



Board Meeting

Agenda Package

April 21, 2021

☞ *New Horizons Charter School Society* ☞

AGENDA**Type of Meeting:** Board**Date:** April 21, 2021**Page:**1 of 2*"TOWARDS NEW HORIZONS"**Is it in the best interest of our students?**Does it support excellence?*

**NEW HORIZONS CHARTER SCHOOL SOCIETY
BOARD OF DIRECTORS' MEETING
April 21, 2021**

AGENDA

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

- | | | | |
|--|--|--------------|---------|
| 1. | Call to Order | D. Hanson | 7:00 pm |
| 2. | Statement of Territorial Acknowledgment | D. Hanson | 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. | Adoption of Agenda | D. Hanson | 7:02 pm |
| 4. | Disclosure of Conflict of Interest | D. Hanson | 7:03 pm |
| 5. | Approval of Minutes | D. Hanson | 7:04 pm |
| | 5.1 March 24, 2021 – attachment | | |
| 6. | Administration Reports | | 7:05 pm |
| | 6.1 Principal's Report | T. Zarowny | |
| | 6.2 Superintendent's Report (attachment) | D. Lindquist | |
| 7. | Board Reports | | 7:25 pm |
| | 7.1 Board Chair's Report | D. Hanson | |
| | 7.2 Committee Reports | D. Hanson | |
| 8. | New Business | | 7:45 pm |
| | 8.1 Second Quarter Financial Report | P. Dundas | |
| | 8.2 Provisional Approval to Education Plan | T. Zarowny | |
| | 8.3 2021-22 Projected Operational Funding | P. Dundas | |
| 9. | Board Work Plan – attachment | D. Hanson | 8:15 pm |

AGENDA**Type of Meeting:** Board**Date:** April 21, 2021**Page:**2 of 2*"TOWARDS NEW HORIZONS"**Is it in the best interest of our students?**Does it support excellence?*

- | | | | |
|------|---|-----------|---------|
| 10. | The Association of Alberta Public Charter Schools | D. Hanson | 8:20 pm |
| | 10.1 TAAPCS Spring General Meeting – May 8, 2021 Agenda | | |
| | 10.2 TAAPCS Draft 2021-22 Operating Budget | | |
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| 11. | Receipt of Reports | D. Hanson | 8:30 pm |
| 12. | Correspondence Sent | D. Hanson | 8:40 pm |
| 13. | Correspondence Received | D. Hanson | |
| | 13.1 Minister Response Letter | | |
| | 13.2 2021/22 Funding Manual for School Authorities and Funding Profiles | | |
| | 13.3 Email re: Draft K-grade 6 Curriculum | | |
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| 14. | In Camera | D. Hanson | 8:45 pm |
| 15. | New Business (cont'd.) | D. Hanson | 8:55 pm |
| | 15.1 Matters Arising from In Camera Meeting | | |
| 16. | Adjournment | D. Hanson | 9:00 pm |

Next Board Meeting – 7:00 p.m., Wednesday, May 19, 2021

NEW HORIZONS CHARTER SCHOOL SOCIETY
MINUTES

Type of Meeting: Board

Date: March 24, 2021

Initials: Chair _____

Approved: DRAFT

Recorded By: A. DeJong

Secretary _____

March 24, 2021, 7:00 p.m.

Board Members Present at Call to Order:

Dan Hanson
CHAIR

Vincent Tong
BOARD SECRETARY AND
TREASURER

Ijeoma Ukiwe
DIRECTOR

Chris Burrows
DIRECTOR

Administration Present:

Dean Lindquist
SUPERINTENDENT

Patti Dundas
SECRETARY-TREASURER

Ted Zarowny
PRINCIPAL

Members Present:

Kristi Gignac

Elizabeth Macve

Shaun Guthrie

1. Call to Order

Chair Hanson called the virtual meeting to order at 7:01 p.m. and made opening remarks.

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 2021-03-24-01

Moved that the agenda for the Board Meeting of March 24, 2021 be adopted as presented.

Moved: Director Burrows

Seconded: Director Ukiwe

Carried

NEW HORIZONS CHARTER SCHOOL SOCIETY
MINUTES

Type of Meeting: Board

Date: March 24, 2021

Initials: Chair _____

Approved: DRAFT

Recorded By: A. DeJong

Secretary _____

4. Disclosure of Conflict of Interest:

None

5. Approval of Minutes

5.1 Minutes of February 17, 2021

Motion 2021-03-24-02 Moved that the Board Meeting minutes of February 17, 2021 be approved as presented.

Moved: Board Secretary and Treasurer Tong

Seconded: Director Burrows

Carried

6. Administration Reports

6.1 Principal's Report

No report.

6.2 Superintendent's Report

Superintendent Lindquist spoke to the COVID-19 Re-entry Plan, School Capital Projects, Charter School SLS Grant Review and provided a brief update on the Stakeholder Survey, as included in the agenda package. Administration is beginning to consider re-entry for the 2021-22 school year though provincial guidelines and restrictions will need to be understood before plans can be finalized.

7. Board Reports

7.1 Board Chair's Report

Chair Hanson indicated that charter school representatives recently met with Education Minister Adriana LaGrange. Participants were able to converse and ask questions. NHS' urgent need for additional modular classrooms was highlighted. The Board held the Board Retreat on March 20 and it was a very successful and productive event.

NEW HORIZONS CHARTER SCHOOL SOCIETY
MINUTES

Type of Meeting: Board

Date: March 24, 2021

Initials: Chair _____

Approved: DRAFT

Recorded By: A. DeJong

Secretary _____

7.2 Other Committee Reports

Policy Committee

No report.

Survey Committee

No report.

Finance and Audit Committee

No report.

Public Relations

Chair Hanson indicated that the committee continues discussion and development of the advocacy plan.

Personnel

Chair Hanson indicated that meetings are scheduled after spring break.

8. New Business

8.1 Three Year Capital Plan 2022/23-24/25

Superintendent Lindquist summarized the three year capital plan, as included in the agenda package. 2021-22 will see the completion of two classes at each grade level. Planning for the addition of a high school has begun and will be space dependent. Potentially, the ECDT space could become high school space with the addition of a gymnasium.

Motion 2021-03-24-03

Moved that the Board approve the Three Year Capital Plan 2022/23-24/25 as presented in the agenda package for submission to Alberta Education.

Moved: Director Burrows

Seconded: Board Secretary and Treasurer Tong

Carried

9. Board Work Plan

The Board reviewed the Work Plan for 2020-21, as included the agenda package.

