



# **Board of Directors**

## **Board Meeting**

## **Agenda Package**

**March 23, 2022**

*☞ New Horizons Charter School Society ☞*

**NEW HORIZONS CHARTER SCHOOL SOCIETY  
BOARD OF DIRECTORS' MEETING  
March 23, 2022  
AGENDA**

<https://us06web.zoom.us/join/91234567890>

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*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>  | D. Hanson    | 7:00 pm |
| 2. | <b>Statement of Territorial Acknowledgment</b>  | D. Hanson    | 7:02 pm |
|    | <i>The Board of Directors of the New Horizons Charter School Society respectfully acknowledges that the land on which we meet is Treaty 6 territory, a traditional home, gathering place, a travelling route for diverse Indigenous Peoples, including Cree, Saulteaux, Blackfoot, Nakota, Sioux, as well as the homeland of the Métis Nation. We recognize our responsibility as Treaty members and honour the heritage and gifts of the First Peoples of this land.</i> |              |         |
| 3. | <b>Adoption of Agenda</b>   | D. Hanson    | 7:05 pm |
| 4. | <b>Disclosure of Conflict of Interest</b>   | D. Hanson    | 7:10 pm |
| 5. | <b>Approval of Minutes</b>  | D. Hanson    | 7:12 pm |
|    | 5.1 February 16, 2022 – attachment  |              |         |
| 6. | <b>Administration Reports</b>   |              | 7:15 pm |
|    | 6.1 Principal's Report –  | T. Zarowny   |         |
|    | 6.2 Secretary Treasurer's Report -  | P. Dundas    |         |
|    | 6.3 Superintendent's Report – attachment  | D. Lindquist |         |
|    | 6.3.1 Research  | D. Lindquist |         |
| 7. | <b>Board Reports</b>  |              | 7:25 pm |
|    | 7.1 Board Chair's Report  | D. Hanson    |         |
|    | 7.2 Other Committee Reports   | D. Hanson    |         |
| 8. | <b>New Business</b>   |              | 7:35 pm |
|    | 8.1 Final Approval School Year Calendar – 2022-23   | D. Lindquist |         |
|    | 8.2 Approval of 3-Year Capital Plan   | D. Lindquist |         |
|    | 8.3 SLS Budget Funding Update & Approval  | D. Lindquist |         |

9.	<b>Board Work Plan – attachment</b>	D. Hanson	8:00 pm
10.	<b>The Association of Alberta Public Charter Schools</b>	D. Hanson	8:05 pm
11.	<b>Receipt of Reports</b>	D. Hanson	8:15 pm
12.	<b>Correspondence Sent</b>	D. Hanson	8:17 pm
13.	<b>Correspondence Received</b>	D. Hanson	8:20 pm
13.1	Minister of Education Email – Budget 2022		
13.2	Minister of Education – K – Grade 6 Curriculum Update		
14.	<b>In Camera</b>	D. Hanson	8:25 pm
15.	<b>Adjournment</b>	D. Hanson	9:00 pm

**Next Board Meeting – 7:00 pm, Wednesday, April 20, 2022**

NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

Type of Meeting: Board

Date: February 16, 2022

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

Approved: DRAFT

Recorded By: A. DeJong

Secretary \_\_\_\_\_

**February 16, 2022, 7:00 p.m.**

Board Members Present at Call to Order:

Dan Hanson  
CHAIR

Jason Clarke  
VICE CHAIR

Vincent Tong  
BOARD SECRETARY AND  
TREASURER

Shaun Guthrie  
DIRECTOR

Kristie Derkson  
DIRECTOR

Michelle Smith  
DIRECTOR

Administration Present:

Dean Lindquist  
SUPERINTENDENT

Patti Dundas  
SECRETARY-TREASURER

Ted Zarowny  
PRINCIPAL

Members Present:

Carol Chang

**1. Call to Order**

Chair Hanson called the virtual meeting to order at 7:04 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 2022-02-16-01*

*Moved that the agenda for the Board Meeting of February 16, 2022 be adopted as presented.*

*Moved: Director Derkson*

*Seconded: Board Secretary and Treasurer Tong*

*Carried*

**4. Disclosure of Conflict of Interest**

None.

