s mandate was to maintain its responsibilities as the first Fair Trade School in Calgary and another part was to promote Truth and Reconciliation through an interactive bench.
- May 2018: A group of Year 7 and 8 students travelled to Vancouver Island to participate in the Gulf Islands Film and Television School (GIFTS). Fair Trade Festival - All 500 CAA students and the Adult Choir performed to a full house at our winter celebration the Southern Alberta Jubilee Auditorium on December 8, 2017. This year’s theme was “Soundbreaking.” Calgary Arts Academy Foundation honoured our donors by hosting an appreciation event at the Education Centre.
- June 2018: Year 6/7 developed and presented a Ted-Talks style seminar “IYILX.” This ambitious and innovative event was presented at a number of locations at the Youth Campus. The Outdoor Pursuits mastery class travelled with staff and volunteers to hike the Juan de Fuca Marine Trail on Vancouver Island.



### **Calgary Girls School**

- Refreshed our unique, signature "Go Girls" curriculum which is the primary tool for advancing our charter goals related to the social and emotional development of girls who "have voice" and "agency". This curriculum enhances the Health and Life Skills curriculum of the Province and supports our charter outcomes.
- Inspired our community with two amazing band/choir concerts despite the challenges when our much loved band director passed away suddenly after a brief but courageous battle with cancer. We appreciated the Calgary area Charter School Crisis Intervention Team for its supports during this critical time of loss and grief that profoundly impacted our school.
- Developed a new report card to align with the Guide to Education and parental desires for something clear and concise with plain language. Workshops with AB Assessment Consortium and all-staff contributions supported an approach to reporting that aligns quality assessment practice. The process of engagement began in September and resulted in a new report card presented to parents in June for implementation in the 2018-19 school year.
- Hosted a Speak Out Event for parents and staff that considered the leadership qualities to nurture in young girls. Keynotes were delivered by Dr. Joanne Brown, Astrophysicist (UC), Ms. Ezmahan Razavi founder of Ask Her (organization to encourage women to run for public office) and advisor to the Minister for the Status of Women, and Patricia MacLeod QC - all exceptional women with multiple failures on the road to success! The learning is summarized as "FAIL" means "First Attempt in Learning"!



### **Centre for Academic and Personal Excellence (CAPE)**

- 2017-18 was Year One of our revised Literacy and Numeracy K-Gr. 9 program: groups structured according to student capacity and revised several times throughout the year as students master skills.



### **Connect Charter School**

- Connect developed a relationship with the Tsuut’ina Nation. Our students participated in a pow-wow at Mount Royal University with colleagues from the Tsuut’ina and through dialogue and collaboration developed a better understanding of their history and their people.
- Our new Artist in Residence Program welcomed 3 exceptionally talented artists to work with our students April 9 to 17, 2108. Two identical art pieces were created to be housed at the Tssut’ina Chiila Elementary School and Connect to symbolize this partnership.



### **Foundations for the Future Charter Academy**

- FFCA ranked first of all public high schools in the City of Calgary in the most recent Fraser Report.
- The past summer was kept extremely busy with the installation of 11 new modulars on 4 of our campuses.



- “My Hands Were Made for This” is an award-winning high school drama which was written by a Gr. 12 student, was acted and produced by students, and has been recommended for professional production.
- Proud member of the Alberta Research Network and Partner Research Schools
- Our campuses were visited for a second time by a contingent of educators from Australia who observed our classes, spoke with staff and enjoyed being able to attend our One-Act play while they were here.
- At the end of June 2018, FFCA high school students were poised to collect an estimated \$423,400 in scholarship funds from various sources.
- Our administrators continued to benefit from the wisdom and expertise of Dr. David Townsend in our “Leading Learning” initiative, which has now expanded to include teacher leaders in the development of meaningful professional growth plans and the use of generative dialogue. In connection with this, five of our administrators attended and presented at a Symposium on Generative Dialogue and Collaborative Inquiry in Victoria. FFCA looks forward to hosting the next Generative Dialogue Summit.



### **Mother Earth’s Children’s Charter School**

- Partnerships with Wildwood School in Grande Yellowhead and Academy at King Edward in Edmonton Public.
- Huge student transformations have occurred during a cultural exchange that took place the last two years. Maxine Hildebrandt teaches grade 3/4 at Mother Earth’s Children’s Charter School and she organized the exchange with Lisl Gunderman, a teacher at Wildwood School, where the community has deep Ukrainian roots. The program was partly funded and supported by the Canadian Multicultural Foundation in partnership with the ATA. Its

aim is to promote understanding between Alberta's Indigenous and non-Indigenous students. Maxine and Lisl have been chosen to receive one of 6 Governor General's History Awards for Excellence in Teaching.