10. The Association of Alberta Public Charter Schools (TAAPCS)

NEW HORIZONS CHARTER SCHOOL SOCIETY
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Type of Meeting: Board

Date: March 24, 2021

Initials: Chair _____

Approved: DRAFT

Recorded By: A. DeJong

Secretary _____

Chair Hanson indicated that Charter School representatives met with the Education Minister on March 22, 2021. Conversations are ongoing regarding SLS Funding and space requirements. General discussion regarding funding ensued; Superintendent Lindquist provided an explanation of the funding formula and how it currently differs between charter and public/separate schools.

11. Receipt of Reports

Motion 2021-02-17-04 Moved that all reports be received as presented during the meeting.

Moved: Director Burrows

Seconded: Board Secretary and Treasurer Tong

Carried

12. Correspondence Sent

13. Correspondence Received

13.1 EDC Charter School Handbook

13.2 Requirements to School Authority Planning and Reporting

13.3 Literacy Program to Address COVID-19 Learning Loss

Chair Hanson invited guest attendees to make comments or ask questions. Brief discussion regarding the formation of a high school and potential parking challenges followed.

14. Motion to Move In Camera

Motion 2021-03-24-05 Moved that the meeting move in camera at 7:56 p.m.

Moved: Director Burrows

Seconded: Board Secretary and Treasurer Tong

Carried

Motion to Move Out of Camera:

NEW HORIZONS CHARTER SCHOOL SOCIETY
MINUTES

Type of Meeting: Board

Date: March 24, 2021

Initials: Chair _____

Approved: DRAFT

Recorded By: A. DeJong

Secretary _____

Motion 2021-03-24-06 Moved that the meeting move out of camera at 7:59 p.m.

*Moved: Director Ukiwe
Seconded: Director Burrows
Carried*

15. New Business (con't)

15.1 Matters Arising from In Camera Meeting

Motion 2021-03-24-07 Moved that the Board of Directors ratify the employment contract for the following:

- *Employee #0318*

*Moved: Board Secretary and Treasurer Tong
Seconded: Director Ukiwe
Carried*

16. Adjournment

Chair Hanson adjourned the meeting at 8:01 p.m.

Next Board Meeting: April 21, 2021



Dean Lindquist
Superintendent
Phone: 780-416-2353
Email: dlindquist@newhorizons.ca

MEMORANDUM

Date: April 21, 2012

To: Board of Directors

From: Dean Lindquist - Superintendent

Re: Superintendent's Report

COVID-19 Re-entry Plan Update

With the cases of COVID-19 variants increasing, we remain concerned. We are also beginning discussions in preparation for the 2021-22 school year. Government has not provided any new information about what re-entry plans will require for next year.

We have been fortunate to date that we have not had new cases in the school. Health and safety measures remain in place with regular monitoring of these measures both inside the school and outside during recesses and noon hour.

K- Grade 6 Curriculum Pilot

As board members and our community are aware, a new K – grade 6 curriculum will be piloted beginning in September 2021. The curriculum is for all subject areas, and schools and teachers interested in piloting the new curriculum will be able to choose which subject areas and grade levels they will pilot.

There is a great deal of controversy for some subject areas in the new curriculum. We have received some emails from parents about their concern over the new curriculum and asking if we are going to pilot it.

Principal Zarowny and I have met on a number of occasions to discuss the new curriculum and believe that we should not pilot the curriculum at this time. Reasons for this decision are related to some of the challenges associated with the new curriculum, but also due to Covid-19, teachers are balancing a heavy workload as they provide instruction for both in-school and at-home students. Furthermore, we do not know what conditions and requirements, related to Covid-19, will need to be in place for the next school year.

Note: Email from the Alberta Education Deputy Minister is in the Correspondence Received section the board package.

2020/21 Alberta Education Assurance Survey

Information was sent out to schools and parents in March by Alberta Education. The survey has been extended to April 23, 2021 and a further reminder will be sent out to parents by April 14 (note that this report was written on April 13).

The survey information is used by the department to populate the Accountability Pillar information and is used in our school to help develop the AEP/AERR.

Vista Virtual School

Alberta Distance Learning Centre will no longer operate next year due to a re-alignment of government grants. ADLC has provided exemplary support to school authorities across the province for many decades. Over the past number of years Alberta Education has reduced grants to the ADLC and have now eliminated them entirely.

New Horizons Charter School had an Education Services Agreement with ADLC to provide programming for some of our students who were working at the high school level (primarily mathematics). To continue to provide support to our students we have entered into an Education Services Agreement with Vista Virtual School to provide this ongoing service.

ADLC was operated by Pembina Hills School Division, as is Vista Virtual School. As ADLC received a grant to provide these services, our costs were approximately \$242.00 per student, whereas they will increase to \$650.00 per course with Vista Virtual School (no grant for the service).

As a Board, the Directors need to determine if any costs for any additional fees will be assessed. Currently we have only about 10 students using ADLC, and a total of \$5000.00 is budgeted for the 2021/22 school year.

SLS Funding Grant

Alberta Education will be conducting a third party review of the incidence of mild/moderate/severe needs of students in Charter Schools. Alberta Education currently does not agree that incident levels in charter schools is similar to public, separate and Francophone schools. The review will occur during the next school year.

Attached is a TAAPCS examination of the issues related to SLS and charter schools. This is provided as information to the Directors.

TAAPCS Special General Meeting

The TAAPCS Special General Meeting is scheduled for May 8, 2021. The meeting is scheduled to run from 9:00 am to 12:00 pm.

A copy of the agenda is attached in Correspondence Received. Directors are invited to attend and the Board should determine who will represent the Board at the Special General Meeting.

Recommendations:

It is recommended that the Board receive this report as information.



Dean Lindquist

CHARTER SCHOOL SLS GRANT REVIEW / TAAPCS PERSPECTIVE / 210326

ALBERTA EDUCATION DRAFT 21/03/11	TAAPCS RESPONSE AND RELATED CONSIDERATIONS	TAAPCS PROPOSALS
CONTEXT	CONTEXT	CONTEXT
<p>Alberta Education and The Association of Alberta Public Charter Schools (TAAPCS) have discussed charter school concerns regarding the differential rate for Specialized Learning Support (SLS) grant for charter schools in comparison to public, separate and francophone school authorities</p>	<p>These conversations occurred in the context of a long negotiated (5 years) commitment from the GoA to public charter schools for the election, on a three-year revalidation basis, of either a fully funded severe case coding model, or the same SLS support offered to other public schools. (Public charter schools have been allowed to continue utilization of the severe disabilities funding profile where that reflected the needs of the particular focus, mandate and populations of the charter school.) The SLS support provided to public charter schools has been far below that provided to similar size and complexity public schools</p>	<p>Alberta Education and The Association of Alberta Public Charter Schools (TAAPCS) have discussed charter school concerns, over a period of five plus years, regarding the differential rate for Specialized Learning Support (SLS) grant for charter schools in comparison to public, separate and francophone school authorities.</p> <p>Current conversations occur in a context where charter schools received a commitment from the GoA in early 2020, on a three-year revalidation basis, of either a fully funded severe case coding model, or the same SLS support offered to other public schools. (Public charter schools have been allowed to continue utilization of the severe disabilities funding profile where that reflected the needs of the particular student population and charter school mandate). The SLS support provided to public charter schools opting for this methodology has been, however, far below that provided to similar size and complexity public schools.</p> <p>The most salient element of the current context is <u>the change in the mandate of charter schools from the School Act to the Education Act</u>, such that “if a student’s behavioural, intellectual, learning, communication or physical characteristics, or a combination of any of them, impair the student’s ability and opportunity to learn, a board may determine that the student is in need of specialized supports and services” and “a student who is determined by a board to be in need of specialized supports and services is entitled to have access to those supports and services in an education program provided in accordance with this Act that will give the student the opportunity to meet the standards of education set by the Minister.” (Education Act, Section 11(3) and 11(4)).</p>

