



# **Board Meeting**

# **Agenda Package**

**March 13, 2019**

☞ *New Horizons Charter School Society* ☞

**AGENDA****Type of Meeting:** Board**Date:** March 13, 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  
MARCH 13, 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 February 20, 2019 – attachment               |            |         |
| 6.   | <b>Administration Reports</b>                    |            | 7:05 pm |
|  | 6.1 Principal's Report                           | T. Zarowny |         |
|  | 6.2 Secretary-Treasurer's Report – attachment    | T. Leigh   |         |
|  | 6.3 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 |         |
|  | 7.2.1 Survey Committee                           | D. Hanson  |         |
| 8.   | <b>New Business</b>                              |            | 7:45 pm |
|  | 8.1 Modular Classroom – attachment               | D. Falk    |         |
|  | 8.2 Three-Year Capital Plan 2020-23 – attachment | D. Falk    |         |
|  | 8.3 Board Planning Retreat – attachment          | D. Falk    |         |

**AGENDA****Type of Meeting:** Board**Date:** March 13, 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 | 8:30 pm |
| 10. | <b>The Association of Alberta Public Charter Schools</b>   | N. Pasemko | 8:35 pm |
|     | 10.1 Communication Document re Provincial Election – attachment                                    |            |         |
| 11. | <b>Receipt of Reports</b>  | N. Pasemko | 8:40 pm |
| 12. | <b>Correspondence Sent</b>   | N. Pasemko | 8:41 pm |
| 13. | <b>Correspondence Received</b>   | N. Pasemko |         |
|     | 13.1 Email from Education Minister Eggen (2019-03-01) re Seclusion Room Standard – attachments (2) |            |         |
| 14. | <b>In Camera</b>   | N. Pasemko | 8:45 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 | 9:20 pm |

**Next Board Meeting – 7:00 p.m., Wednesday, April 24, 2019**

NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

Type of Meeting: Board

Date: February 20, 2019

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

Approved: DRAFT

Recorded By: S. Morin

Secretary \_\_\_\_\_

**February 20, 2019, 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

Michelle Macdonald  
DIRECTOR

Administration Present:

Don Falk  
SUPERINTENDENT

Tracy Leigh  
SECRETARY-TREASURER

Ted Zarowny  
PRINCIPAL

**1. Call to Order**

Chair Pasemko called the meeting to order at 7:02 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 2019-02-20-01 Moved that the agenda for the Board Meeting of February 20, 2019 be adopted as presented.*

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

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

None

**5. Approval of Minutes**

**5.1 Minutes of January 23, 2019**

DRAFT

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NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

Type of Meeting: Board

Date: February 20, 2019

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

Approved: DRAFT

Recorded By: S. Morin

Secretary \_\_\_\_\_

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*Motion 2019-01-23-02 Moved that the Board Meeting Minutes of January 23, 2019 be approved.*

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

## 6. Administration Reports

### 6.1 Principal's Report

Principal Zarowny provided information regarding the junior high information night and shared details about the responses from returning students.

### 6.2 Secretary-Treasurer's Report

Secretary-Treasurer Leigh spoke to her report, as attached to the agenda for the meeting. Her report provided information with respect to the Guaranteed Investment Funds that are held by the New Horizons Charter School Society.

### 6.3 Superintendent's Report

Superintendent Falk spoke to his report, as attached to the agenda for the meeting. Included in his report was information with respect the following:

- Stakeholder Forum held on February 11, 2019.
- Alberta Education's response to our school's request for modular classrooms.
- Solar for Schools Program.
- Posting of the position of School Jurisdiction Office Clerk.

## 7. Board Reports

### 7.1 Board Chair's Report

Chair Pasemko commented on an invitation she has received from Suzuki Charter School to attend a Board Development session with presenter Teresa Haykowsky, LLP, on the topic of risk with Board governance. Chair Paskemko indicated her intent to attend the session, which will be held on March 9, 2019.

### 7.2 Committee Reports

Verbal reports were received from the Policies, Guidelines and Bylaws Committee and from the Survey Committee.

NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

Type of Meeting: Board

Date: February 20, 2019

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

Approved: DRAFT

Recorded By: S. Morin

Secretary \_\_\_\_\_

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**8. New Business**

**8.1 Progress Report on Education Plan**

Principal Zarowny shared an audio-visual presentation which summarized the progress made to date on the Three-Year Education Plan for the period 2019-20 to 2021-22. Included was a video presentation on the recently-held Kindness Week.

**8.2 School Calendar for 2019-20**

Superintendent Falk presented a proposed school calendar for the 2019-20 school year, as attached to the agenda package for the meeting. In response to feedback received from school staff and the School Council, the proposed calendar included several changes from the draft calendar that was approved in principle at the Board meeting of January 23, 2019.

*Motion 2019-02-20-03 Moved that the school calendar for 2019-20 be approved as presented.*

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

**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 (TAAPCS)**

The Board considered the following documents received from TAAPCS:

- A memo and attachment received from the TAAPCS Communication Committee, focusing on developing communication strategies for the upcoming provincial election. It was agreed to add this item as a topic at the Board meeting on March 13, 2019.
- A memo that summarized a meeting of charter school superintendents with Education Deputy Minister Dr. Curtis Clarke and several of his colleagues, held on January 21, 2019.

**11. Receipt of Reports**

NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

Type of Meeting: Board

Date: February 20, 2019

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

Approved: DRAFT

Recorded By: S. Morin

Secretary \_\_\_\_\_

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*Motion 2019-02-20-04 Moved that the all reports presented during the course of the meeting be received by the Board of Directors.*

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

**12. Correspondence Sent**

None

**13. Correspondence Received**

13.1 Email from Allison Matichuk, Capital Planning Manager, North Branch, Alberta Education (2019-02-05), advising that Alberta Education was unable to approve New Horizons School's request for new modular classrooms.

