



# **Board Meeting**

# **Agenda Package**

**January 23, 2019**

☞ *New Horizons Charter School Society* ☞

**AGENDA****Type of Meeting:** Board**Date:** January 23, 2019**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  
JANUARY 23, 2019**

**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, and travelling route for diverse Indigenous Peoples, including Cree, Saulteaux, Blackfoot, Nakota, and 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 December 19, 2018 – attachment   |            |         |
| 6.   | <b>Administration Reports</b>  |            | 7:05 pm |
|  | 6.1 Principal's Report – attachment  | T. Zarowny |         |
|  | 6.2 Superintendent's Report – attachment   | D. Falk    |         |
| 7.   | <b>Board Reports</b>   |            | 7:25 pm |
|  | 7.1 Board Chair's Report   | N. Pasemko |         |
|  | 7.2 Committee Reports  | N. Pasemko |         |
| 8.   | <b>New Business</b>  |            | 7:35 pm |
|  | 8.1 Quarterly Financial Report – attachment  | V. Tong    |         |
|  | 8.2 Draft School Calendar for 2019-20 – attachment   | D. Falk    |         |
|  | 8.3 Review of Board Policy #210 (Welcoming, Caring, Respectful, and Safe Learning and Working Environments) and Related Elements of Student Code of Conduct – attachment | D. Falk    |         |

**AGENDA****Type of Meeting:** Board**Date:** January 23, 2019**Page:**2 of 2*"TOWARDS NEW HORIZONS"**Is it in the best interest of our students?**Does it support excellence?*

- |     |  |            |         |
|-----|--|------------|---------|
| 9.  | <b>Board Work Plan</b> – attachment  | N. Pasemko | 8:45 pm |
| 10. | <b>The Association of Alberta Public Charter Schools</b>   | N. Pasemko | 8:50 pm |
| 11. | <b>Receipt of Reports</b>  | N. Pasemko | 8:55 pm |
| 12. | <b>Correspondence Sent</b>   | N. Pasemko | 8:56 pm |
| 13. | <b>Correspondence Received</b>   | N. Pasemko |         |
|     | 13.1 Email from Education Minister D. Eggen (2018-12-14)<br>re Draft K-4 Curriculum Approved for Field Testing –<br>attachment |            |         |
| 14. | <b>In Camera</b>   | N. Pasemko | 8:58 pm |
| 15. | <b>New Business (cont'd.)</b>  | N. Pasemko | 9:15 pm |
|     | 15.1 Matters Arising from In Camera Meeting  |            |         |
| 16. | <b>Adjournment</b>   | N. Pasemko | 9:30 pm |

**Next Board Meeting – 7:00 p.m., Wednesday, February 20, 2019**

NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

Type of Meeting: Board

Date: December 19, 2018

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

Approved: DRAFT

Recorded By: Shari Morin

Secretary \_\_\_\_\_

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**December 19, 2018, 7:00 p.m.**

Board Members Present at Call to Order:

Nicole Pasemko  
CHAIR

Dan Hanson  
VICE CHAIR

Shari Morin  
SECRETARY

Vincent Tong  
TREASURER

Jason Clarke  
DIRECTOR

Vicki Nielsen  
DIRECTOR

Administration Present:

Don Falk  
SUPERINTENDENT

Fred de Kleine  
SECRETARY-TREASURER

Ted Zarowny  
PRINCIPAL

**1. Call to Order**

Chair Pasemko called the meeting to order at 7:12 p.m.

**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, and 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 2018-12-19-01 Moved that the agenda for the Board Meeting of December 19, 2018 be adopted as amended.*

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

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

None

**5. Approval of Minutes**

DRAFT

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NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

Type of Meeting: Board

Date: December 19, 2018

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

Approved: DRAFT

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Secretary \_\_\_\_\_

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**5.1 Minutes of November 21, 2018**

*Motion 2018-12-19-02 Moved that the Board Meeting Minutes of November 21, 2018 be approved.*

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

**6. Administration Reports**

**6.1 Principal's Report**

Principal Zarowny spoke to his report, as attached to the agenda package for the meeting. Included in his report was information with respect to class sizes for the 2018-19 school year, a playground expansion initiative, the formation of a school Health Foods Committee, and the school's participation in a Violent Threat Risk Assessment Protocol.

**6.1 Superintendent's Report**

Superintendent Falk spoke to his report, as attached to the agenda package for the meeting. Included in his report was information with respect to Alberta Education's new Leadership Certification requirement, a progress report on the installation of the school's new modular classroom, accommodating projected student enrolment increases in the years ahead, and the Solar for Schools Program.

**7. Board Reports**

**7.1 Board Chair's Report**

**7.2 Committee Reports**

**8. New Business**

**8.1 School Council Report**

School Council Vice Chair Sandra Dargis was welcomed to the meeting. She provided a verbal report on the priorities and activities of the School Council thus far during the 2018-19 school year.

**8.2 Counsellor's Report**

NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

Type of Meeting: Board

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

Approved: DRAFT

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Secretary \_\_\_\_\_

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School Counsellor Lori Vigfusson was welcomed to the meeting. She provided comment on and responded to questions regarding the Counsellor's Report that was received by the Board at its September 2018 meeting, a meeting which Ms. Vigfusson was unable to attend.

### 8.3 Board Committee Chairs

*Motion 2018-12-19-03 Moved that the following individuals be appointed as Board committee chairs:*

*Director Clarke as Chair of the Policies, Guidelines, and Bylaws Committee.*

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

*Director Hanson as Chair of the Survey Committee.*

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

*Director Morin as Chair of the Public Relations Committee.*

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

### 8.4 Signing Authorities

*Motion 2018-12-19-04 Moved that the following individuals be appointed as signing authorities for the New Horizons Charter School Society:*

*Nicole Pasemko, Vincent Tong, Don Falk, Fred de Kleine, Ted Zarowny*

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

NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

Type of Meeting: Board

Date: December 19, 2018

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

Approved: DRAFT

Recorded By: Shari Morin

Secretary \_\_\_\_\_

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*Motion 2018-12-19-05 Moved that Fred de Kleine be replaced as a signing authority by Tracy Leigh, effective January 1, 2019.*

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

*Motion 2018-12-19-06 Moved that each bank cheque prepared by the New Horizons Charter School Society be signed by one Director and one member of Administration.*

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

#### **8.5 Stakeholder Forum 2019**

Discussion was held with respect to annual Stakeholder Forum. Several possible dates were considered, with February 4 and 11 being identified as the most workable. Possible topics for discussion at the Forum were also considered, with the apparent preference being the following:

- Topic 1: Student mental health, emotional and social support, leadership development, emotional intelligence.
- Topic 2: Junior high school program – What attracts students to our school? What restrains students from considering our junior high program? Developing a high school program.

Additionally, it was suggested that the agenda could include three topics for discussion, with Forum participants choosing two of their preference.