		The responsibility of charter schools to provide specialized supports and services is now the same as all other school jurisdictions, and the position of charter schools is that <u>they should have the same base funding as other public jurisdictions (non-charter public schools) to meet those obligations.</u>
SCOPE	SCOPE	SCOPE
Building on recent work, jointly support a third party review of charter school student files and Alberta Education data as it relates to the three SLS allocations (Multi-Disciplinary Supports, Jurisdiction Composition, Student Wellness) to determine if changes to the current SLS grant for charter schools are warranted.	This scope is insufficient to relay to our constituents that we were treated fairly. Other public school divisions of similar size and complexity must also be directly compared to public charter school data. This means real data from a similar number of public schools.	As indicated by Alberta Education, there is a preference for a third party review. While we will support that approach if necessary, there is some question in our group as to whether another approach might be considered, related to other elements of the scope mentioned below.
<u>A review of disability incidence rates in individual charter schools as well as the collective TAAPCS group</u> will be compared to disabilities incidence rates of public, separate and francophone school authorities.	The perspective of charter schools with regard to the scale is that a review should be consistent with the current policy on Specialized Learning Supports, the current policy on Inclusive Education, and the mandate of charter schools to provide innovative approaches that improve student learning. See the proposal in the adjacent frame.	<u>The methodology proposed by Alberta Education is premised on the assumption that disabilities incidence rates across public, separate and francophone jurisdictions are essentially comparable. TAAPCS is of the view that this premise is entirely inaccurate and that there is wide variability in the coding practices and rates amongst our public, separate and francophone counterparts, however, funding is distributed evenly except for the third allocation for jurisdictional composition. Alberta Education adopted the Inclusive Education funding model in 2012 as coding rates were exploding across Alberta and the data provided was deemed to be neither valid or reliable across the provincial student population. Coding philosophies and access to specialized assessment providers were just two factors that resulted in high variability incidence rates amongst public, separate and francophone jurisdictions. The Inclusion funding model distributed 93% of the inclusive funding envelope for universal supports and the remaining 7% was allocated using Alberta Health and Canadian census data to identify populations that were unevenly distributed across Alberta and for which research indicated had a higher incidence of special needs. Babies with low gestation weight, for example) have a higher incidence of special needs and that population is also unevenly distributed across Alberta. Cities like Edmonton and Calgary Calgary have a higher incidence of these babies so jurisdictions in that</u>

	<p><u>geographic area received additional specialized funding to support that population.</u></p> <p><u>TAAPCS believes that public charter schools opting for the SLS funding model should receive the portion of the SLS grant intended to provide universal supports which is essentially the full funding allocation for MDS and Wellness. Jurisdictional Composition comprises the remaining 7% and the analytic data points used to provide the differentiated funding are readily available within the Ministry.</u></p> <p><u>TAAPCS also We believes that</u> the scope should be consistent with the current policy on Specialized Learning Supports as well as the current policy on Inclusive Education</p> <p>The Specialized Learning Supports (SLS) funding framework (P. 33-35) indicates that SLS funding is provided for “multi-disciplinary support”, to “address the diverse needs of classrooms” and to “create capacity in school jurisdictions to offer student wellness programs”. This is a mandate to create programs that are inclusive and that meet student needs in a much more holistic and inclusive fashion, than the outdated and abandoned method of coding. It also reflects the policy of Alberta Education with regard to <i>Inclusive Education</i>, such that inclusion is “not just about learners with special needs” but is “an attitude and approach that embraces diversity and learner differences and promotes equal opportunities for all learners in Alberta” and “calls for flexible and responsive learning environments that can adapt to the changing needs of the learner”. The funding manual reflects and integrates the policy on Inclusive Education into the funding formulas, whereas the abandoned method of coding does not. Alberta Education specifically states that “<i>Inclusive Education funding is allocated to school authorities through a formula that aims to ensure an equitable distribution of funding. Funding is not determined through coding.</i>”</p> <p>The above his raises the question as to why the scope of the SLS grant review should be driven by limited to coding data – in fact, it raises the question as to why coding data should be included at all.</p>
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		<p>Our position is that the scope of the review should include all of the following:</p> <ul style="list-style-type: none"> - <u>Analysis of the charter agreements between each charter school and Alberta Education with specific reference to the approval provided therein with respect to programming for all students.</u> - The ways and means that the innovative programming and pedagogy of each charter meets the needs of all learners, including those with special needs; - The <u>multi-disciplinary and wellness special</u>-supports that the charters <u>currently provide. provide at the moment;</u> - The ways and means that charters use, within their mandate and charter, to determine the needs, including special needs, of all of their students; - Budgetary expenses <u>associated with that reflect</u> programming that provides <u>specialized</u> learning supports to students; - Ways and means that charters propose they would use appropriate (equal) funding to provide for multi-disciplinary support, to address the diverse needs of classrooms, and to create capacity in school jurisdictions to offer student wellness programs, as per the directives of the funding manual.
<p>All 13 current charter schools to participate in this review. This would include charter schools that have selected to be funded on the Severe Disabilities funding profile as well as the charters that have selected the SLS funding option.</p>	<p>The scope should only be the 9 (soon to be 11) SLS funded schools. The mandates and charters of the other 4 schools are linked to the severe coding funding.</p>	<p>The scope should be the nine charters currently accessing the limited SLS funding.</p>
<p><u>A review of disability incidence rates in individual charter schools as well as the collective TAAPCS group will be compared to disabilities incidence rates of public, separate and francophone school authorities.</u></p>	<p>Given the approach of base funding that has been used for many years now, and that funding is no longer based on coding, one has to question how such a comparison might be made, and why it should be made at all.</p>	<p>REDUNDANT (NOT SURE WHY THIS SECTION IS REPEATED)</p>
		<p>The TAAPCS position is that the review should cover aspects of education in charter schools that reflect both their specific mandate and the policies of Alberta Education with regard to the Funding Framework and Inclusive Education.</p>