13.2 Letter from Education Deputy Minister Dr. Curtis Clarke (2019-02-05) re New Horizons School's accumulated surplus from operations (ASO), requiring that his office be informed as to how the school plans to adjust its ASO to between one and five per cent of total expenses.

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

*Motion 2019-02-20-05 Moved that the meeting move in camera at 8:47 pm.*

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

During the in camera meeting, Director Clarke declared a conflict of interest and left the meeting.

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

*Motion 2019-02-20-06 Moved that the meeting move out of camera at 9:52 pm.*

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

**16. New Business Arising from In Camera Meeting**

**16.1 Support Staff Pension Plan**

DRAFT

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NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

Type of Meeting: Board

Date: February 20, 2019

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

Approved: DRAFT

Recorded By: S. Morin

Secretary \_\_\_\_\_

*Motion 2019-02-20-07*

*Moved that a) the Board implement a pension plan for school support staff, b) that Board contributions to the pension plan of 5% of earnings be retroactive to September 1, 2018, c) that employee contributions begin as soon as the plan is implemented, d) that Great-West Life be selected as the pension plan provider, e) that Administration be responsible for selecting the plan advisor.*

*Moved: Director Macdonald, Seconded: Director Hanson, Carried (Chair Pasemko abstained from voting due to a conflict of interest.)*

**17. Adjournment**

Chair Pasemko adjourned the meeting at 9:53 p.m.

*Next Board Meeting: 7:00 pm on Wednesday, March 13, 2019.*



## Secretary Treasurer Report to the Board of Directors

March 13, 2019

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### I. Guaranteed Investment Fund

We have a one year cashable GIC earning 0.5% with a maturity value of \$368,812.22 maturing March 15, 2019. Following are two options for reinvesting to earn more interest and ensure access to funds. I recommend investing in the Premium Investment Account as the Prime-Linked Cashable GIC assumes risk from changes in the prime rate. We also may only need to withdraw lump sums periodically which allows additional interest income in comparison to the Cashable GIC which would require a full redemption at one time.

#### Prime-Linked Cashable GIC

- 1.7% interest per annum (assuming prime rate remains 3.95%)
- Interest rate adjusts automatically should the prime rate change
- Cashable anytime
- Earn interest to the date it's cashed in, if it's held for 30 days or longer

#### Premium Investment Account

- Annual interest rate of 1.6% with an account balance under \$500K
- Access to funds anytime (works like a savings account)
- No monthly fees

A handwritten signature in blue ink that reads "Tracy Leigh".

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Tracy Leigh, CPA  
Secretary Treasurer



## Superintendent's Report to the Board of Directors

March 13, 2019

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### 1. **CBC Radio – Alberta at Noon for March 5, 2019**

CBC Radio describes its "alberta@noon" program as "... connect(ing) urban and rural Albertans by exploring the environmental, agricultural, educational and political issues affecting everyone from the far north to the deep south of the province."

On March 5, 2019, the program explored the question, "What role should charter schools play in our province?" Guests included Jeff Wilson, Chair of the Board of Directors of Foundations for the Future Charter Academy, and Barbara Silva, Communication Director for the public education advocacy group, Support our Students.

The podcast of the one-hour program can be downloaded at <https://www.cbc.ca/radio/podcasts/alberta/albertanoon/>. Of particular interest to our school is a conversation with the parent of a gifted child, focusing on programming for gifted students at New Horizons School. This conversation begins at 18:10 in the podcast.

### 2. **Election Priorities – College of Alberta School Superintendents**

The College of Alberta School Superintendents (CASS) recently developed a provincial election messaging document that identifies priorities and recommendations as we approach a provincial election. The document is attached for the information of NHS directors. Directors may wish to comment on the document at the Board meeting of March 13, 2019.

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

Don Falk,  
Superintendent

## **College of Alberta School Superintendents Election Messaging**

### **Introduction**

The College of Alberta School Superintendents (CASS) is the professional voice of Alberta’s system education leaders, whose mission is to provide leadership, expertise, and advocacy to improve, promote, and champion student success. CASS works to achieve its mission by adhering to a set of strongly entrenched values shared by its members working toward the common vision of achieving leadership excellence for world-class public education.

CASS and its predecessor organizations have served as the voice for Alberta’s school system leaders since the 1960s. Throughout its history, CASS has been an active presence in Alberta’s education system and has worked with its education partners on numerous discussions and initiatives to proactively strengthen and transform Alberta’s world-class education system by representing the voice of system leaders. Since 2013, CASS has seen an increase in its membership of approximately 60 percent. In addition, CASS has become much more representative of publicly funded education in Alberta, with membership from all 61 public, Catholic and Francophone school authorities, 12 of 13 charter school authorities, and approximately 60% of the 47 First Nations school authorities in Alberta.

CASS, and its members, has always worked closely with Alberta Education, the Government of Alberta and Education Partner Organizations in order to ensure that its philosophy, policies and practices are aligned to ensure the best interests of all students are recognized and addressed.

With the 2019 Alberta election approaching, CASS remains strongly committed to supporting system leaders in their work to provide excellent learning environments for all students, and to working with all political parties to advance this commitment. The following priorities represent what CASS and its members believe to be among the most pressing issues for Alberta’s education system now and into the future from the perspective of system leaders.

### **Priority 1: Building and Supporting Leadership Capacity in Alberta’s Education System**

It is the collective responsibility of all educators to accept the challenge of ensuring every student achieves success; as stated by Richard DuFour: “the fundamental purpose of school is learning, not teaching.” System leaders are likely best positioned to establish the practices and to provide the supports required within their respective jurisdictions to achieve this goal.

It is CASS’ belief that the greatest gains in student achievement occur when teaching, school leadership, and system leadership is aligned to provide the best quality education for all students. Research has demonstrated the positive impact system leadership has on both student experience and achievement, and CASS believes it essential that both current and future system leaders in Alberta be supported, empowered, and consulted.