#### **8.6 Board Policy #308 (Conferences, Workshops and Travel Expenses)**

*Motion 2018-12-19-07 Moved that Board Policy #308 (Conferences, Workshops and Travel Expenses) be referred to the Policies, Guidelines and Bylaws Committee for review and that the committee bring recommendations to the Board at the earliest possible date.*

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

DRAFT

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NEW HORIZONS CHARTER SCHOOL SOCIETY  
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Initials: Chair \_\_\_\_\_

Approved: DRAFT

Recorded By: Shari Morin

Secretary \_\_\_\_\_

**8.7 Special Presentation**

On the occasion of his retirement, the Board of Directors presented Secretary-Treasurer Fred de Kleine with a gift in recognition of almost eighteen years of service that he has provided to the New Horizons Charter School Society.

**9. Board Work Plan**

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

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

**10.1 Receipt of Correspondence**

Letters received by The Association of Alberta Public Charter Schools from Education Minister David Eggen and the Boyle Street Education Centre respectively were discussed.

**11. Receipt of Reports**

*Motion 2018-12-19-08 Moved that the all reports presented during the course of the meeting be received by the Board of Directors.*

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

**12. Correspondence Sent**

None

**13. Correspondence Received**

None

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

*Motion 2018-12-19-09 Moved that the meeting move in camera at 9:01 pm.*

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

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

NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

**Type of Meeting:** Board                      **Date:** December 19, 2018                      **Initials:**                      **Chair** \_\_\_\_\_  
**Approved:** DRAFT                      **Recorded By:** Shari Morin                      **Secretary** \_\_\_\_\_

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*Motion 2018-12-19-10      Moved that the meeting move out of camera at 9:58 pm.*

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

**16. Matters Arising from in Camera:**

Due to a potential conflict of interest, Director Morin withdrew from her position as a member of the Personnel Committee.

*Motion 2018-12-19-11      Moved that Director Morin be added to the Survey Committee  
Moved: Director Hanson Seconded: Director Tong Carried.*

*Motion 2018-12-19-12      Moved that Director Nielsen be added to the Audit Committee.  
Moved: Director Tong, Seconded: Director Hanson, Carried*

**18. Adjournment**

Chair Pasemko adjourned the meeting at 10:00 p.m.

*Next Board Meeting: 7:00 pm on Wednesday, January 23, 2019.*

# Board Meeting

## New Horizons Charter School Society

Principal's Report

January 23, 2019

7:00 p.m.

New Horizons School

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### 1. Admissions Update

1. By the Numbers:

a. Number of applicants to January 18:

- i. 2019-2020 – 88
- ii. 2018-2019 - 91
- iii. 2017-2018 – 63

b. Applicants By Grade for the 2019-2020 (as of January 18)

- i. Junior High – 5 (Grade 7)
- ii. Kindergarten - 42
- iii. Grade 1 – 9
- iv. Grade 2 – 4
- v. Grade 3 – 6
- vi. Grade 4 – 7
- vii. Grade 5 – 6
- viii. Grade 6 – 5

2. Information Night

- a. Our Information Night was held on January 16. Approximately 100 parents were in attendance. Presenters include School Council Chair Elizabeth Macve and Grade 9 student Roshan Hassan.

3. Intake Day: March 8

- a. This year's Intake Day will include a pre-test. Applicants will be required to be successful on a short assessment before being given the full assessment.

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### 2. Playground Expansion Update

- Our Playground Committee had its third meeting on the evening of January 17. Our project manager is parent Theresa Nobis.
- Our Committee is looking at two phases for the playground expansion
  - Phase 1 : Swings
  - Phase 2 : Other new play structures
- Timeline:
  - Our original timeline was to have the swings installed this spring, but after a meeting with the county and more fully understanding the scope of work and required funding, the Committee has revised its timeline to have Phase 1 completed in the spring of 2020.

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### 3. School Traffic Safety

- Traffic Congestion
  - Our School Traffic Safety Committee met on the evening of January 8.
  - While the morning drop-off is proceeding well, after school pick-up is causing much congestion. Of particular concern is the double parking along Hawkins Crescent.
  - The Committee will be implementing a “Number System” for after school pick-up to quicken after school loading and to eliminate the double-parking issue.
- The School Traffic Safety Partnership met on January 16.
  - The partnership supports the piloting of the number system and is interested to see how it can positively affect the after school pick-up.
  - Traffic Enforcement is present at these meetings and will wait until our new system is implemented before increasing patrols after school
- Driving Practice Concerns
  - Drivers are still entering Hawkins Crescent at the east instead of west entry creating counter-flow congestion.
  - Drivers are still parking on the west side of Hawkins Crescent which adds to congestion and causes safety concerns as students jay-walk on a busy street to get to the school.
  - Unsafe driving habits such as U-Turns continue.



## Superintendent's Report to the Board of Directors

January 23, 2019

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### 1. **Secretary-Treasurer Position**

A warm New Horizons' welcome is extended to Ms. Tracy Leigh, who began her service as Secretary-Treasurer on January 2 and who will "officially" attend her first Board meeting on January 23. (She attended two meetings unofficially prior to Christmas.) Ms. Leigh holds a Bachelor of Applied Business Administration degree from NAIT and professional designation as a Chartered Professional Accountant. With more than twenty-five years of experience in accounting, she has worked in various roles, including accounts payable, accounts receivable, and full cycle accounting, as well as in more senior roles as accountant/controller. In addition to operating her own private accounting firm, she has been employed in various types of organizations, including construction, oil and gas, manufacturing, and as Assistant Secretary Treasurer with an Alberta school division. Welcome, Ms. Leigh!

### 2. **School Visit: Minister Eggen and Parliamentary Secretary McKitrick**

On January 10, 2019, our school was pleased to host a visit by Education Minister David Eggen and Parliamentary Secretary/Sherwood Park MLA Annie McKitrick. Welcoming Mr. Eggen and Ms. McKitrick to our school were Board Chair Nicole Pasemko, Vice Chair Dan Hanson, and Directors Jason Clarke and Michelle MacDonald. The visit included a highlight tour of our modernized school facility and featured interaction with students and staff while observing a Foods class, an Inspire and Create learning activity, a Robotics class, a multi-grade partner learning activity in the primary wing, and a Music class. Special thanks are extended to grade 9 student Roshan Hassan, who introduced the Minister's group to our welcoming group, and to Principal Zarowny and Vice Principal Vigfusson, who organized the visit and let the tour.

### 3. **Modular Classroom Update**

Following several months of construction, Grade 6D moved into their new modular classroom on Monday, January 14. As a result of this relocation, several additional moves were completed:

- Mr. Loehr's junior high class moved into Room 109 (previously occupied by 6D).
- Room 108 (previously occupied by Mr. Loehr's class) became available for other classes, including expansion of the instructional area available for Foods classes.
- It is no longer necessary for the Learning Commons to be used for regular classroom instruction. As a result, all classes now have greater access to the Learning Commons.