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		<p>If a review of disability rates in individual charters as well as the collective group of nine who access SLS funding is done, it should be compared to disability incidence rates in similar schools/jurisdictions whether public, separate or francophone. Critical to this comparison is an understanding of how disability rates are calculated at other schools and jurisdictions, given the per-student funding approach now being used for other jurisdictions.</p>
<p>Consideration should also be given to determine if enabling charter schools to select whether to be funded on the severe disabilities funding or the specialized learning supports grant is appropriate.</p>	<p>We find that questioning this opportunity to select SLS funding or severe coding funding is to renege on a commitment made a year ago, and is in opposition to commitments made by the previous Deputy Minister as well as the Minister regarding the Severe Coding funding for those schools.</p>	<p><u>We reiterate that questioning this opportunity to select SLS or severe coding funding is to renege on a commitment made a year ago, and is in opposition to commitments made by the previous Deputy Minister as well as the Minister regarding the Severe Coding funding for those schools.</u></p> <p><u>In addition, SLS funding in public, separate and francophone jurisdictions is distributed at the jurisdictional level and each school authority has the flexibility to determine how it is allocated internally based on their student needs.</u></p> <p>Given the mandate of charter schools to be unique and innovative, we believe that strong consideration must be given to the unique and innovative ways and means that charters use to support all students, provide specialized learning supports and ensure learning for all.</p>
SCALE	SCALE	SCALE
<p>Examine up to 10 years of charter school and other public school data. This may include remote and onsite work.</p>	<p>The context of charter mandates has changed completely under the Education Act (Section.....) While charters have always had special needs students, the mandate of charters to provide..... is the current context and the scale needs to be focused on the present student population.</p>	<p>The scale of the project needs to be limited to the present school year, and perhaps the previous year. The Education Act proposes a much different level of responsibility for charters in regard to providing universal services to all students as compared to the previous School Act. In other words, the context has completely changed.</p> <p><u>The data collected for the year(s) in question should be the data collected since 2012 to determine the funding allocation for universal and differentiated supports for Inclusive Education.</u></p>

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<p>Charter schools and Alberta Education to provide required information to the third party contractor and any required assistance.</p>		<p><u>All these data points are within the Ministry.</u> Should it be necessary to do this through a third party, charter schools and Alberta Education will provide the required information to the third party contractor and any required assistance.</p>
<p>Timelines:</p> <ul style="list-style-type: none"> April to November 2021, recognizing challenges of the COVID-19 pandemic. 		<p>Timelines:</p> <ul style="list-style-type: none"> April to November 2021, recognizing challenges of the COVID-19 pandemic.
<p>Budget:</p> <ul style="list-style-type: none"> Approximately \$100,000 <p>Estimated \$225/hour or \$1,600 per day</p>		<p>We are concerned about the substantial cost for a third party review, which is the cost of a teacher, but again, if this is the required route, we understand that this will be covered by Alberta Education.</p> <p>Budget:</p> <ul style="list-style-type: none"> Approximately \$100,000 <p>Estimated \$225/hour or \$1,600 per day</p>



Patti Dundas
Secretary Treasurer
Phone: 780-416-2353
Email:
pdundas@newhorizons.ca

MEMORANDUM

April 21, 2021

To: Board of Directors
From: Patti Dundas – Secretary Treasurer
Subject: Quarterly Financial Report

Background:

Attached for the information of the Board of Directors is the Quarterly Financial Report for the period ended February 28, 2021.

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 Dundas will be prepared to speak to it and to respond to questions that Directors may have.

Recommendations:

It is recommended that the Quarterly Financial Report for the period ended February 28, 2021 be received as information.

Patti Dundas – Secretary Treasurer

Attachment

Function	DESCRIPTION	Account No	2019 -20 Budget	End of Q2 Actual Results	Budget Residual	% of Budget Residual	2020-21 Budget	End of Q2 Actual Results	Budget Residual	% of Budget Residual
REVENUES			\$ 4,044,290.78	\$ 2,080,036.09	\$ 1,964,254.69	49%	\$ 4,312,474.58	\$ 2,415,314.08	\$ 1,897,160.50	44%
	Alberta Education		\$ 3,542,971.33	\$ 1,772,267.18	\$ 1,770,704.15	50%	\$ 3,786,522.00	\$ 1,961,682.05	\$ 1,824,839.95	48%
	Alberta Infrastructure		\$ 373,638.59	\$ 186,819.30	\$ 186,819.29	50%	\$ 373,638.59	\$ 186,819.30	\$ 186,819.29	50%
	Other Government of Alberta		\$ -	\$ 5,425.00	\$ (5,425.00)		\$ -	\$ 190,936.00	\$ (190,936.00)	
	Other Alberta School Jurisdictions		\$ 18,182.91	\$ 3,941.46	\$ 14,241.45	78%	\$ 18,182.91	\$ 3,341.46	\$ 14,841.45	82%
	Fees		\$ 84,450.00	\$ 80,022.00	\$ 4,428.00	5%	\$ 110,225.00	\$ 62,038.24	\$ 48,186.76	44%
	Sales & Services		\$ 13,641.87	\$ 12,114.46	\$ 1,527.41	11%	\$ 12,500.00	\$ 5,850.18	\$ 6,649.82	53%
	Investments		\$ 5,500.00	\$ 6,433.49	\$ (933.49)	-17%	\$ 5,500.00	\$ 621.86	\$ 4,878.14	89%
	Gifts		\$ 5,906.08	\$ 6,206.62	\$ (300.54)	-5%	\$ 5,906.08	\$ 2,980.17	\$ 2,925.91	50%
	Fundraising		\$ -	\$ 6,806.58	\$ (6,806.58)		\$ -	\$ 1,044.82	\$ (1,044.82)	
	Amortization		\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	
EXPENDITURES			\$ 4,147,508.56	\$ 1,971,172.84	\$ 2,176,335.72	52%	\$ 4,452,811.56	\$ 2,521,151.96	\$ 1,931,659.60	43%
	Salary Certificated		\$ 1,945,254.00	\$ 943,903.40	\$ 1,001,350.60	51%	\$ 2,137,143.00	\$ 1,002,638.45	\$ 1,134,504.55	53%
	Salary Non-Certificated		\$ 394,069.00	\$ 206,425.48	\$ 187,643.52	48%	\$ 437,383.00	\$ 231,776.40	\$ 205,606.60	47%
	Honorariums		\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	
	Benefits Certificated		\$ 428,822.00	\$ 206,965.04	\$ 221,856.96	52%	\$ 458,225.00	\$ 203,678.39	\$ 254,546.61	56%
	Benefits Non-Certificated		\$ 124,877.00	\$ 57,047.34	\$ 67,829.66	54%	\$ 131,992.00	\$ 62,600.65	\$ 69,391.35	53%
	Prof. & Tech. Services		\$ 362,881.47	\$ 164,268.43	\$ 198,613.04	55%	\$ 377,381.47	\$ 130,351.53	\$ 247,029.94	65%
	Communications		\$ 26,275.00	\$ 11,390.32	\$ 14,884.68	57%	\$ 21,275.00	\$ 7,699.40	\$ 13,575.60	64%
	Utilities		\$ 70,500.00	\$ 29,674.57	\$ 40,825.43	58%	\$ 70,500.00	\$ 29,389.07	\$ 41,110.93	58%
	Bussing		\$ 11,000.00	\$ 2,368.29	\$ 8,631.71	78%	\$ -	\$ -	\$ -	
	Student Transportation		\$ 117,273.00	\$ 27,547.50	\$ 89,725.50	77%	\$ 105,000.00	\$ 40,759.96	\$ 64,240.04	61%
	Rentals/Leases									
	Fees Expense		\$ 68,695.00	\$ 21,866.31	\$ 46,828.69	68%	\$ 47,300.00	\$ 8,536.35	\$ 38,763.65	82%
	Insurance		\$ 26,161.00	\$ 16,483.19	\$ 9,677.81	37%	\$ 26,161.00	\$ 15,962.42	\$ 10,198.58	39%
	Supplies/Materials		\$ 131,381.47	\$ 57,711.26	\$ 73,670.21	56%	\$ 195,131.47	\$ 564,701.99	\$ (369,570.52)	-189%
	Text, Library & Media		\$ 22,000.00	\$ 9,019.35	\$ 12,980.65	59%	\$ 27,000.00	\$ 13,084.90	\$ 13,915.10	52%
	Travel		\$ 7,100.00	\$ 8,248.03	\$ (1,148.03)	-16%	\$ 7,100.00	\$ -	\$ 7,100.00	100%
	Amortization		\$ 405,269.62	\$ 204,292.94	\$ 200,976.68	50%	\$ 405,269.62	\$ 206,187.54	\$ 199,082.08	49%
	Bank Charges		\$ 5,950.00	\$ 3,961.39	\$ 1,988.61	33%	\$ 5,950.00	\$ 3,784.91	\$ 2,165.09	36%
Surplus (Deficit)			\$ (103,217.78)	\$ 108,863.25	\$ 212,081.03	205%	\$ (140,336.98)	\$ (105,837.88)	\$ 34,499.10	25%