System leaders and overall education leadership has been a topic of intense discussion and scrutiny throughout the past year in Alberta. With the introduction of, and amendments to, the Professional Practice Standards, the introduction of Principal and Superintendent Certification, compensation, and a variety of other education policy areas, it is imperative that the Government of Alberta prioritize building and supporting leadership capacity in Alberta’s education system to ensure our province’s students are being led by the best system leaders possible.

Recommendation 1: That there be a focus on building leadership capacity systemically to improve the learning environment in all schools for all students by extending the In-Service Programs for Leadership and Superintendent Leadership Certification to August 2020 and to fund the Education Partner Advisory Committee, which is responsible for developing and offering Leadership Certification In-Service Programs. It is further recommended that the mandate of the Certification In-Service Program be reviewed and expanded to be more inclusive.

Recommendation 2: That CASS, in collaboration with the Ministry and Education Partners, will support Superintendents and System Leaders as they lead the implementation of the Superintendent Leadership Quality Standard, Principal Leadership Quality Standard, and the Teaching Quality Standard.

Recommendation 3: That the Government of Alberta and education partners collaborate to champion research on educational matters to help inform policy, decision-making, and practice by establishing an education research consortium, funded by the province, that would allow partners to identify key areas of research and jointly develop resources.

## **Priority 2: Local Autonomy & School Board Empowerment**

Locally-elected and managed school boards in Alberta are essential components of the success of Alberta's education system. School boards and their local system leaders are prominent components of community fabrics, as they connect with community stakeholders in the daily operation of Alberta's schools, and provide important connectivity between the business of education and local communities. Locally elected trustees are the voice of engaged parents and community members, making governance decisions that reflect local interests and voices. System leaders are entrusted to manage the operations and affairs of local school boards and are responsible for ensuring system excellence and student achievement meet provincial standards while being responsive to local contexts.

In recent years, the power and autonomy of school boards have increasingly been threatened and eroded due to ongoing centralization of education functions in Alberta Education. Decision-making authority for locally elected trustees has been reduced, and system leaders have found it increasingly difficult to balance local needs of their school board communities with Alberta Education expectations and downloading. The erosion of local autonomy has affected system leaders' abilities to fulfill their obligations to both locally elected trustees and the provincial expectations and is distancing educational delivery and planning from local communities.

CASS believes our education system is at its best when local school boards and the provincial government function as a team focusing on student success and system excellence. Empowering local school boards and appreciating their value in local community engagement are ideal means to achieve systemic results that will allow our education system to be among the best in the world.

Recommendation 1: That the pivotal role of school boards in local decision making be respected and empowered when the Government of Alberta is considering new legislation and regulation.

Recommendation 2: That school boards be provided access to a portion of School Tax Assessment for boards to make local decisions regarding facility maintenance and modernization.

Recommendation 3: That school boards be allowed to recruit and retain superintendents based on local needs and pay structures.

### **Priority 3: Executive Compensation**

CASS was pleased to work collaboratively with the Government of Alberta in 2018 in the development of an executive compensation framework for Chief Superintendents in the K-12 education system. Despite CASS' recommendations and suggestions throughout that process, the final executive compensation structure for Chief Superintendents that was introduced by the Government of Alberta has served to erode local school board autonomy, to negatively impact school boards' ability to retain and recruit system leaders and create inequity within the education system.

CASS believes that the raison d'être for every system leader is to take care of the students within their school authority. Chief Superintendents are the persons most responsible to ensure the rights of all students, often including the ones least advantaged, are protected. We contend that the role of system leaders is very complex and nuanced, and that a structure for compensation must reflect that understanding and appreciate the geographical and local needs of each school board. Chief Superintendents are the Chief Education Officers and the Chief Executive Officers of School Authorities in the province, and are ultimately responsible for the education, safety and wellbeing of the more than 700,000 K-12 students in Alberta.

Given the ongoing centralization of educational decision-making and planning in Alberta Education, it is important to note that superintendents and system leaders will play an essential role in ensuring very significant Ministerial initiatives are implemented with an expertise and as envisioned by the Ministry and that reflect local needs.

CASS has been very open about its support for a transparent and consistent structure for executive compensation in the K-12 education sector. CASS' hope is that the current structure can be revisited and improved to reflect the needs of the system and not provincial political calculations.

Recommendation 1: That the Minister of Education permit boards to determine executive compensation of their superintendent within the established bands without having to adhere to the band mid-point.

Recommendation 2: That consideration be given to alter or reclassify the established bands in the Executive Compensation framework to include broader considerations that affect school boards' recruitment and retention of system leaders.

Recommendation 3: That the Government of Alberta amend the pertinent Regulation so that Superintendents and System Leaders are eligible for MEPP and SRA Pension plans offered to Government of Alberta Executives.

#### **Priority 4: Adequate, Stable and Predictable Provincial Funding for Education Priorities**

Among the greatest challenges for system leaders in Alberta's education system is the lack of predictability surrounding the funding of school boards and education priorities on a yearly basis. School board budgets are beholden to provincial political processes and funding priorities, and thus allowing system leaders to effectively plan for future needs and growth has become increasingly difficult. System leaders are responsible for developing budgets and aligning boards' fiscal vision with the priorities of the provincial government and local trustees. Without a stable, predictable and transparent approach to education funding, that allows for consultation with system leaders to help influence how the system is funded in advance of grants being distributed, these difficulties will continue.

Recommendation 1: That the Government of Alberta ensures that ongoing student growth in the education system is adequately funded on a yearly basis.

Recommendation 2: That the Government of Alberta initiates a review of Alberta Education's funding formula to ensure the education system is funded according to its current and actual needs.

Recommendation 3: That system leaders play a prominent role in education funding and budget conversations so that education funding priorities and decisions are transparent and reflect the views and expertise of educational leaders.