- The second project was funded the same way and promotes understanding through a partnership between MECCS and Academy at King Edward in Edmonton Public involving Field trips and cultural infusion days. The highlight was three intense workshop days with author David Bouchard. Teachers Maxine Hildebrandt (MECCS) and Nyles Varughese (Academy at King Edward) have brought students to each other's schools on several occasions to share their cultures and learning.



 **New Horizons Charter School**



- **Facility Modernization:** With almost \$8 million in financial support from the Government of Alberta, a two-year major modernization of the school facility was completed during 2017-18. Our 2018-19 school year began with a Grand Re-opening event on September 12. It was a time of great celebration for the 350 students, 30 staff, and the many dignitaries and guests who attended.
- **Program Expansion:** In keeping with enrolment growth, expanded programming has also occurred. In 2017-18, the position of music specialist was added to the staff roster. This year (2018-19) marks the fulfillment of a goal to add a second class to each of the elementary grades. During the past several years, we have also expanded our program of optional courses and extra-curricular activities for students.
- **Enrolment Growth:** 2017-18 witnessed a 16% increase in enrolment over the previous year, with another 11% being added in the fall of 2018. Over the past four years, our school's enrolment has increased by 60% and now stands at just over 350. We believe this to be due to the combined result of strong support for our school's programming, the acquisition of a suitable facility, and a desirable location in Sherwood Park with proximity to Edmonton.
- **Innovation and Creativity:** In keeping with our school's charter mandate, students engage in a variety of learning activities designed to promote innovation and creativity. These include the junior high Enterprise & Innovation option, as well as school-wide Inspire & Create (IC) events. Occurring once a month, students from K-9 gather in division groups (K-3; 4-6; 7-9) or mixed grade (K-9) groups to engage in problem-solving activities that stretch the imagination, develop creativity, and promote collaboration.
- **Issues and Challenges**
  - Accommodating continuous growth in the face of space limitations, parking and traffic challenges, and a campus that is shared with another school.

- Growing our junior high program, both in terms of numbers and programming.
- Maintaining and developing school culture in the context of significant numbers of new students, parents, and staff each year.



### **Suzuki Charter School**

#### Instruction:

- Excellent Overall rating on Accountability Pillar Results.
- Effective P.D. plan focused on building and working with curriculum portfolios
- Strong focus on parent and student engagement in math learning initiatives
- Celebrated the 23rd Anniversary by performing choral and instrumental music at the Winspear Centre including improved concert logistics and an internal conductor.



#### Leadership and Management:

- Reviewed and amended all administrative procedures, policies and bylaws
- Participated in two administrative leadership and planning retreats.
- Enhanced risk management procedures including addition of cameras centralized locking.
- Completed facility enhancements including classrooms, upgrades, and storage cabinetry.
- Completed year two of research partnership with University of Alberta.
- Reviewed and completed consultation with development of 2-year calendar.
- Partnered with Alberta Education, University of Alberta and Suzuki Charter School to implement The Suzuki Research Project 2017/18.
- Developed preliminary plans for expansion to a junior high program



### **Valhalla Community School**

- VCS celebrated its 10<sup>th</sup> year of operation as a charter school in 2017-2018!  
In February of the past year, we received our five-year renewal after a lengthy evaluation and application process, and look forward to many more years of providing quality education to rural students.
- As a function of our evaluation and renewal process, our staff have been developing a set of local standardized tests to assess and track the year to year progress and success of our students in core subjects. A unique locally-developed data base will enable staff to more easily understand, and improve upon, the strengths and challenges of our program.
- Our teachers enjoyed taking part in the TAAPCS conference in Edmonton.
- VCS hosted two practicum students this year as we enjoyed renewed collegial opportunities with Grande Prairie Regional College.
- In May our grade 8 and 9 students continued the tradition of a biannual week-long trip to Ottawa and Quebec City.
- Our students participated in a presentation on bullying and the dangers of drug use by Dwayne Peace.



- Students also experienced opportunities for service work both in school and out, including a road-side cleanup in the spring for the County of Grande Prairie.
- Continued with expanded leadership program including rotating student council (all junior high students have opportunity to experience membership and work in Student Council) and increased leadership/citizenship instruction and practice in all grades
  - includes student planned, led and performed productions: Remembrance Day, Christmas, Spring Sing Talent Show, etc.
  - service program partnering young student with older students for shared activities and help: e.g. paired reading, shared lunches, etc.
  - Student Council planned and implemented programs such as School Spirit Days, in-school fundraisers, celebration activities.