New Horizons Charter School Society
Revenues

NHCSS	Actual 2018/19	Actual 2019/20	Variance 2018/19 v 2019/20	Actual 2020/21	Variance 2019/20 v 2020/21	Projected 2021/22	Variance 2020/21 v 2021/22
Enrolment							
Enrolment for Early Childhood Services	39	34	-5	38	4	38	0
Enrolment for Grades 1-12	314	356	42	369	13	395	26
Funding Framework Estimates							
Base Funding							
Early Childhood Services Base Funding	\$120,236.40	\$113,000.00	-\$7,236.40	\$110,365.00	-\$2,635.00	\$111,881.00	\$1,516.00
Base Funding (Grades 1-9)	\$2,078,720.13	\$2,378,000.00	\$299,279.87	\$2,259,446.00	-\$118,554.00	\$2,295,224.00	\$35,778.00
2019 - 2020 Transition Grant (NEW - One-Time)		\$76,000.00	\$76,000.00	\$0.00	-\$76,000.00	\$0.00	\$0.00
Bridge Funding for New Framework (NEW - One-Time)			\$0.00	\$270,184.00	\$270,184.00	\$238,167.00	-\$32,017.00
Sub-Total	\$2,198,956.53	\$2,567,000.00	\$368,043.47	\$2,639,995.00	\$72,995.00	\$2,645,272.00	\$5,277.00
Additional Funding for Differential Cost Factors							
ECS Gifted and Talented	\$82,063.08	\$82,000.00	-\$63.08	\$0.00	-\$82,000.00	\$0.00	\$0.00
Class Size Funding	\$223,686.96	\$0.00	-\$223,686.96	\$0.00	\$0.00	\$0.00	\$0.00
English as a Second Language	\$8,246.70	\$8,000.00	-\$246.70	\$10,567.00	\$2,567.00	\$16,560.00	\$5,993.00
Equity of Opportunity	\$60,000.00	\$67,000.00	\$7,000.00	\$0.00	-\$67,000.00	\$0.00	\$0.00
First Nations, Metis and Inuit Education	\$7,068.60	\$7,000.00	-\$68.60	\$15,348.00	\$8,348.00	\$19,416.00	\$4,068.00
French	\$1,129.03	\$0.00	-\$1,129.03	\$0.00	\$0.00	\$0.00	\$0.00
Inclusive Education	\$18,997.04	\$21,000.00	\$2,002.96	\$0.00	-\$21,000.00	\$0.00	\$0.00
Plant Operations & Maintenance	\$235,059.00	\$262,000.00	\$26,941.00	\$312,640.00	\$50,640.00	\$317,560.00	\$4,920.00
Severe Disabilities (SLS)	\$82,325.00	\$82,000.00	-\$325.00	\$129,816.00	\$47,816.00	\$134,744.00	\$4,928.00
Small Board Administration	\$193,837.00	\$172,000.00	-\$21,837.00	\$193,990.00	\$21,990.00	\$193,990.00	\$0.00
Socio-Economic Status	\$17,835.49	\$20,000.00	\$2,164.51	\$22,479.00	\$2,479.00	\$23,116.00	\$637.00
Transportation	\$43,693.00	\$49,000.00	\$5,307.00	\$51,144.00	\$2,144.00	\$51,144.00	\$0.00
Geographic				\$23,250.00	\$23,250.00	\$23,250.00	\$0.00
TOTAL FUNDING	\$3,172,897.43	\$3,337,000.00	\$164,102.57	\$3,399,229.00	\$62,229.00	\$3,425,052.00	\$25,823.00
Per Student FTE	\$9,513.94	\$8,946.38		\$8,760.90		\$8,273.07	