The move into the new modular classroom notwithstanding, the following components of the modular project remain to be completed:

- Installation of new sliding whiteboard (waiting for its arrival).
- Installation of three new boot racks (waiting for their arrival).



- Installation of air conditioning (Spring 2019).
- Soft landscaping / sod around the base of the modular (Spring 2019).

Further to the matter of modular classrooms, we anticipate that a response from Alberta Education will be received by the end of January with respect to the Board's request for three additional modular classrooms.

#### **4. Meetings**

The following meetings are scheduled to occur after the writing of this report, but prior to the January 23 Board meeting. I will provide a verbal report with respect to both of these meetings at the Board meeting:

- Executive Advisory Committee of The Association of Alberta Public Charter Schools.
- Charter School Superintendents' Meeting with Deputy Minister Dr. Curtis Clarke.

#### **5. Solar for Schools Program**

Administration has continued its consideration of the recently-announced Solar for Schools Program, details of which were presented to the Board at its meeting on December 19. A verbal update with respect to this opportunity will be provided at the Board meeting of January 23.

#### **6. From the Archives**

While researching another matter, I recently came across the attached news story from the July 13, 1995 edition of the *Western Producer*, entitled "Alberta OKs first charter school" (attached). The article provides some interesting insights into the approval and establishment of our school. Among other things, the article notes that ...

*The school located near Sherwood Park will offer a program for gifted students from the early childhood services (ECS) program through Grade 12. Children will work at their own pace and individual project work will be encouraged. The school can accept 75 to 200 children.*



Don Falk,  
Superintendent

Attachment

# Alberta OKs first charter school

Published: July 13, 1995

News

0 comments

CALGARY (Staff) – Alberta's first charter school application has received the provincial go-ahead with more approvals expected this summer as each submission is reviewed, says an education official.

The school located near Sherwood Park will offer a program for gifted students from the early childhood services (ECS) program through Grade 12. Children will work at their own pace and individual project work will be encouraged. The school can accept 75 to 200 children.

The charter was granted to the Elk Island school board and the parent-led group, Education for the Gifted Society in Strathcona County.

The school's progress will be monitored by the local school board and Alberta Education, said a government press release.

On June 27, the Calgary public school board approved a similar application for the ABC School. The charter submitted by the Action for Bright Children Society awaits approval from education minister Halvar Jonson.

It expects to open Sept. 1 and can take up to 180 children from Grades 1 to 3. It will be a feeder school for the public board's Gifted and Talented Education (GATE) program.

There are 13 other charter applications in various stages of approval in the province.

Charter schools may not charge tuition and must be open to any students interested in the special programs offered.

Accessed at <https://www.producer.com/1995/07/alberta-oks-first-charter-school/> on January 15, 2019



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

**MEMORANDUM**

January 17, 2019

To: Board of Directors  
From: Don Falk – Superintendent  
Subject: Quarterly Financial Report

**Background:**

Attached for the information of the Board of Directors is the Quarterly Financial Report for the period ended November 30, 2018.

In keeping with Board Resolution 2017-11-22-05, the Audit Committee reviewed the Quarterly Financial Report prior to its presentation to the Board of Directors. Audit Committee Chair Tong will present the Report to the Board; he and Secretary-Treasurer Leigh will be prepared to speak to it and to respond to questions that Directors may have.

**Recommendation:**

It is recommended that the Quarterly Financial Report for the period ended November 30, 2018 be received as information.

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

Don Falk – Superintendent

Attachment

New Horizons Charter School Society  
Budget vs Actual at November 30, 2018

Function	DESCRIPTION	Account No	2018-19 Budget	Total Sep 1/18 to Nov 30/18	YTD Residual Balance	% of Residual Budget
<b>REVENUES</b>			<b>\$ 3,712,871.63</b>	<b>\$ 1,089,009.93</b>	<b>\$ 2,623,861.70</b>	<b>71%</b>
	Alberta Education		\$ 3,581,588.73	\$ 1,019,467.27	\$ 2,562,121.46	72%
	Fees		\$ 66,492.50	\$ 57,820.50	\$ 8,672.00	13%
	Sales & Services		\$ 34,790.40	\$ 5,308.51	\$ 29,481.89	85%
	Investments		\$ 5,000.00	\$ 351.90	\$ 4,648.10	93%
	Gifts		\$ 25,000.00	\$ 5,000.00	\$ 20,000.00	80%
	Fundraising		\$ -	\$ 1,061.75	\$ (1,061.75)	0%
<b>EXPENDITURES</b>			<b>\$ 3,688,749.06</b>	<b>\$ 984,297.74</b>	<b>\$ 2,704,451.32</b>	<b>73%</b>
	Salary Certificated		\$ 1,720,398.00	\$ 428,544.22	\$ 1,291,853.78	75%
	Salary Non-Certificated		\$ 314,210.00	\$ 66,947.02	\$ 247,262.98	79%
	Honorariums		\$ 2,500.00	\$ -	\$ 2,500.00	100%
	Benefits Certificated		\$ 414,452.00	\$ 74,803.23	\$ 339,648.77	82%
	Benefits Non-Certificated		\$ 89,916.00	\$ 11,252.36	\$ 78,663.64	87%
	Prof. & Tech. Services		\$ 511,297.67	\$ 264,719.24	\$ 246,578.43	48%
	Communications		\$ 22,500.00	\$ 4,177.01	\$ 18,322.99	81%
	Utilities		\$ 59,500.00	\$ 11,187.90	\$ 48,312.10	81%
	Bussing		\$ 8,000.00	\$ 787.40	\$ 7,212.60	90%
	Student Transportation		\$ 125,598.96	\$ 2,218.74	\$ 123,380.22	98%
	Fees Expense		\$ 58,571.25	\$ 13,142.33	\$ 45,428.92	78%
	Insurance		\$ 26,150.00	\$ 6,235.62	\$ 19,914.38	76%
	Supplies/Materials		\$ 286,355.18	\$ 93,820.23	\$ 192,534.95	67%
	Text, Library & Media		\$ 20,500.00	\$ 3,333.42	\$ 17,166.58	84%
	Travel		\$ 3,950.00	\$ 1,464.55	\$ 2,485.45	63%
	Amortization		\$ 18,500.00	\$ -	\$ 18,500.00	100%
	Bank Charges		\$ 6,350.00	\$ 1,664.47	\$ 4,685.53	74%
	<b>Surplus (Deficit)</b>		<b>\$ 24,122.57</b>	<b>\$ 104,712.19</b>	<b>\$ (80,589.62)</b>	<b>-334%</b>



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

## MEMORANDUM

January 16, 2019

To: Board of Directors

From: Don Falk - Superintendent

Re: Draft School Calendar for 2019-20

### **Background:**

The attached document presents a draft school calendar for the 2019-20 school year. Administration's intent at this time is to present a draft calendar to the Board for initial discussion and adoption in principle. Following this initial consideration by the Board, it is recommended that the draft calendar be presented for discussion and feedback to the School Council and school staff, with a view toward adoption at the February 2019 meeting of the Board of Directors.