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

**MEMORANDUM**

March 3, 2019

To: Board of Directors  
 From: Don Falk – Superintendent  
 Subject: New Modular Classroom

**Background:**

Directors will recall that, in correspondence received from Alberta Education on February 5, 2019, the Board’s request for the provision of modular classrooms, so as to accommodate projected enrolment growth in 2019-20 and in the years following, was not approved. At the Board meeting of February 20, 2019, the Board was therefore advised that options with respect to student accommodation were being investigated by Administration, with a view toward providing a report to the Board of Directors at the March 2019 Board meeting.

In this context, the Board is advised of the following enrolment history and projection data for our school. Projections are based on historical cohort retention rates and, with respect specifically to the 2019-20 school year, on responses received from parents with respect to their enrolment intentions for next year.

Class/Grade	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Kindergarten	32	36	34	37	38	38	38	38
Grade 1	22	42	44	39	44	44	44	44
Grade 2	21	26	44	45	39	44	44	44
Grade 3	23	22	29	45	46	40	44	44
Grade 4	23	24	31	37	48	48	44	48
Grade 5	20	24	24	39	40	48	48	48
Grade 6	24	20	24	22	45	40	48	48
Grade 7	19	20	16	25	19	42	38	48
Grade 8	18	18	16	17	22	17	40	36
Grade 9	18	18	12	11	12	18	15	30
Total FTE Enrolment	204	232	257	298.5	334	360	384	409
Total Head Count	220	250	274	317	353	379	403	428

*Table 1: New Horizons School Enrolment History and Projected Growth, Updated March 2019*

Directors will note that Table 1 projects an enrolment of forty-two grade 7 students next year, up from nineteen students in the current year. This is what has generated the need for an additional classroom in the 2019-20 school year.

With this background in mind, the Board is advised of the following information that has been obtained to date with respect to the acquisition of a new modular classroom:

1. Discussions with ONPA Architects to provide consultative services respecting the potential installation of a new modular classroom have begun. ONPA provided consultative services on our school's major modernization project and on the addition of a new modular classroom earlier during this school year.
2. Administration has been advised by Alberta Education that no surplus, used modular classrooms are available to at the present time. All surplus modular classrooms in the province have been allocated to other school jurisdictions with levels of need judged to be greater than those at our school.
3. Upon written request, Alberta Infrastructure will procure a new modular classroom on behalf of the New Horizons Charter School Society, at a purchase price of \$195,277.00 (includes millwork, sink, sprinkler system, air conditioning). Modular classrooms can also be purchased directly from the manufacturer, but the price would be the same as a purchase through Alberta Infrastructure. Given that there is no price difference, Administration supports procurement through the services of Alberta Infrastructure.
4. In order to initiate the procurement of a modular classroom, Alberta Education requires a letter that includes the following information:
  - a. *Board motion to proceed with procurement.*
  - b. *Scope and approximate cost of parking lot work required, and assurance of NHS ability to cover these costs.*
  - c. *Confirmation that Strathcona County has no other requirements beyond the parking expansion (or, if there are additional requirements, that they can be met).*
  - d. *Confirmation of collaboration/consultation with the Greater North Central Francophone Education Region with respect to the parking lot work.*
  - e. *Confirmation that Elk Island Catholic Schools has no objections to the modular or to the parking lot expansion.*
5. With respect to items (b) through (e) immediately above, the following is provided for the information of the Board:
  - a. Parking Lot: The existing 61 parking spaces meet, exactly, the bylaw requirements of Strathcona County for the current student enrolments and child care programs at our school and École Claudette-et-Denis-Tardif (ÉCDT) respectively. The addition of one new classroom will therefore require expansion of the parking lot, at an estimated cost of \$10,000 per parking space (estimate based on our previous experience and confirmed in discussion with ONPA Architects). Strathcona County bylaws require one parking space for every ten students, meaning that three additional spaces would be required for the addition of one modular classroom. Discussions with Strathcona County, regarding the possible expansion of our parking lot, began last fall and continue at the present time.
  - b. Discussions with the GNCFER regarding enrolment growth at NHS and at ÉCDT, the need for additional modular classrooms at our school, and parking lot expansion have been ongoing throughout the current school year. Another meeting in this regard is scheduled for Wednesday, March 13, 2019.
  - c. Elk Island Catholic Schools (EICS) has been advised of our need for an additional modular classroom, as well as expansion of the parking lot, and has provided written confirmation that it has no objection to these plans.
6. It is anticipated that the costs of transportation and installation of a modular classroom will be determined by bids submitted in response to a formal tendering process. It is further anticipated

that these costs will be similar to those incurred with the recent installation of our newest modular classroom. (Note that those costs are not presented here in order to preserve the integrity of the bidding process. The Board may wish to discuss this matter in an in camera meeting.)

7. The cost of furnishing a new modular classroom will be the responsibility of the New Horizons Charter School Society. Alberta Education typically sets aside \$12,000.00 for this purpose, although Administration believes that this cost can be reduced through the redeployment of some existing furniture in our school.
8. For the year ended August 31, 2018, the internally-restricted capital reserve of the New Horizons Charter School Society stood at \$560,355.00. In the judgment of Administration, these funds would be more than sufficient to support the total cost of procurement, transportation, installation, and furnishing of a new modular classroom, as well as for the required expansion of the parking lot.

**Recommendations:**

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

1. That the Board support the purchase of one new modular classroom, at a cost of \$195,277.00, for the purpose of accommodating a second grade 7 class in the 2019-20 school year.
2. That bids on the installation of the modular classroom be obtained using a tendering process as coordinated by the architectural consultant and that the results of the bidding process be presented to the Board for its review and approval.
3. That a plan with quotes on the cost of expanding the parking lot be presented to the Board for its consideration at the earliest possible date.



Don Falk – Superintendent



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

**MEMORANDUM**

March 5, 2019

To: Board of Directors

From: Don Falk – Superintendent

Subject: Proposed Three-Year Capital Plan 2020/21 -2022/23

**Background:**

Each year Alberta school boards are required to assess their school capital needs and prepare a Three-Year Capital Plan that is consistent with those needs. The Three-Year Capital Plan must be approved by Board of Directors and submitted to Alberta Education for consideration of funding.