2021-22 Funding adjustment for enrolment
\$143,694.00

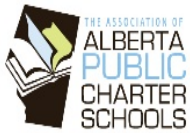


Board of Directors – Work Plan for 2020-21

September	<ul style="list-style-type: none"> ▪ Adopt Board Work Plan for 2020-21 <input type="checkbox"/> ▪ Set date for October Board meeting <input type="checkbox"/> ▪ Receive report on provincial achievement test results (closed meeting) <input type="checkbox"/> ▪ Re-entry Plan Update <input type="checkbox"/>
October	<ul style="list-style-type: none"> ▪ Complete Board Organizational Actions <ul style="list-style-type: none"> - Conduct Special General Meeting; hold Board elections <input type="checkbox"/> - Elect Board executive officers (must be within one week of SGM) <input type="checkbox"/> - Select members for Board standing committees <input type="checkbox"/> - Set dates for Board meetings (motion required) <input type="checkbox"/> - Notify Service Alberta of change in executive officers <input type="checkbox"/> - Identify Board signing authorities <input type="checkbox"/> - Sign Board Member Code of Conduct – Policy #101 <input type="checkbox"/> ▪ Receive Accountability Pillar Results Report for October 2020 <input type="checkbox"/> ▪ Attend TAAPCS Annual General Meeting <input type="checkbox"/> ▪ Receive enrolment report for September 30, 2020 <input type="checkbox"/> ▪ Conduct initial orientation session for new Board members <input type="checkbox"/> ▪ Submit request to Alberta Education for modular classrooms <input type="checkbox"/> ▪ Set date for NHCS Society Annual General Meeting <input type="checkbox"/> ▪ Create Task Force to investigate establishment of New Horizons High School Program (as per Education Plan) <input type="checkbox"/> ▪ Re-entry Plan Update <input type="checkbox"/>
November	<ul style="list-style-type: none"> ▪ Conduct AGM of NHCS Society <input type="checkbox"/> ▪ Approve final Three-Year Education Plan 2020-2021 to 2022-23 <input type="checkbox"/> ▪ Approve revised budget for 2020-21 <input type="checkbox"/> ▪ Approve Annual Education Results Report 2019-20 <input type="checkbox"/> ▪ Approve Audited Financial Statement Year Ending Aug 31/20 <input type="checkbox"/> ▪ Receive Report #1 from School Council <input type="checkbox"/> ▪ Determine priorities, possible date for Stakeholder Forum <input type="checkbox"/> ▪ Re-entry Plan Update <input type="checkbox"/>
December	<ul style="list-style-type: none"> ▪ Set date for March Board Planning Retreat <input type="checkbox"/> ▪ Receive Counsellor’s Report for 2019-20 School Year <input type="checkbox"/> ▪ Re-entry Plan Update <input type="checkbox"/>
January	<ul style="list-style-type: none"> ▪ Receive Quarterly Financial Report for Sep - Nov 2020 <input type="checkbox"/> ▪ Review Policy 210 and associated Student Code of Conduct <input type="checkbox"/> ▪ Approve school calendar for 2021-22 in principle <input type="checkbox"/> ▪ Stakeholder Forum – Gather input on possible Education Plan priorities <input type="checkbox"/> ▪ Re-entry Plan Update <input type="checkbox"/>

Board Annual Work Plan – Approved September 23, 2020

February	<ul style="list-style-type: none"> ▪ Provide final approval of school calendar for 2021-22 <input type="checkbox"/> ▪ Prepare breakfast for school staff <input type="checkbox"/> ▪ Receive mid-year progress report on Three-Year Education Plan 2020-23 <input type="checkbox"/> 	<input type="checkbox"/>
March	<ul style="list-style-type: none"> ▪ Board Retreat – Identify priorities for upcoming Education Plan <input type="checkbox"/> ▪ Approve Three-Year Capital Plan for 2021-22 to 2023-24 <input type="checkbox"/> ▪ Administer Board-developed Stakeholder Survey <input type="checkbox"/> ▪ Re-entry Plan Update <input type="checkbox"/> 	<input type="checkbox"/>
April	<ul style="list-style-type: none"> ▪ Provide provisional approval to Education Plan 2020-21 to 2022-23 <input type="checkbox"/> ▪ Receive Quarterly Financial Report for Dec 2020 – Feb 2021 <input type="checkbox"/> ▪ Re-entry Plan Update <input type="checkbox"/> 	<input type="checkbox"/>
May	<ul style="list-style-type: none"> ▪ Attend TAAPCS Spring General Meeting <input type="checkbox"/> ▪ Approve Budget for 2021-22 <input type="checkbox"/> ▪ Receive Accountability Pillar Results Report for May 2021 <input type="checkbox"/> ▪ Receive Board-developed stakeholder survey results <input type="checkbox"/> ▪ Consider salary adjustment for support staff, senior administration <input type="checkbox"/> ▪ Receive report from FANHS <input type="checkbox"/> ▪ Re-entry Plan Update <input type="checkbox"/> 	<input type="checkbox"/>
June	<ul style="list-style-type: none"> ▪ Assess Board Work Plan progress for 2020-21 <input type="checkbox"/> ▪ Receive Quarterly Financial Report for Mar – May 2021 <input type="checkbox"/> ▪ Schedule SGM of NHCS Society (requires 21 days’ notice; must be on or before Oct 10) <input type="checkbox"/> ▪ Schedule September 2021 Board meeting <input type="checkbox"/> ▪ Set date for Summer Board Housekeeping Retreat <input type="checkbox"/> ▪ Receive Report #2 from School Council <input type="checkbox"/> ▪ Re-entry Plan Update <input type="checkbox"/> 	<input type="checkbox"/>
Ongoing	<ul style="list-style-type: none"> ▪ Consider proposals for new or amended Board policies <input type="checkbox"/> ▪ Receive recommendations from Board committees <input type="checkbox"/> 	<input type="checkbox"/>
Annually	<ul style="list-style-type: none"> ▪ Negotiate collective agreement with ATA (as needed) <input type="checkbox"/> 	<input type="checkbox"/>
As Needed	<ul style="list-style-type: none"> ▪ Meet with: <input type="checkbox"/> <li style="padding-left: 20px;">- County Council <input type="checkbox"/> <li style="padding-left: 20px;">- MLAs <input type="checkbox"/> 	<input type="checkbox"/>



THE ASSOCIATION OF ALBERTA PUBLIC CHARTER SCHOOLS

SPRING GENERAL MEETING

Saturday, May 8, 2021

Zoom Meeting / 9 AM to 12 PM

Draft Agenda

1. Call to Order

- 1.1. Introductions
- 1.2. Consideration of Agenda
- 1.3. 08/05/21 - 1SGM Approval of Agenda
- 1.4. 08/05/21 - 2SGM Approval of AGM Minutes as circulated
- 1.5. School Spotlight?
- 1.6. School Entertainment Presentation?

2. Reports (circulated)

- | | |
|--|------------------|
| 2.1. Charter Board Directors/Executive Committee | Ron Koper |
| 2.2. Officers/SST Report | Dale Erickson |
| 2.3. Correspondence | Deborah Huff |
| 2.4. Priorities Committee Report | Dan Hanson |
| 2.5. Alberta Education Field Services | Maurice Trottier |

3. Business Arising

- | | |
|--|----------------------------|
| 3.1. SLS Funding Dialogue | John Picard, Dale Erickson |
| 3.2. Assurance and Accountability Dialogue | John Picard, Dale Erickson |
| 3.3. Charter School Conference | Pam Davidson |
| 3.4. Financial Report | Cole Jordan |

4. New Business (& Discussion)

- 4.1. Budget 2021-2022
 - 4.1.1. 08/05/21 - 3SGM Moved that the 2021-2022 budget (Appendix 1) be approved as presented.