February 16, 2022

DRAFT

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NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

Type of Meeting: Board

Date: February 16, 2022

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

Approved: DRAFT

Recorded By: A. DeJong

Secretary \_\_\_\_\_

## 5. Approval of Minutes

### 5.1 Minutes of January 19, 2022

*Motion 2022-02-16-02      Moved that the Board Meeting minutes of January 19, 2022 be approved as presented.*

*Moved:      Director Guthrie*

*Seconded: Board Secretary and Treasurer Tong*

*Carried*

### 5.2 Minutes of February 10, 2022

*Motion 2022-02-16-03      Moved that the Special Board Meeting minutes of February 10, 2022 be approved as presented.*

*Moved:      Director Guthrie*

*Seconded: Director Smith*

*Carried*

Vice Chair Clarke joined the meeting at this point.

## 6. Administration Reports

### 6.1 Principal's Report

No report.

### 6.2 Secretary-Treasurer's Report

Secretary-Treasurer Dundas indicated that the modulars have been installed. The items that were expected to be backordered have arrived and completion is expected within the next few weeks.

### 6.3 Superintendent's Report

Superintendent Lindquist spoke to the COVID-19 Re-entry Plan, the Alberta Education Assurance (AEA) Survey, the Alberta Education SLS Review, and the results of the Stakeholder Forum, as included in the agenda package. The revised Re-entry Plan, now referred to as Health and Safety Measures, was briefly shared. Discussion followed.

NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

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

Approved: DRAFT

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Secretary \_\_\_\_\_

### 6.3.1 SLS Financial Report

Secretary-Treasurer Dundas summarized the SLS Financial Report that was completed as part of the SLS Review, as included in the agenda package. Discussion followed.

## 7. Board Reports

### 7.1 Board Chair's Report

Chair Hanson referenced the correspondence sent to the Education Minister and indicated that a response has been received indicating that a meeting will be set for April to meet with Minister LaGrange. A meeting for Charter Schools is being held on February 18, 2022 to discuss the SLS Review findings. Alberta Education has hosted meetings with School Board Chairs over the last months, unfortunately, Charter Schools have been missed on the invitations. This issue is being addressed.

### 7.2 Committee Reports

#### Finance and Audit Committee

No report.

#### Policy Guidelines and Bylaws Committee

A committee meeting is scheduled for February 18, 2022. An update will be provided at the next Board meeting.

#### Survey Committee

No report.

#### Public Relations Committee

No report.

#### Personnel Committee

The committee has met and will continue to address some items in the coming weeks.

## 8. New Business

### 8.1 Draft School Year Calendar 2022-23

Superintendent Lindquist provided a brief summary of the proposed school year calendar for 2022-23, as included in the agenda package. Discussion followed.

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

Approved: DRAFT

Recorded By: A. DeJong

Secretary \_\_\_\_\_

The Board is asking to consider a Friday end day in June, feedback on this will be sought from staff and School Council, subject to instructional minutes and provincial exam schedules.

*Motion 2022-02-16-04      Moved that the draft school year calendar for 2022-23 be approved in principle and presented to School Council and staff for discussion and feedback, including a Friday end day in June, prior to final approval at the March Board meeting.*

*Moved:      Director Smith*

*Seconded: Vice Chair Clarke*

*Carried*

**8.2 Mid-year Progress Report on Three Year Education Plan 2021-24**

Principal Zarowny provided a progress report on the Three Year Education Plan 2021-24 and highlighted the atypical challenges to addressing the Education Plan, which areas of the plan have been addressed at this point in the school year and/or will be addressed as the school year continues. Discussion followed.

**8.3 TAAPCS Executive Director Recruitment Questions**

Chair Hanson shared an email message received from TAAPCS regarding the recruitment of an Executive Director for the Association and seeking feedback on the hiring process. Discussion followed. Board members are asked to provide thoughts and/or suggestions on the topic to Chair Hanson.

**9. Board Work Plan**

The Board reviewed the Work Plan for 2021-22, as included in the agenda package.

There was brief discussion regarding the upcoming Board Retreat including using Zoom versus meeting in person as well as the draft agenda, as previously shared with Board members.

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

Discussed during item 8.3.