Key features of the draft proposed calendar include the following:

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

2. According to Article 4.12 of the collective agreement with the Alberta Teachers' Association, "Teachers will render service for the number of teaching days designated by the Board up to 200 teaching days, commencing the opening day of school in each school year, exclusive of vacation periods, weekends and general holidays of the Province of Alberta."
3. The draft calendar provides for 194 days of school operation. Of these, 179 are instructional days and 15 are non-instructional days. By comparison, the approved 2019-20 calendar for Elk Island Public Schools includes 192 days of school operation, of which 181 are instructional days. A 2019-20 calendar has been approved "in principle" by Elk Island Catholic Schools. It includes 194 days of school operation, of which 181 are instructional days.
4. The draft calendar is designed to be consistent, in substantial measure, with the calendars of Elk Island Public Schools (EIPS) and Elk Island Catholic Schools (EICS) respectively, although not necessarily in perfect alignment with either. The need for consistency is prompted by our school's agreement with EIPS with respect to bus transportation services and by an acknowledgment that some families with children enrolled in our school have other children who are enrolled in EIPS or EICS schools. The need for uniqueness is a reflection of the distinctive nature and focus of our school and the consequent need for professional development opportunities and planning activities that are different from those in other school jurisdictions.
5. As outlined in greater detail below, three of the non-instructional days are identified as days-in-lieu for "... parent teacher meetings related to report cards and Individual Program Plans," as per the collective agreement with the Alberta Teachers' Association.
6. Of the 179 instructional days in the proposed calendar, 169 are full days and 10 provide for early dismissal on staff meeting days. When combined with the school's current daily schedule, this generates a total of 956.6 hours of instructional time during the course of the year, which is above the minimum of 950 hours required by the School Act.
7. Classes for students begin on September 3, 2019, and conclude on the June 26, 2020. These start and end dates are consistent with both EIPS and EICS.
8. The draft calendar includes a Fall Break in November (incorporating one in-lieu day), a two-week Christmas Break during the last week of December and the first week of January, and a Spring Break (incorporating one in-lieu day) that begins on Friday, March 27, with classes resuming on Monday, April 6.
9. Additional holidays (i.e. those not included in other vacation periods) are Labour Day, Thanksgiving Day, Family Day, Good Friday, Easter Monday, and Victoria Day. A PD Day (May 15) extends the Victoria Day weekend to four days for students.
10. The proposed calendar includes 15 non-instructional days, distributed as follows:
  - a. Planning days (4) – two days prior to the first day of instruction for students, one on October 11 (IPP development), and one after the last instructional day for students.
  - b. Professional Development (7):
    - i. One of three non-instructional days at the beginning of the school year
    - ii. Friday, September 20, 2019
    - iii. Friday, November 29, 2019
    - iv. February 6 & 7, 2020 (North Central Teachers' Convention)
    - v. February 14, 2019
    - vi. May 15, 2019

- c. Intake Day (1) - a day on which prospective students will be assessed for possible enrolment at New Horizons School; scheduled for March 6, 2020.
- d. Days in lieu of parent-teacher conferences (3) - as per the collective agreement with the Alberta Teachers' Association.

**Recommendations:**

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

1. That the draft calendar for the 2019-20 school year be approved in principle.
2. That the draft calendar be presented to the School Council and school staff for discussion and feedback and that, giving consideration to the feedback received, it be presented to the Board of Directors for final approval at the February 2019 Board meeting.



Don Falk – Superintendent

Attachment

## School Calendar 2019-20

August 2019						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2019						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2019						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2019						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2019						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2020						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2020						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2020						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2020						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2020						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2020						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2020						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

- Holiday / School Closure
- Day in Lieu of P-T Conferences (no students or staff)
- PD / Organizational Day – school closed to students
- First and Last Day of School for Students
- Early Dismissal / Staff Meeting



Important Dates	
Organizational /PD Days	August 28, 29, 30
Labour Day	September 2
Classes Begin for Students	September 3
Professional Development Day	September 20
Professional Development Day	October 11
Thanksgiving Day	October 14
Fall Break	November 11-15
Days in Lieu of P/T Conferences	November 15, January 24 & March 27
Christmas Break	December 23 – January 3
Teachers' Convention	February 6, 7
Professional Development Day	February 14
Family Day	February 17
Intake Day	March 6
Spring Break	March 27 – April 3
Good Friday	April 10
Easter Monday	April 13
Professional Development Day	May 15
Victoria Day	May 18
Final Day for Students	June 26
Organizational Day	June 29

Operational and Instructional Days		
Month	Days of School Operation	Days of Student Instruction
August	3	0
September	20	19
October	22	21
November	17	15
December	15	15
January	20	19
February	19	16
March	20	18
April	17	17
May	20	19
June	21	20
<b>Total</b>	<b>194</b>	<b>179</b>

Instructional Hours			
Type of Day	Days	Minutes / Day	Hours / Year
Regular	169	324	912.6
Early Dismissal	10	264	44.0
Total	179	-----	956.6

School Vision
<i>Enabling gifted students to strive for excellence in a positive academic learning environment that fosters social and emotional growth for each student.</i>



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

## MEMORANDUM

January 17, 2019

To: Board of Directors

From: Don Falk – Superintendent

Re: Review of Policy #210 (Welcoming, Caring, Respectful, and Safe Learning and Working Environments) and Related Portions of Student Code of Conduct

### **Background:**

In keeping with section 45.1(6) of the School Act, Board Policy #210 (Welcoming, Caring, Respectful, and Safe Learning and Working Environments) includes the following requirement:

*This policy and the associated Student Code of Conduct shall be reviewed annually, with the review to be confirmed by Board resolution. Following confirmation, the policy and Student Code of Conduct shall be posted or re-posted publicly on the school website.*

Further, section 45.1(5) of the School Act includes the following requirements with respect to the Student Code of Conduct:

- 5) A code of conduct established under subsection (2) must contain the following elements:
- (a) a statement of purpose that provides a rationale for the code of conduct, with a focus on welcoming, caring, respectful and safe learning environments;
  - (b) one or more statements about what is acceptable behaviour and what is unacceptable behaviour, whether or not it occurs within the school building, during the school day or by electronic means;
  - (c) one or more statements about the consequences of unacceptable behaviour, which must take account of the student's age, maturity and individual circumstances, and which must ensure that support is provided for students who are impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour.

Attached for the consideration of the Board is Board Policy #210 and the New Horizons School Code of Conduct. Portions of the Code of Conduct that speak specifically to the requirements of section 45.1(5) of the School Act are highlighted in yellow.