The fiscal year for capital plans is April 1 to March 31. The Three-Year Capital Plan must be submitted by April 1 of the year prior to the commencement year of the plan. For example, the plan submitted on April 1, 2019 is for the years 2020 to 2023.

Attached for the consideration of the Board of Directors is a proposed Three-Year Capital Plan for the years 2020/21 – 2022/23.

**Recommendation:**

It is recommended that Three-Year Capital Plan for the years 2020/21 – 2022/23 be approved.

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

Don Falk – Superintendent

Attachment

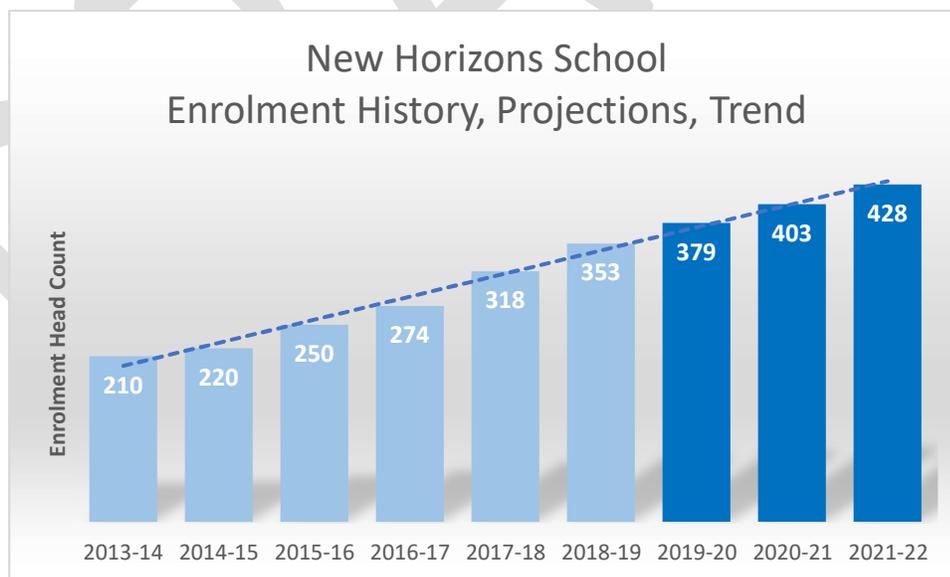
### Three Year Capital Plan 2020-21 to 2022-23

**Priority 1:**

The New Horizons Charter School Society requests the **addition** of two new modular classrooms, to be joined to the existing east modular wing of our school. Note that these two modular classrooms would be in addition to the modular classroom that New Horizons plans to purchase and install near the end of the 2018-19 school year.

**Rationale for Priority 1:**

- Past Enrolment and Expected Enrolment Trends
  - In the four years since relocating to Sherwood Park after the 2014-15 school year, our school’s enrolment growth has averaged 13% per year. Although the rate of growth is projected to diminish somewhat during the next three years, our projections nevertheless call for average annual growth of 6.4% over the next three years (see Figure 1). Following this, our school’s growth should “level off,” as our plan to enrol two classes per grade from kindergarten through grade 9 will then be complete.



*Figure 1: Enrolment History, Projections, Trend at New Horizons School as at March 4, 2019*

- The projected enrolment growth over the next three-year period is based on retaining current enrolment numbers in grades K through 6 (i.e. two classes per grade), while extending the two-class-per-grade model from grade 7 to grade 9 (i.e. adding a second

grade 7 class in 2019-20, a second grade 8 class in the year following, and possibly a second grade 9 class in 2021-22 (see Figure 2). Over the years, we have experienced some attrition in the junior high grades, especially from grade 8 to grade 9. This pattern of attrition has been included in our projections.

Class/Grade	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Kindergarten	32	36	34	37	38	38	38	38
Grade 1	22	42	44	39	44	44	44	44
Grade 2	21	26	44	45	39	44	44	44
Grade 3	23	22	29	45	46	40	44	44
Grade 4	23	24	31	37	48	48	44	48
Grade 5	20	24	24	39	40	48	48	48
Grade 6	24	20	24	22	45	40	48	48
Grade 7	19	20	16	25	19	42	38	48
Grade 8	18	18	16	17	22	17	40	36
Grade 9	18	18	12	11	12	18	15	30
<b>Total FTE Enrolment</b>	<b>204</b>	<b>232</b>	<b>257</b>	<b>298.5</b>	<b>334</b>	<b>360</b>	<b>384</b>	<b>409</b>
<b>Total Head Count</b>	<b>220</b>	<b>250</b>	<b>274</b>	<b>317</b>	<b>353</b>	<b>379</b>	<b>403</b>	<b>428</b>

Figure 2: Enrolment History and Projection at New Horizons School as at March 4, 2019

- The current utilization rate of our school is 101%. (It was reported as being 105% in the Area Capacity and Utilization Report dated December 13, 2018, but has since been adjusted.) Based on projected growth over the next four years, the provision of two additional classrooms (plus the modular classroom that we plan to purchase near the end of the 2018-19 school year) will maintain the current rate of utilization during the period of this Plan. Again, the projected rate of growth is based simply on adding a second class at each of grades 7, 8, and 9 from a cohort that already exists in the younger grades.
- Capacity Requirements
  - The current total capacity of our school, as measured by Alberta Infrastructure’s formula, is 341 students. The purchase and installation of a modular classroom near the end of the 2018-19 school year will raise this capacity to approximately 366 students. Additional capacity is required in order to accommodate the growth as shown in Figures 1 and 2. The addition of two classrooms, as proposed in this Plan, would increase the school’s capacity to approximately 416 students.
- Program Needs
  - Our program currently enrolls two classes per grade from grades K through 6 and one class per grade from grades 7 through 9. During the next three years, our current K-6 enrolment will necessitate the addition of one class per grade, from grades 7 through 9, as the children advance through the grades. The purchase and installation of one modular classroom prior to the 2019-20 school year will address this need at the grade 7 level, but the need for an additional grade 8 class and an additional grade 9 class remains.
  - The additional classrooms, as contemplated in this Plan, will enable our school to maintain several key designated instructional spaces during a time of significant growth (e.g. music classroom, stage for drama instruction, kitchen and adjacent classroom for instruction in food sciences).