### **Westmount Charter School**

- Phases II and III of the elementary campus renovation to replace all windows, exterior doors and upgrade the exterior façade were completed by mid-September. Thanks to CBE support through IMR funding.
- Partner Research Schools, U of C – continued membership with other Calgary Charter Schools and Zone 5 jurisdiction schools.
- Alberta Research Network – member school.
- Minister’s Youth Advisory Council – one of our grade 12 students was selected.
- Westmount sent 23 projects to the Calgary Youth Science Fair in April 2018. All the students received a gold, silver, bronze, or honourable mention medal. Awards received include:
  - City of Calgary Biodiversity Senior Intermediate Award \$350
  - APEGA Education Engineering & Earth Sciences Award for earth sciences \$250
  - Faculty of Medicine Biochemistry and Experimental Biology award \$400
  - APEGA Education Foundation Award for engineering secondary \$250
  - Innovation in Computer Science Award
  - Mathematical Sciences Award
  - Four Canada wide travel awards to compete at the Canada Wide Science Fair in Ottawa
  - City of Calgary High School Aggregate Award - highest scores in high school projects
- Our band won Gold at the MusicFest Canada Nationals in Toronto, Ontario. Only two gold awards were given out in their age category across Canada and Westmount received one.

### **ISSUES**

- Government handling of complaints that are forwarded to the Registrar
- Undermining of local board autonomy to make decisions
- Enrolment Caps (Waiting lists)
- Expansion Requests (connected to enrolment caps)

- Inclusive Education (funding and recognition of complexity of charter school students; increasing special needs among our populations)
- Infrastructure (capital funding and transfer of ownership)
- Equity for Charter School parents/taxpayers (funding, e.g. reduction of student fees)

## TRENDS

- Association and its member schools are in transition with retiring of experienced superintendents and entry of new leaders. This trend is continuing in 2018/19.
- Government invited TAAPCS reps to their consulting meetings like the budget consultation last September.
- Exclusion of TAAPCS (charter schools) in funding that supports parental involvement in their schools (school fee reduction, lunch program)
- The trend of more frequent Alberta Education leaders visiting our schools



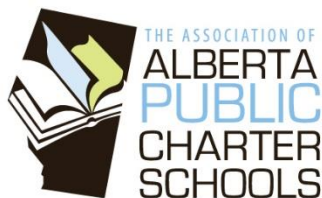
## LAST WORD – INTO THE FUTURE

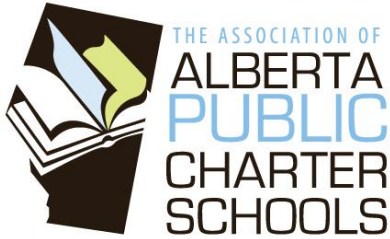
*Executive Director Kath Rhyason*

TAAPCS really is all about people. It is a group of outstanding volunteers that come together to lead and support the work of the individual charter schools and to liaise with government. We benefit from the knowledge and expertise of its Directors as well as system educators. These abilities have really come to the forefront in the work of specific committees that were created with the review and renewal of our bylaws in the spring of 2017.

Our thanks to FFCA for support of Meredith Poole's efforts with TAAPCS.

Both Meredith Poole (FFCA) and I are proud to serve The Association of Public Charter Schools.





October 15, 2018

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

Dear Minister Eggen:

The Association of Alberta Public Charter Schools members have continued to work diligently to fulfill your vision of a strong, diverse, inclusive and innovative public education system. The messaging directly from you has been tremendously supportive and we are deeply grateful for the time you have spent with our members. Sadly, we find that the ability of our members to contribute to Alberta's education system has been undermined rather than supported by recent government decisions.

Funding, service processes and interpretation of regulations created to enable our success are being used to undermine local board autonomy to make decisions and to compromise the work of boards and their superintendents. This can be verified by examining enrolment cap requests, well prepared and properly funded expansion requests, requests for equitable funding of inclusive education costs, capital funding and infrastructure ownership proposals or many other examples of breaches in fair and reasonable equity in the allocation of public funds, which our students and their families deserve as tax-paying Albertans.

We believe the superintendent compensation adjustments relating to public charter schools were flawed, and we have found their execution inappropriate in their disregard of local board autonomy. We believe that a transparent, rational, fact-based review of the government's assessments, declarations and actions regarding public charter school superintendent compensation will confirm this.

We respectfully request a meeting between you and representatives of our Board of Governors to discuss first, the superintendent compensation results and secondly, other issues that tie the hands of Alberta's charter schools.

We would sincerely like to continue our unwavering contribution and support of your vision for Alberta public education. We believe that the future of Alberta public education does not rest solely with educators, administrators, bureaucrats, institutions or governments, but belongs equally to all people of Alberta. We will work relentlessly to enforce this belief.

We look forward to your response to our request.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ron Koper', written in a cursive style.

Ron Koper  
Chair, Board of Governors  
TAAPCS  
403-862-4030

cc. Charter School Superintendents