Administration has reviewed both documents and is of the mind that, with respect to the establishment and maintenance of a school environment that is welcoming, caring, respectful, and safe, they continue to meet the requirements of the School Act, Board Policy #210, and the needs of the school.

### **Recommendations:**

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

1. That, in keeping with the requirements of the School Act and Board Policy #210, the Board of Directors re-approve Board Policy #210 (Welcoming, Caring, Respectful, and Safe Learning and Working Environments).
2. That, in keeping with the requirements of the School Act and Board Policy #210, the Board of Directors affirm that the Student Code of Conduct is compliant with and in alignment with the requirements of the School Act and Board Policy #210.



Don Falk – Superintendent

Attachments (2)

**POLICIES**

Approved: 2018-02-28

Policy: #210

Amended:

Section: School Operations

**#210 Welcoming, Caring, Respectful, and Safe Learning and Working Environments****POLICY STATEMENT**

The Board of Directors is committed to providing students and staff with a welcoming, caring, respectful, and safe learning and working environment that fosters a sense of belonging, nurtures a positive sense of self, respects diversity, and promotes well-being in all its aspects.

In accordance with this commitment, the Board does not condone behaviours that constitute bullying, harassment, sexual harassment, discrimination, or violence, and expects allegations of such behaviours to be investigated and addressed in a timely and thorough manner, as warranted by the circumstance.

Further, the Board affirms the rights, as expressed in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*, of each student enrolled in the school and each staff member employed by the New Horizons Charter School Society. Accordingly, the Board believes that the school environment must be free from discrimination based on race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, or sexual orientation.

The Superintendent is responsible for the development and implementation of practices and procedures that are consistent with this policy.

**DEFINITIONS**

1. In this policy, “bullying” means repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear, or distress to one or more other individuals in the school community, including psychological harm or harm to an individual’s reputation.
2. In this policy, “harassment” means unwelcome verbal or physical conduct, including conduct that relates to discrimination. Usually, it must be repeated to constitute harassment, but single acts can be harassing if they are severe, or involve obvious power imbalance. Harassment is insulting, demeaning or intimidating. Examples of harassment include, but are not limited to, the following: verbal or physical abuse; threats; derogatory remarks; jokes; innuendo or taunts about appearance or beliefs; display or electronic transfer of unreasonable invasion of one’s person. Harassment can be bullying or outright physical assault. The behaviour giving rise to a complaint need not be intentional in order to be considered harassment; it is sufficient that the offender knows, or ought reasonably to know, that the behaviour is offensive and unwelcome.
3. In this policy, “sexual harassment” means any unwelcome behaviour that is sexual in nature. Unwanted sexual advances, unwanted requests for sexual acts, and other verbal or physical conduct of a sexual nature constitute sexual harassment when the harasser knows or ought to know that it is unwelcome. Sexual harassment includes such things as unwanted touching (e.g. pinching, patting, rubbing); leering, sexist, or “dirty” jokes; the display of sexually suggestive material; derogatory or

**POLICIES**

**Approved:** 2018-02-28

**Policy:** #210

**Amended:**

**Section:** School Operations

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**#210 Welcoming, Caring, Respectful, and Safe Learning and Working Environments  
(cont.)**

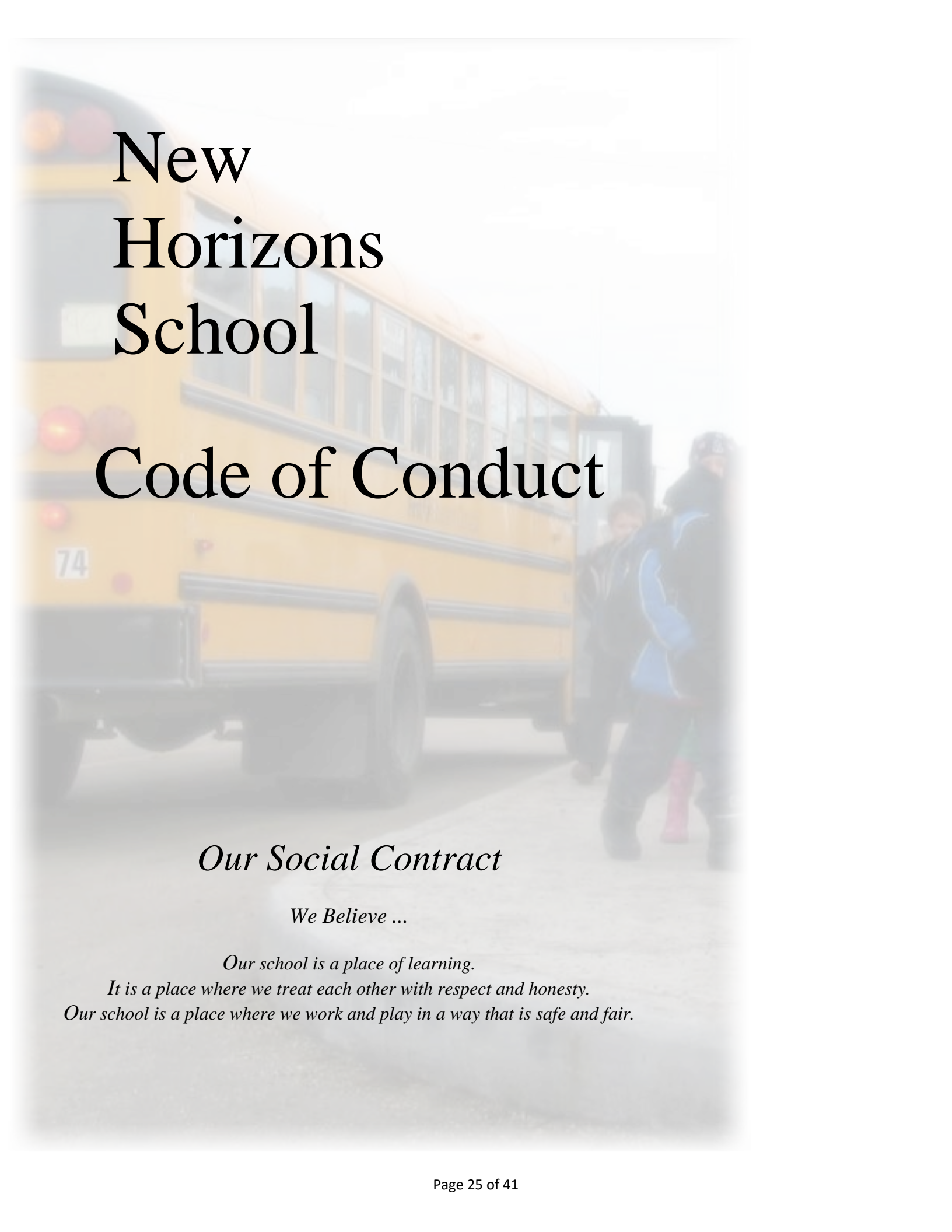
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degrading comments; sexually suggestive gestures; and unwelcome propositions, innuendos, demands or inquiries of a sexual nature.