- Facility Condition
  - The facility is in excellent condition, having been fully modernized during the 2016-17 school year. The modernization included the demolition of fourteen obsolete portable classrooms and the installation of six new modular classrooms in their place. Since then, an additional modular classroom has been added, yielding a total of seven modulars on the site at the present time. As noted above, one more modular classroom is planned for prior to the 2019-20 school year.
  
- Partnership with Greater North Central Francophone Education Region No. 2
  - During the past three years, our school has accommodated the construction and ongoing operation of École Claudette-et-Denis-Tardif (ÉCDT) on our school campus. This has been done by sub-leasing land for the ÉCDT facility and by sharing spaces such as our gymnasium, playing fields, play structure, and parking lot.
  - Although the working relationship between the two schools is excellent, the rapid and substantial growth of both schools – combined student enrolment is projected to exceed 650 within the next few years – has created challenges that continue to mount. These include the limitations of a modest-sized gymnasium that serves two schools, a small play structure that was not designed for such a large student population and that is “boxed in” by the surrounding school buildings, and parking spaces that will be insufficient to meet the bylaw requirements of Strathcona County when new classrooms are added.
  
- Timing of Acquisition of New Classrooms
  - Our school very much appreciates the new modular classroom that it was awarded a year ago (February 22, 2018) through the Modular Classroom Program. However, not having been granted another one in the current round of allocations, we plan to purchase a modular classroom for installation prior to the 2019-20 school year. Unfortunately, this has positioned us in a pattern of adding one new modular each year, which is not only disruptive to the operation of the school, but also places the school grounds in a state of perpetual construction. With that in mind, we would request allocation of two classrooms at once, so that disruption of school operation and disturbance of the grounds can be minimized.



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

**MEMORANDUM**

March 3, 2019

To: Board of Directors

From: Don Falk – Superintendent

Subject: Board Planning Retreat

**Background:**

As part of the process of developing its new Three-Year Education Plan, the Board has scheduled a planning retreat for Saturday, March 23, 2019. Attached for the information of directors is the agenda of last year's retreat.

During the Board meeting of March 13, 2019, directors will have opportunity to discuss the agenda for the upcoming planning retreat.

**Recommendation:**

It is recommended that, in preparation for the upcoming planning retreat, directors give consideration to the agenda for the retreat, as well as to logistical matters associated with the event.

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

Don Falk – Superintendent

Attachment

**AGENDA**

**Type of Meeting:** Board Planning Retreat

**Date:** April 7, 2018

**Page:** 1 of 1

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

**AGENDA – APRIL 7, 2018**

- |   |          |
|---|----------|
| 1. Call to Order - N. Pasemko, Board Chair  | 9:00 am  |
| 2. Adoption of Agenda   | 9:01 am  |
| 3. Opening Comments – N. Pasemko  | 9:02 am  |
| 4. Planning for the 2018-21 Education Plan and/or Making Adjustments to the Current Education Plan  | 9:05 am  |
| 4.1. Accountability Pillar: Summary of Results – October 2017 (attached)  |          |
| 4.2. Board Survey Results – Spring 2017<br><i>The Board Survey Results were originally presented at the Board Retreat of August 27, 2017. They are attached here for reference purposes. Results for the Board survey of Spring 2018 will not be available until later in the year.</i>   |          |
| 4.3. Stakeholder Forum Preliminary Results – February 2018 (attached)<br><i>As noted on the attached document, this year’s Stakeholder Forum included discussions of three questions or issues. In the first discussion, Forum participants had opportunity to prioritize their responses; responses from the remaining two discussions were not prioritized. Parents will have opportunity to indicate their priorities for these items as part of this Spring’s Board Survey.</i> |          |
| 4.4. Education Plan Update<br><i>The Education Plan Update was originally presented at the Board meeting of February 28, 2018. It is attached here for reference purposes.</i>  |          |
| 5. Lunch  | 12:00 pm |
| 6. Paired Comparison Exercise   | 12:30 pm |
| 7. Discussion:  | 1:30 pm  |
| 7.1. Accumulated Surplus from Operations / Capital Reserve – attachments  |          |
| 7.2. Strategic Planning   |          |
| 7.3. Other Questions & Matters of Interest to Board Members   |          |
| 8. Adjournment  | 03:00 pm |

### 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 checked="" type="checkbox"/></li> <li>▪ Review Policy 210 and associated Student Code of Conduct <input checked="" type="checkbox"/></li> <li>▪ Approve school calendar for 2019-20 in principle <input checked="" 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 checked="" type="checkbox"/></li> <li>▪ Stakeholder Forum – Gather input on possible Education Plan priorities <input checked="" type="checkbox"/></li> <li>▪ Prepare breakfast for school staff – Feb 15 <input checked="" type="checkbox"/></li> <li>▪ Receive mid-year progress report on Three-Year Education Plan 2018-21 <input checked="" 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>