4.2. Research and Innovation Update

- 4.2.1. Almadina Charter
- 4.2.2. Aurora Charter
- 4.2.3. Boyle Street
- 4.2.4. Calgary Arts
- 4.2.5. CAPE
- 4.2.6. Calgary Girls Charter
- 4.2.7. Connect
- 4.2.8. FFCA
- 4.2.9. MECCS
- 4.2.10. New Horizons
- 4.2.11. Suzuki Charter
- 4.2.12. Valhalla
- 4.2.13. Westmount

4.3. Meeting Dates 2020 and 2021.

- 4.3.1. 08/05/21 - 4SGM Moved that the following meeting dates and locations be approved.
 - 4.3.1.1. TAAPCS AGM for fall 2021 be held at (TBA) in Calgary on October 22/23, 2021
 - 4.3.1.2. TAAPCS SGM for spring 2022 be held at (TBA) in Nisku on May 6/7, 2022

4.3.1.3. TAAPCS AGM for fall 2022 be held at (TBA) in Calgary on October 21/22, 2022

4.3.2. Fall AGM Presentations

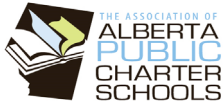
4.3.2.1. Spotlight - ?

4.3.2.2. School Entertainment Presentation - ?

4.3.2.3. Door Prizes - ?

4.4. Additional Agenda Items

4.4.1.



The Association of Alberta Public Charter Schools (TAAPCS)					
2021-22 Operating Budget					
DRAFT February 2021					
	DRAFT Feb/21 Budget	DRAFT Jan/21 Budget	Budget	Budget	Actual
	Sept/21 - Aug/22	Sept/21 - Aug/22	Sept/20 - Aug/21	Sept/19 - Aug/20	Sept/19 - Aug/20
Regular Member Dues	74,305.00	74,290.00	68,980.00	68,230.00	68,230.00
Regular Member Dues not collected	0.00	0.00	0.00	0.00	0.00
Extra Attendee Fees	3,000.00	3,000.00	3,000.00	3,000.00	2,100.00
Bank Interest	120.00	120.00	75.00	0.00	156.27
Conference	10,000.00	10,000.00	0.00	10,000.00	12,025.00
	87,425.00	87,410.00	72,055.00	81,230.00	82,511.27
Awards and Recognition	400.00	400.00	400.00	500.00	147.95
Audit Fees	3,700.00	3,700.00	3,500.00	3,000.00	4,106.24
Bank Charges	0.00	0.00	50.00	200.00	65.74
Conference	20,000.00	20,000.00	0.00	20,000.00	16,520.75
Communication & Website Development	0.00	0.00	0.00	9,650.00	6,700.00
Executive Director Travel	2,750.00	2,750.00	2,750.00	2,500.00	2,477.26
TAAPCS Chair Travel	2,000.00	2,000.00	2,000.00		
Insurance	2,200.00	2,200.00	1,925.00	1,850.00	1,925.00
Misc (Postage, Printing)(CASS removed)	1,400.00	1,400.00	1,900.00	1,500.00	396.98
CASS Membership	500.00	500.00	0.00	0.00	425.25
Professional Fees	40,000.00	40,000.00	40,000.00	40,000.00	53,901.25
Regular Meeting Costs	16,000.00	16,000.00	16,000.00	16,000.00	8,218.89
Committees	1,475.00	1,460.00	1,530.00	1,530.00	0.00
Website & Publications	2,000.00	2,000.00	2,000.00	2,000.00	0.00
	92,425.00	92,410.00	72,055.00	98,730.00	94,885.31
	-5,000.00	-5,000.00	0.00	-17,500.00	-12,374.04
Assumptions					
1) The use of \$10,000 from our conference reserve (balance is 21,421)					
2) Fee guide is approved					
3) We have \$5000 that can be allocated to any new priority					
4) Target P/L is -\$10,000					



Office of the Minister

AR115120

MAR 29 2021

Mr. Dan Hanson
Board Chair
New Horizons Charter School Society
1000 Strathcona Drive
Sherwood Park AB T8A 3R6

Dear Mr. Hanson:

Dan,

Thank you for your February 3, 2021 letter regarding enrolment growth pressures at New Horizons Charter School.

I understand that your school building has a high utilization rate and that you have requested modular classrooms to address enrolment growth. Each year, Alberta Education receives approximately 400 requests for modular classrooms to address enrolment needs, health and safety requirements or the replacement of aging portables. All emergent requests for modular classroom units under the 2021 Modular Classroom Program are currently being reviewed.

While I appreciate your invitation for me to speak with the New Horizons Charter School Board about the need for additional instructional space, my schedule cannot accommodate a meeting at this time. Please be assured that New Horizons' request for additional space is receiving due consideration, along with requests from other school jurisdictions around the province. Your school jurisdiction will be notified once a decision is made.

Thank you for your leadership and advocacy on behalf of your school community.

Sincerely,

Adriana LaGrange
Minister

cc: Honourable Nate Glubish, MLA, Strathcona-Sherwood Park
Jordan Walker, MLA, Sherwood Park

*P.S. Allocating \$90 m. for
modulars this year
will go a long way
to meeting the
demands!*



Dean Lindquist <dlindquist@newhorizons.ca>

2021/22 Funding Manual for School Authorities and Funding Profiles

EDC Deputy Minister <EducationDeputyMinister@gov.ab.ca>

Wed, Mar 31, 2021 at 10:20 AM

To: Superintendents of Public, Separate, Francophone and Charter School Authorities

Earlier today, the Honourable Adriana LaGrange, Minister of Education, provided updated information on the 2021/22 *Funding Manual for School Authorities* and school authority funding profiles for the 2021/22 school year. I am pleased to provide you with additional information.

2021/22 Funding ManualEarly Childhood Services Programs

The Specialized Learning Support (SLS) grant is updated and dedicates funding to kindergarten children with severe disabilities or severe language delays through the SLS Kindergarten Severe Grant. It is expected school jurisdictions will direct this funding to support kindergarten children with severe disabilities and language delays.

The SLS Kindergarten Program Unit Funding (PUF) Moderate Language Delay grant and the Early Childhood Services (ECS) Pre-Kindergarten (PUF) Moderate Language Delay grant will assist with the programming needs of children identified through specialized assessments and diagnosed with moderate language delays. To support this change, the *2021/22 Special Education Coding Criteria* is updated to include, Moderate Language Delay, Code 48, which is applicable to ECS children only. School authorities will be funded on the actual number of children with moderate language delays in the 2021/22 school year. Files for Code 48 will be included and reviewed during the annual PUF verification process.