4. In this policy, “discrimination” means the unjust or prejudicial treatment of a person or class of persons because of the race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, or sexual orientation of that person or class of persons.
5. In this policy, “violence” means the threatened, attempted, or actual conduct of a person that is intended to cause, causes, or is likely to cause injury to a person or damage to property. Examples include, but are not limited to, the following: destroying property, throwing objects at others, verbal or written threats that express and intent to inflict harm, physical attacks, or any other act that would arouse fear in a reasonable person in the circumstance.

**GUIDELINES**

1. The school principal is responsible to develop and implement a *Student Code of Conduct* that includes, at a minimum:
  - a. A statement of purpose that provides a rationale for the code of conduct, with a focus on welcoming, caring, respectful, and safe learning environments.
  - b. One or more statements about what is acceptable behaviour and what is unacceptable behaviour, whether or not it occurs within the school building, during the school day, or by electronic means.
  - c. One or more statements about the consequences of unacceptable behaviour. The statement(s) must take into account the student’s age, maturity, and individual circumstances, and must ensure that support is provided for students who are impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour.
2. This policy and the associated *Student Code of Conduct* shall be reviewed annually, with the review to be confirmed by Board resolution. Following confirmation, the policy and *Student Code of Conduct* shall be posted or re-posted publicly on the school website.
3. A website link to this policy, the associated administrative procedure, and the *Student Code of Conduct* shall be displayed in a place clearly visible to students in the school.



# New Horizons School

## Code of Conduct

### *Our Social Contract*

*We Believe ...*

*Our school is a place of learning.*

*It is a place where we treat each other with respect and honesty.*

*Our school is a place where we work and play in a way that is safe and fair.*

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# INTRODUCTION

## New Horizons Code of Conduct

### Purpose

The purpose of this code of conduct is to provide a welcoming, caring, respectful, and safe learning environment. In creating this environment, this code of conduct reflects the need for an appropriate balance between individual and collective rights, freedoms, and responsibilities.

### Scope

The expectations in the code of conduct are in effect in the following circumstances:

- on school premises,
- on the school bus,
- during activities that are off school premises and that are organized or sponsored by the school,
- behaviour beyond these times when it affects the safe, caring or orderly environment of the school.
  - Such expectations include website postings, blogs, text messages by or about students or staff using electronic devices, and other means that negatively affect other members of the school community and student learning.
  - Such expectations also include the times arriving to and from school, and during lunch hour times when junior high students leave the school premises.



# Our Social Contract

We Believe ...

Our school is a place of learning.

It is a place where we treat each other with respect and honesty.

Our school is a place where we work and play in a way that is safe and fair.

## Major Infractions

### Bottom Line Behaviors

Major infractions are called *bottom line* behaviors. Minor infractions are those not identified in the *bottom line* behaviors. *Bottom line* behaviors include the following:

1. Any illegal activity ( eg. behaviors related to drugs and alcohol, weapons, theft, vandalism, etc.).
2. Use of tobacco in or on school property within one block of the school.
3. Habitual minor infractions.
4. Deliberately striking or pushing a teacher or another person in authority.
5. Swearing at a teacher or another person of authority.
6. Direct or persistent opposition to authority.
7. Uttering a threat to inflict serious bodily harm or harm to property (eg. saying “I’m going to kill you” even in jest; threats to injure, bomb threats).
8. Physical assault causing bodily harm (eg. hitting, pushing, kicking, fighting).
9. Retribution against a person who has reported an incident.
10. Conduct injurious to the physical or mental well-being of others in the school including, but not limited to bullying, fighting, false fire alarms, dangerous use of equipment, hate-motivated incidents. This includes harassment on any of the protected or prohibited grounds identified in the *Alberta Human Rights Act*. These prohibited grounds are identified below:
  - Race
  - Religious Beliefs
  - Colour
  - Gender
  - Mental Disability
  - Physical Disability
  - Ancestry
  - Place of Origin-Place of Birth
  - Family Status
  - Sexual Orientation

## Minor Infractions

Minor infractions of the code of conduct are those that are not identified as major infractions or *bottom line* behaviors.

Minor infractions are those behaviors which infringe upon the needs of others. Our **social contract** on page 2 expresses the kind of school community we want. Behaviors that go against our social contract are considered infractions.

***Please go to page 6 for examples of minor infractions and expected behavior.***

## Considerations

### ***Rising Expectations***

Rising expectations mean that students have varying levels of understanding as they grow older and more mature. Behavior expectations for students in primary grades may be different than what is expected as students become older and eventually enter Grade 9. Such differences in maturity levels will be reflected in both expectations and **consequences** for conduct.

### ***Students With Special Needs***

The application of this code of conduct will not discriminate against a student who can not meet a behavioural expectation because of a disability. Some students with certain types of special needs are unable to understand conduct expectations or rationally control their conduct. Differences resulting from such disabilities will be reflected in both expectations and **consequences** for conduct.

## **Responding to Minor Infractions**

### ***Making Mistakes: Minor Infractions***

We live in a human environment and face a diverse set of needs daily. Our job when we are together is treat each other in a way that respects the needs of others and reflects our *social contract*.

As we go through our days, there may be times when we interfere with the needs of others as we try to meet our own needs. We call these actions

*None of us are perfect. We all make mistakes, When we make a mistake and infringe on the needs of others, our job is to “fix up” the mistake.*

*“Fixing up” the mistake means to do something for the person that we hurt so that he or she feels ok again.*

**mistakes.** When this happens, the expectation is to “*fix up*” the mistake. Often, that involves making a *restitution* - saying or doing something that will make the person who was hurt feel ok once again. Students are expected to learn from their mistakes and not repeat the behavior.

Ideally, when we hurt others in some way, we should be able to recognize that and “fix up” the mistake on our own.

But that doesn’t always happen. When a person does not fix up the mistake by himself or herself, a teacher or supervisor may need to help. Below are some ways teachers may **respond** to minor infractions.

### **Teacher **Response** to Minor Infractions**

Mistakes are learning opportunities. When students make a behavioral choice that infringes on the needs of others, teachers will help those students learn from their mistakes, find ways to makes amends with the person they hurt, and make a pan to do better.

Teachers may **respond** to minor infractions in several possible ways including the following:

- discussion
- problem solving
- helping with a restitution
- using a “planning sheet”
- providing an alternate work space
- “cool down” room and “think sheet”
- in-class **consequences** (loss of privilege, community service, etc.)
- suspending a student of one class period

***Depending on the severity and frequency of the behavior and parents will be notified.***

If the minor infractions keep repeating themselves, the infraction becomes a **bottom line** behavior and the student will be referred to the principal.