## What are Public Charter Schools?

- Public Charter Schools are publicly funded schools that provide basic education in a different or enhanced way to improve student attitudes, skills and knowledge. (Ministerial Order #001/2013)
- Alberta passed legislation in 1994 to enable Public Charter Schools and is the only province in Canada to have Public Charter Schools. They were created to increase the responsiveness of the public school system in meeting the diverse educational needs of Albertans and to provide choice.
- Alberta’s educational system includes Public, Separate, Franco-phone, Public Charters, Private and Home Schooling options. This creates diverse, inclusive schooling alternatives which all provide uniformly safe, respectful and effective learning environments meeting the standards set for education in Alberta.
- Public Charter Schools must fulfill a charter mandate approved by Alberta’s Minister of Education and follow Alberta Education’s program of studies, laws, regulations, and standards.
- Public Charter Schools teach the Alberta Curriculum using certified Alberta teachers, they are operated by professionally qualified educational leaders and elected volunteer Boards of Albertan citizens.
- Public charter schools are one way you can belong to an educational community that suits the particular needs and aptitudes of your children and remain part of Alberta’s public school system.
- Each of Alberta’s thirteen Public Charter Schools has a unique charter, designed to meet the needs of a particular group of students through a specific program or teaching/learning approach. These include:

Public Charter School (in alphabetical order)	Location	Year Established	Focused Learning Approach	Grades
Almadina Language Charter Academy	Calgary	1996	English as a Second Language	K-9
Aurora Academic Charter School	Edmonton	1996	Academically-Oriented Instruction	K-9
Boyle Street Education Centre	Edmonton	1996	Inclusive and holistic education that facilitates the mental, physical, emotional and spiritual growth of students who have experienced interruptions to their learning.	Basic literacy - 12
Calgary Arts Academy	Calgary	2003	Arts Immersion	K-9
Calgary Girls’ School	Calgary	2003	Nurturing Confident Girls	4-9

CAPE – Centre for Academic and Personal Excellence Institute	Medicine Hat	1995	Integrated Personalized Programs	K-9
Connect Charter School	Calgary	1999	Inquiry Based Outdoor and Experiential Education	4-9
Foundations for the Future Charter Academy	Calgary	1997	Character and Leadership	K-12
Mother Earth's Children's Charter School	Stony Plain	2003	Indigenous Teaching	K-9
New Horizons Charter School	Sherwood Park	1995	Gifted Learning	K-9
Suzuki Charter School	Edmonton	1995	Musically Immersed	K-6
Valhalla Community School	Valhalla Centre	2008	Rural Leadership Community	K-9
Westmount Charter School	Calgary	1996	Gifted Learning	K-12

- Public Charter Schools:
  - can only be operated by a non-profit organization;
  - can't have a religious affiliation;
  - can't turn away students who fit within a charter away as long as there is space and resources for them; and
  - can't charge tuition or make a profit.
- Public charter schools are a significant and important option for students in Alberta's education system, providing students and their families with a distinct voice. Currently, Alberta Public Charter Schools have 9,500 enrolled students and approximately 15,000 students on waiting lists. Our over 100,000 past graduate students and their families have all contributed their voices and commitment to growing and sustaining these unique Alberta learning communities.
- Research informed innovation, which is made possible by our focused charter environments, has helped stimulate growth and development of specialty focused educational alternative programs throughout the Alberta education system.

- Some of Alberta’s Public Charter Schools have been recognized as among the best in the province by various educational research publications. <Can we cite sources to ensure buy-in on this statement?> Almadina has been recognized as an outstanding English as a Second Language educational centre but I cannot remember at this time what it was. The Almadina site mentions it being recognized through special awards. There is also the award received by the Mother Earth teacher (Ed would have the exact name).
- Belonging to a learning community you believe in that truly helps students become everything they can be is a reality that Alberta's Public Charter Schools proudly support.

### Alberta’s 2019 Provincial Election

- The next provincial election in Alberta will take place this Spring (specific date to be announced). As the families who belong to the Public Charter School community are by design a minority in the public education system, it is important that we all vote and express our desire to participate in and influence the future of Public Charter Schools and public education in Alberta.
- Each of the political parties will have a platform with specific education policies; it is the second largest line item in the provincial budget following health. It is important that as a community we engage with parties and candidates to ensure that their platform policies related to education are informed and supportive of sustaining and growing Public Charter Schools in Alberta’s education system.
- This is also an opportunity for our community to make informed decisions at the ballot box based on this engagement with parties and candidates.
- You can learn more about each of Alberta’s registered political parties and get in contact with them:

Party	Party leader	Website
New Democratic Party	Rachel Notley	<a href="http://www.albertandp.ca">www.albertandp.ca</a>
United Conservative Party	Jason Kenney	<a href="http://www.unitedconservative.ca">www.unitedconservative.ca</a>
Alberta Party	Stephen Mandel	<a href="http://www.albertaparty.ca">www.albertaparty.ca</a>
Liberal Party	David Khan	<a href="http://www.albertaliberal.com">www.albertaliberal.com</a>
Freedom Conservative Party	Derek Fildebrandt	<a href="http://www.freedomconservative-party.ca">www.freedomconservative-party.ca</a>
Alberta Advantage Party	Marilyn Burns	<a href="http://www.albertaadvantageparty.net">www.albertaadvantageparty.net</a>
Reform Party of Alberta	Randy Thorsteinson	<a href="http://www.reformalberta.com">www.reformalberta.com</a>
Communist Party	Naomi Rankin	<a href="http://www.comunistparty-alberta.ca">www.comunistparty-alberta.ca</a>
Green Party	Cheryle Chagnon-Greyeyes	<a href="http://www.greenpartyofalberta.ca">www.greenpartyofalberta.ca</a>

Pro-Life Alberta Political Association	Murray Ruhl	<a href="http://www.socialcredit.com">www.socialcredit.com</a>
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- To determine which constituency you live in, you can go to the Elections Alberta website and search your address here: <http://streetkey.elections.ab.ca/> and then find out who your candidates will be in the upcoming election from the list here: <http://daveberta.ca/alberta-election/>
- If you don't know if you are a registered voter or if you are experiencing a language issue and wish to speak with someone who can help you understand your voting options and how to vote, please contact your school and request assistance from within your school community. There are others who can help you understand what you need to make an informed choice and exercise your right to vote. Alternatively, you can contact Elections Alberta at [www.elections.ab.ca](http://www.elections.ab.ca)