Changes to required ECS programming hours in half-day programs require children who are two years, eight months access to a minimum of 300 hours, children who are three years, eight months access to minimum of 400 hours and children who are four years, eight months access to a minimum of 475 hours. Additionally, an allowance of up to 20 per cent of required full and half day program hours can be parent and child engagement sessions for children aged two years, eight months to four years, seven months and up to 10 per cent of total full and half day programming hours for children aged four years, eight months.

-

Distance Education Grant

This school year, there has been a shift in learning where many students have moved to online learning. To address the increased demand for this, the Distance Education Grant eligibility will include an application-based grant for supporting new online education providers who agree to provide online instruction and study materials to Grade 1 to 12 students who do not have primary registration with them. School authorities need to apply to Alberta Education, and this grant component will be allocated to approved online providers only. Alberta Education will finalize the grant eligibility criteria before the start of the 2021/22 school year. This grant will also see the elimination of the tiered funding allocation, which is replaced with a per-student allocation for non-primary registration of online students.

Capital Maintenance and Renewal (CMR)

CMR funding is provided to support safe and healthy school environments for students and staff. In 2020-21, School divisions were provided with \$250 million in accelerated CMR funds to stimulate job growth and support Alberta's economy while addressing the highest priority projects. The Recovery Plan supported over 900 CMR projects for 73 school authorities. This acceleration created jobs and energized Alberta's economy in the middle of the global pandemic. Overall, Government will provide \$84 million more over four years with the accelerated CMR funding.

For the 2021/22 government fiscal year, a new Capital Maintenance and Renewal (CMR) program has been implemented, providing funding for specific maintenance and renewal projects identified by school jurisdictions and approved in accordance with government criteria. The updated standardized and centralized process in CMR management will allow for greater transparency and accountability for government decision-makers regarding the effectiveness of CMR investments. Details regarding CMR funding are outlined on the Extranet.

Information on funding rates and formulas for the 2021/2022 school year can be found [online](#) in the *2021/22 Funding Manual for School Authorities*.

2021/22 Funding Profiles

Each school jurisdiction's funding profile for the 2021/22 school year is available on the [Extranet](#). These profiles include the COVID-19 mitigation funding which ensures enrolment decline in the 2020/21 school year will not impact funding in the 2021/22 school year. The profiles also reflect weighted moving average enrolments based on each jurisdiction's enrolment projection for the 2021/22 school year that was provided to the department. Funding commitment letters for the 2021/22 school year will be provided to each school authority by April 30, 2021.

If you require further clarification or additional information on the funding manual or individual funding profiles for your financial planning process, please contact our School Finance staff at 780-427-2055 (toll-free by first dialling 310-0000).

I appreciate your continued collaboration and advice, and I look forward to working with you during the 2021/22 school year and into the future to support Alberta's students. I am confident that working together with our communities, we will deal with the challenges we are facing and that we are making a significant difference in students' lives.

Sincerely,

Andre Tremblay

Deputy Minister of Education

cc: Secretary-Treasurers of Public, Separate, Francophone and Charter School Authorities



Dean Lindquist <dlindquist@newhorizons.ca>

Draft K-6 Curriculum Release

EDC Deputy Minister <EducationDeputyMinister@gov.ab.ca>

Mon, Mar 29, 2021 at 12:27 PM

To: Superintendents of Public, Separate, Francophone and Charter School Boards

First Nations Education Directors

Independent (Private) School Authorities

Early Childhood Services Operators

Executive Directors of Stakeholder Associations

Alberta Catholic School Trustees' Association (ACSTA)

Alberta Educational Facilities Administrators Association (AEFAA)

Alberta Homeschooling Association (AHA)

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)

Dear Education Partners,

Following the announcement of draft K-6 curriculum earlier today and the message you received from Minister LaGrange, I would like to share some additional information with you on next steps.

The release of the [draft curriculum](#) for public input will allow Alberta Education and its partners to prepare for validation of Alberta's draft K-6 curriculum in September 2021, followed by full provincial implementation in September 2022.

Shortly you will be receiving information from our Curriculum Implementation Team with invitations for Superintendents and School Leaders to engage you in the process for classroom validation. Please watch for emails from goa.currdevengage@gov.ab.ca to register for one of two sessions coming in April.

Classroom validation is the next step towards getting draft K-6 curriculum into classrooms. Validation will begin in September 2021 and we will be looking to Superintendents to identify participants for this process. Recognizing the challenges currently faced by the education system as we all continue to live in a pandemic environment, we are seeking to make participation in the validation process as flexible and responsive as possible. More information will be provided at the sessions we are hosting for you in April.

This marks an important milestone in our provincial curriculum development work and I want to thank you for your support throughout this process.

Sincerely,

Andre Tremblay

Deputy Minister

cc: Board Chairs of Public, Separate, Francophone and Charter School Boards
Presidents of Stakeholder Associations
Secretary Treasurers of Public, Separate, Francophone and Charter School Boards
Communications Contacts at School Divisions

Objet : Publication de l'ébauche du curriculum M à 6

Chers partenaires en éducation,

À la suite de l'annonce de l'ébauche du curriculum M à 6 plus tôt aujourd'hui et du message que vous avez reçu de la ministre LaGrange, j'aimerais vous communiquer quelques renseignements supplémentaires quant aux prochaines étapes.

La publication de [l'ébauche du curriculum](#) aux fins de commentaires provenant du public permettra à Alberta Education et ses partenaires de se préparer en vue de la mise à l'essai de l'ébauche du curriculum M à 6 de l'Alberta en septembre 2021, suivie d'une mise en œuvre provinciale complète en septembre 2022.

Vous recevrez bientôt des renseignements de notre équipe de mise en œuvre du curriculum, y compris des invitations aux directions générales et aux directions d'école afin de vous faire participer au processus de mise à l'essai en salle de classe. Veuillez surveiller des courriels provenant de goa.currdevengage@gov.ab.ca afin de vous inscrire à l'une des deux séances qui se tiendront en avril.

La mise à l'essai en salle de classe est la prochaine étape vers l'introduction de l'ébauche du curriculum M à 6 dans les salles de classe. La mise à l'essai commencera en septembre 2021 et nous demanderons aux directions générales de choisir les participants à ce processus. Reconnaissant les défis auxquels le système d'éducation est actuellement confronté alors que nous continuons tous à vivre en situation de pandémie, nous cherchons à rendre la participation au processus de mise à l'essai aussi souple et réactive que possible. De plus amples renseignements vous seront fournis lors des séances qui se tiendront pour vous en avril.

Il s'agit d'une étape importante dans notre travail d'élaboration du curriculum provincial et je veux vous remercier de votre appui tout au long de ce processus.

Cordialement,

André Tremblay

Sous-ministre

Classification: Protected A