*“And now that you don't have to be perfect, you can be good.”*

— John Steinbeck

## Responding to Bottom Line Behaviors

Bottom Line behaviors have the automatic consequence of removal from the classroom group or school group for a period of time.

Depending on the frequency and severity of the infraction, a student may be removed from the group in the following ways:

- with an in-school suspension for a partial day, or full days,
- suspension from a certain courses for one or more days,
- out-of-school suspension to a maximum of five days,
- out-of-school suspension to a maximum of five days, or
- out-of-school suspension to a maximum of five days with the recommendation to the Board of Directors for expulsion.

As well, depending on the nature of the infraction, other measures may be taken.

- The RCMP may be notified.
- In the case of threats, students who utter threats may be expected to undergo a threat-risk assessment by a trained professional.

*“If you want to make a difference in someone's life, you don't need to be gorgeous, rich, famous, brilliant or perfect. you just have to care.”*

— Karen Salmansohn

## Expected Behavior

Identifying all possible infractions in a human environment such as our school is a difficult task and would take up many pages. The next few pages, therefore, identify **examples** of acceptable and examples of unacceptable behavior in relation to our code of conduct.

*All behaviors that are acceptable and unacceptable **are not** identified in the lists. Instead, on the next few pages are **examples** of what are considered **acceptable** and **unacceptable** behaviors. The list of the following examples was generated by the students, staff, and parents of New Horizons School.*

### Examples of Expected Behavior

#### **1. Our School Is a Place of Learning**

*Below are some examples of how we can support learning and some examples of how we can interfere with learning.*

##### **We can make a school a place of learning by**

- working diligently and to the best of our abilities
- behaving in ways that supports a positive learning environment for oneself and others
- keeping learning and playing environments such as classrooms and playgrounds tidy for others who use the space
- listening to instructions
- encouraging others
- helping others
- turning off cell phones and other electronic devices that can disrupt learning while in school

##### **We interfere with the learning in our school by**

- behaving in ways that disrupts the teaching and learning
- being unnecessarily absent or late
- not cleaning up messes that are made in the learning environment
- using learning time in inappropriate ways
- putting in minimal effort into learning activities and assessments
- plagiarism and copying from others
- giving all the answers

*“Learning is a treasure that will follow its owner everywhere.”*  
- Chinese Proverb

*“I am defeated, and know it, if I meet any human being from whom I find myself unable to learn anything.”* - George Herbert Palmer

## **2. Our School Is a Place Where We Treat Each Other With Respect**

*Below are some examples of how we can show respect and some examples of how we show disrespect.*

### **We can show respect by**

- avoiding abusive and offensive language such as put downs, racist comments, sexist comments, and swearing
- wearing clothing without words or images that are offensive to others, that doesn't reveal under-wear, and if wearing shorts or skirts, have hemlines that are below the fingertips when the arms are at one's side
- responding to instructions given from teachers, assistants, supervisors, and others who are working or volunteering at the school.
- resolving conflicts without hurting others
- seeking permission before touching someone's personal property, or the school's property including plants
- playing with people you both like and don't like
- listening to what others have to say
- speaking in a tone of voice that invites discussion

### **We show disrespect by**

- habitually neglecting to do one's duty
- saying or doing things that make others feel uncomfortable or hurt
- not obeying those with authority (school staff and supervisors)
- misusing school equipment and property
- laughing at the misfortune of others
- making fun of others when they have a comment or ask a question
- using an unfriendly tone of voice
- not tattling

*“Respect for the fragility and importance of an individual life is still the mark of an educated man.” - Norman Cousins*

### **3. Our School Is a Place Where We Treat Each Other With Honesty**

*Below are some examples of how we can show honesty and some examples of how we show dishonesty.*

#### **We can show honesty by**

- being responsible for our actions
- knowing that it's ok to make a mistake and trying to "fix things up"
- telling the truth when problem solving
- informing a school staff in a timely manner of incidents of bullying, harassment or intimidation
- avoiding blaming others for our mistakes
- telling the *whole* truth
- being true to what you say

#### **We can show dishonesty by**

- withholding important information when solving conflicts
- making up stories that are different than the truth when problem solving
- not taking responsibility for our actions
- falsely accusing others
- spreading false information
- exaggerating
- "setting others up"

### **4) Our School Is a Place Where We Work and Play in a Way That Is Fair**

*Below are some examples of how we can behave fairly and some examples of how we show can behave unfairly.*

#### **We can act fairly by**

- "playing by the rules"
- sharing when resources are lacking
- taking turns
- including others in games and activities
- congratulating others when they succeed

#### **We can act unfairly by**

cheating  
always wanting to be first  
not letting others be a part of the group (excluding others)

*"Honesty is like an icicle; if once it melts that is the end of it."*  
- Anonymous

*"Fairness is what justice really is."*

- Potter Stewart

*"Always tell the truth. Then you'll never have to remember what you said the last time."*  
- Sam Rayburn

*"Live so that when your children think of fairness and integrity, they think of you."*

- H. Jackson Brown, Jr.

being nice to some people and not others  
making up” rules  
bragging when we do better than others  
being a “sore loser”

**5) Our School is a Place Where We Work and Play in a Way that is Safe.**

*Below are some examples of how we can create a safe environment and examples of how we can create an unsafe environment.*

**We can create a safe environment by**

- using all equipment in a safe manner
- solving conflicts in a way that does not hurt others
- wearing shoes at all times
- being a positive role model
- being gentle in PE

**We can create an unsafe environment by**

- throwing things
- running in the halls
- pushing, hitting, and kicking others
- emotionally hurting others with put downs, racist comments, sexist comments, swearing, and threats
- bullying
- roughhousing
- picking on one person
- teasing and name-calling

*“Safety is understanding, it is an attitude of mind – it is not necessarily a simply following of rules or directions.”*  
- Garry Richards,



### 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> <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 checked="" type="checkbox"/></li> <li>▪ Sign Board Member Code of Conduct – Policy #101 <input checked="" type="checkbox"/></li> <li>▪ Receive Accountability Pillar Results Report for October 2018 <input checked="" 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 checked="" type="checkbox"/></li> <li>▪ Approve final Three-Year Education Plan 2018-19 to 2020-21 <input checked="" type="checkbox"/></li> <li>▪ Approve revised budget for 2018-19 <input checked="" type="checkbox"/></li> <li>▪ Approve Annual Education Results Report 2017-18 <input checked="" type="checkbox"/></li> <li>▪ Approve Audited Financial Statement Year Ending Aug 31/18 <input checked="" type="checkbox"/></li> <li>▪ Receive Report #1 from School Council <input checked="" 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 checked="" type="checkbox"/></li> <li>▪ Set date for March Board Planning Retreat <input checked="" 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>



Don Falk <dfalk@newhorizons.ca>

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## Draft K-4 Curriculum Approved for Field Testing