### **Engaging Parties, Their Leaders and Local Candidates**

- Whether it is through your direct contact with each political party, their leader or your local candidate; or your participation in a political forum during the election; or your local candidate knocks on your door during the election – you are going to have an opportunity to engage them and ask specific questions important to our Public Charter School Community.
- Here are three questions to pose regarding education in Alberta:
  - What is your position on Alberta's Public Charter Schools, do you support this choice for students and their families in Alberta's education system?
  - Currently, Public Charter Schools are excluded from special operating fund investments such as the classroom improvement fund, school fees protection, school lunch provision and school transportation expense. What is your position on equitable funding for Alberta's thirteen Public Charter Schools?
  - What is your position on supportive regulation of Public Charter Schools to allow for elimination of enrollment caps, greater access to facilities, fair & reasonable treatment within the Superintendent Regulation, and an increased number of charters granted?



Don Falk <dfalk@newhorizons.ca>

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## Ministerial Order on the Ban of Seclusion Rooms in Alberta Schools

1 message

---

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

Fri, Mar 1, 2019 at 12:02 PM

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

**Funded Private School Operators**

**Private Early Childhood Services (ECS) Operators**

**First Nations Education Directors**

**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)

Public School Boards' Association of Alberta (PSBAA)

The Association of Alberta Public Charter Schools (TAAPCS)

Attached, for your awareness, is Ministerial Order 006/2019 on Seclusion Room Standard, which is also available at <https://www.alberta.ca/ban-on-seclusion-rooms.aspx>. The ministerial order prohibits the presence or use of a seclusion room in a school operated by a provincial school authority, and comes into force September 1, 2019. Student safety is our top priority, and this ban will help ensure that all students learn in a welcoming, caring, respectful and safe environment.

While I value the hard work of teachers and administrators, it has become clear that change is needed, and that change is for seclusion rooms to be banned. I know that we need to find a safe and supervised space for students who are vulnerable and need additional supports in school. Alberta Education staff will work together with teachers, administrators and educators to ensure we get this right, and that they are supported. Alberta Education staff will be reaching out to school authorities to have discussions about what supports they may require.

School authorities will be asked to:

- submit a list of schools with one or more seclusion rooms by March 29, 2019; and
- sign a declaration by August 30, 2019 indicating seclusion rooms in their school authority have been decommissioned and are no longer in use.

School authorities have a responsibility to ensure all students and staff have a welcoming, caring, respectful and safe learning environment and will take appropriate action to address individual situations. If a school authority and affected parent(s) determine that the use of a seclusion room is in the best interests of the student(s), I, as Minister of Education, will decide if a seclusion room can stay in that particular school. This determination will be decided on a case-by-case basis.

Within the next few days, detailed information will be provided to school authority leaders by my Deputy Minister on the process to submit their information related to seclusion rooms and the exemption process.

If you have any questions or require further information, please contact Field Services at 780-427-6272 or [seclusionrooms@gov.ab.ca](mailto:seclusionrooms@gov.ab.ca).

Our government's main priority is to ensure students have safe and caring schools, and that students are protected.

Sincerely,

David Eggen  
Minister of Education

Attachment: Ministerial Order

cc: **Superintendents of Public, Separate, Francophone and Charter School**

## Boards

### Executive Directors of Stakeholder Associations

ACSTA (Alberta Catholic School Trustees' Association)

AEFAA (Alberta Educational Facilities Administrators Association)

ASBA (Alberta School Boards Association)

AHEA (Alberta Home Education Association)

ASCA (Alberta School Councils' Association)

ATA (Alberta Teachers' Association)

TAAPCS (The Association of Alberta Public Charter Schools)

ACFA (Association canadienne-française de l'Alberta)

AISCA (Association of Independent Schools & Colleges in Alberta)

ASBOA (Association of School Business Officials of Alberta)

CASS (College of Alberta School Superintendents)

CCSSA (Council of Catholic Superintendents of Alberta)

Fédération des parents francophones de l'Alberta

Fédération des conseils scolaires francophones de l'Alberta

PSBAA (Public School Boards' Association of Alberta)

### Communications Contacts at School Divisions

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**Ministerial Order.pdf**

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GOVERNMENT OF ALBERTA  
DEPARTMENT OF EDUCATION

MINISTERIAL ORDER (# 006 / 2019 )

I, David Eggen, Minister of Education, pursuant to section 39(1)(f) of the **School Act**, make the Order adopting or approving goals and standards applicable to the provision of education in Alberta in the attached Appendix.

DATED at Edmonton, Alberta on February 28, 2019.

  
\_\_\_\_\_  
MINISTER OF EDUCATION

## APPENDIX

MINISTERIAL ORDER (# 006 / 2019 )

### SCHOOL ACT

#### Seclusion Room Standard

WHEREAS students are entitled to welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self.

- 1 In the context of this document:
  - (a) “school authority” means a board and Regional authority, and operator of a charter school under the **School Act**, and operator of a funded private school as defined in the *Private Schools Regulation, A.R. 190/2000* or a private ECS operator as defined in the *Early Childhood Services Regulation, A.R. 31/2002*.
  - (b) “seclusion room” means a room, structure or enclosure in a school operated by a school authority, the primary purpose or use of which involves the involuntary confinement or isolation of a student where the student is prevented or incapable of evacuating from the room, structure or enclosure without the assistance of another person because security measures are not under the student’s control.
  - (c) “student” means a student under the **School Act**, and for the purposes of this order includes an individual who is younger than 6 years of age who is enrolled in an early childhood services program.
- 2 The presence or use of a seclusion room is prohibited in a school operated by a school authority.
- 3 The Minister may, by order, on such terms and conditions established by the Minister, exempt a school authority, or a class of school authorities from the application of Section 2.
- 4 This Order comes into force on September 1, 2019.