1 message

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

Fri, Dec 14, 2018 at 10:58 AM

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

**First Nations Education Directors**

**Provincially Accredited Private School Authorities**

**Presidents of Stakeholder Associations**

Alberta Catholic School Trustees' Association (ACSTA)

Alberta Educational Facilities Administrators Association (AEFAA)

Alberta Home Education Association (AHEA)

Alberta School Boards Association (ASBA)

Alberta School Councils' Association (ASCA)

Alberta Teachers' Association (ATA)

Association canadienne-française de l'Alberta (ACFA)

Association of Independent Schools & Colleges in Alberta (AISCA)

Association of School Business Officials of Alberta (ASBOA)

College of Alberta School Superintendents (CASS)

Council of Catholic Superintendents of Alberta (CCSSA)

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

Fédération des parents francophones de l'Alberta (FPFA)

Learning Disabilities Association of Alberta (LDAA)

Public School Boards' Association of Alberta (PSBAA)

The Association of Alberta Public Charter Schools (TAAPCS)

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

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Today I signed off on our draft Kindergarten to Grade 4 (K–4) curriculum for field testing. This is a significant milestone for education in Alberta, and it helps us to fulfill our promise to develop and deliver a modernized K–4 provincial curriculum in a timely manner. I am proud to be working with the Alberta Teachers' Association and with trustees, school and system leaders, school councils and other education stakeholders on this important work.

The curriculum implementation working group and advisory committee have begun to meet and will continue their work in 2019. In the first few months of 2019, Alberta Education will be focused on working with all of our education partners to make the necessary preparations to inform all aspects of implementation including research and data gathering, resource development, professional development and finalizing plans for field testing for the 2019-2020 school year.

Field testing future curriculum is an important part of our development process because it helps to ensure that what looks good on paper also makes sense in the classroom. Through field testing, educators will be able to provide feedback on the strengths and gaps of the draft K–4 curriculum. This work is essential as we further refine the draft curriculum and move to approve curriculum for provincial implementation.

We are working with the Alberta Teachers' Association and with our implementation working group and advisory committee to determine what field testing and implementation of Alberta's new curriculum will look like. I can assure you that field testing will occur in settings that reflect the diversity of Alberta's students and classroom contexts, and that plans for field testing will be informed by research and by the perspectives of teachers, school and system leaders, trustees, school councils, and Albertans. More specific details on what field testing will look like will be shared in 2019. Our implementation plan is founded on the understanding that we will implement curriculum when teachers are prepared, when school authorities are ready, and when we know we have the right curriculum.

I want to thank you for your input into this work. We are developing a curriculum that will prepare all students to build a bright future for themselves and for the province as a whole. Your insights, input, and hard work have been instrumental to the success of this work so far, and I look forward to that work continuing as we prepare for field testing and implementation of the new curriculum.

To view the most recent drafts of the K–4 curriculum, please visit the links below.

- [Summary overview of draft Kindergarten to Grade 4 curriculum](#)
  - Shifts between current curriculum and future curriculum
- [Copies of the draft Kindergarten to Grade 4 curriculum as of December 2018](#)
- [Curriculum timeline tool](#)

· [New LearnAlberta.ca](#)

Thank you,

David Eggen

Minister of Education

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

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Aujourd'hui, j'ai signé l'ébauche du curriculum de la maternelle à la 4<sup>e</sup> année (M à 4) en vue de la mise à l'essai. Cette étape importante pour l'éducation en Alberta nous aide à tenir notre promesse d'élaborer et d'offrir un curriculum provincial modernisé de la maternelle à la 4<sup>e</sup> année dans un délai convenable. Je suis fier de travailler sur cet important projet avec l'Alberta Teachers' Association et avec les conseillers scolaires, les leaders du système d'éducation et les directions d'école et d'autorité scolaire, les conseils d'école et les autres parties prenantes.

Le groupe de travail sur la mise en œuvre du curriculum et le comité consultatif sur la mise en œuvre ont commencé à se réunir et ils poursuivront leurs travaux en 2019. Au cours des premiers mois de 2019, Alberta Education concentrera ses efforts auprès de nos partenaires en éducation pour préparer tous les aspects de la mise en œuvre, notamment la recherche et la collecte de données, l'élaboration des ressources, le perfectionnement professionnel et la finalisation des plans de mise à l'essai pour l'année scolaire 2019-2020.

La mise à l'essai du futur curriculum est une partie importante de notre processus d'élaboration, car elle permet de s'assurer que ce qui paraît bien sur papier a également un sens dans la salle de classe. Grâce à la mise à l'essai, les éducateurs seront en mesure de donner leur rétroaction sur les points forts et les lacunes de l'ébauche du curriculum de la maternelle à la 4<sup>e</sup> année. Ce travail est essentiel au fur et à mesure que nous affinons l'ébauche du curriculum et que nous nous dirigeons vers son approbation en vue d'une mise en œuvre provinciale.

Nous travaillons avec l'Alberta Teachers' Association et avec notre groupe de travail sur la mise en œuvre et notre comité consultatif sur la mise en œuvre pour déterminer à quoi

ressembleront la mise à l'essai et la mise en œuvre du nouveau curriculum de l'Alberta. Je peux vous assurer que la mise à l'essai se déroulera dans des cadres reflétant la diversité des élèves de l'Alberta et des différents contextes de classe, et que les plans de la mise à l'essai s'appuieront sur des recherches et sur les points de vue des enseignants, des leaders du système d'éducation et des directions d'école et d'autorité scolaire, des conseillers scolaires, des conseils d'école et des Albertains. Des détails plus précis sur ce à quoi ressemblera la mise à l'essai seront communiqués en 2019. Notre plan de mise en œuvre repose sur le principe selon lequel nous allons mettre en œuvre le curriculum quand les enseignants seront bien préparés, quand les autorités scolaires seront prêtes et quand nous serons convaincus d'avoir le bon curriculum.

J'aimerais vous remercier de votre contribution à ce travail. Nous élaborons un curriculum qui préparera tous les élèves à bâtir un avenir prometteur pour eux-mêmes et pour la province dans son ensemble. Vos idées, votre contribution et vos efforts ont été déterminants pour le succès de ce projet jusqu'à présent, et j'espère que ce travail se poursuivra alors que nous nous préparons en vue de la mise à l'essai et de la mise en œuvre du nouveau curriculum.

Pour consulter les plus récentes ébauches du curriculum M à 4, veuillez cliquer sur les liens suivants.

- [Aperçu de l'ébauche du curriculum de la maternelle à la 4<sup>e</sup> année](#)
  - Changements entre le curriculum actuel et le curriculum futur
- [Copies de l'ébauche du curriculum de la maternelle à la 4<sup>e</sup> année datant de décembre 2018](#)
- [L'échéancier du curriculum](#)
- [Nouveau site LearnAlberta.ca](#)

Merci.

David Eggen

Ministre de l'Éducation

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