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

Approved: DRAFT

Recorded By: A. DeJong

Secretary \_\_\_\_\_

**11. Receipt of Reports**

*Motion 2022-02-16-05      Moved that all reports be received as presented during the meeting.*

*Moved:      Director Guthrie  
Seconded: Vice Chair Clarke  
Carried*

**12. Correspondence Sent**

- 12.1 Letter to Minister of Education re: Funding
- 12.2 Letter to Minister of Education re: Transfer of Funds

**13. Correspondence Received**

- 13.1 Charter School Engagement Session
- 13.2 EDC Minister New Public Engagements – Curriculum
- 13.3 EDC Deputy Minister COVID-19 Update: Indoor Air Quality

**14. In Camera**

*Motion 2022-02-16-06      Moved that the meeting move in camera at 8:50 p.m.*

*Moved:      Director Guthrie  
Seconded: Director Smith  
Carried*

**Motion to Move Out of Camera:**

*Motion 2022-02-16-07      Moved that the meeting move out of camera at 8:36 p.m.*

*Moved:      Vice Chair Clarke  
Seconded: Director Smith  
Carried*



NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

Type of Meeting: Board

Date: February 16, 2022

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

Approved: DRAFT

Recorded By: A. DeJong

Secretary \_\_\_\_\_

**15. New Business (con't)**

**15.1 Matters Arising from In Camera Meeting**

*Motion 2022-02-16-08*

*Moved that the contract of employment for the following employees be ratified:*

- *Employee #0326*

*Moved: Director Guthrie*

*Seconded: Board Secretary and Treasurer Tong*

*Carried*

*Motion 2022-02-16-09*

*Moved that the contract of employment for the following employees be ratified:*

- *Employee #0327*

*Moved: Vice Chair Clarke*

*Seconded: Director Derkson*

*Carried*

*Motion 2022-02-16-10*

*Moved that the contract of employment for the following employees be ratified:*

- *Employee #0329*

*Moved: Director Guthrie*

*Seconded: Director Derkson*

*Carried*

**15. Adjournment**

Chair Hanson adjourned the meeting at 8:55 p.m.

*Next Board Meeting: March 23, 2022*

## **MEMORANDUM**

March 23, 2022

To: Board of Directors

From: Dean Lindquist - Superintendent

Re: Superintendent's Report

### **Background:**

#### **NHS COVID-19 Health and Safety Measures**

With the Government of Alberta operating in Step 2 of their easing measures plan, there are few provincial health and safety measure requirements remaining. As identified in our health and safety measures at NHS, we continue to strongly encourage mask use, physical distancing, hand hygiene, and other health measures.

Some students continue to use the desk shields. Mask use has diminished to some degree, with some students choosing to wear masks during different parts of the day depending upon the activity.

We have not received direction from the Minister of Education or Health regarding a timeline for no longer mandating continued monitoring of vaccination status or a negative COVID-19 test. As such we continue to apply Administrative Procedure 201 Workplace Health and Safety: COVID-19 Hazard Control Vaccination Status Procedure. The intent is to remove this administrative procedure and its requirements as soon as we receive direction from the associated Ministry of Education and Ministry of Health.

#### **2021/22 Alberta Education Assurance (AEA) Survey**

The survey administration began in late February this year. This is the second year of this survey since it replaced the previous Accountability Pillar Survey. Students, parents and teachers will complete the survey. The survey is confidential and will be used by our school to inform our planning and reporting documents.

We received an email from Alberta Education noting that they are  
... extending the deadline for the completion of the Alberta Education Assurance (AEA) survey to Friday, April 01, 2022. This extension applies to student, teacher, and parent surveys. Note that as this extension is already cutting into the time needed to process and integrate the data, no further extension will be provided past this date.

### **Research**

We have received a research request from a graduate student in School and Clinical Child Psychology. She is attending the University of Alberta and is enrolled in the Department of Educational Psychology. She has communicated with Principal Zarowny and defined the study as follows:

I am very interested in gifted students and have developed a thesis project that we believe would be a great collaboration opportunity with New Horizons. The objective of my thesis project is to review current psychoeducational assessment practices in Alberta to gain insight into the effectiveness of current approaches and serve as a foundation for future research projects.

Attached to this Superintendent Report is the letter that will be sent to parents by the graduate program student explaining the research. This appears to be an interesting research project and could provide some interesting information for our school.

NHS Policy #206 Research Studies states "The Board of Directors shall be advised of the details of any proposed research project prior to its approval." If the graduate program student is interested in conducting the study, we will approve it.

Sincerely,

Dean Lindquist

## Notification of Approval

Date: February 10, 2022

Study ID: Pro00116160

Principal Investigator: [Kathryn Jelly](#)

Study Supervisor: [Damien Cormier](#)

Study Title: Psychoeducational Assessment of Twice-Exceptional Students: A Review of Current Practices in Alberta

Approval Expiry Date: February 9, 2023

Sponsor/Funding Agency: SSHRC - Social Sciences and Humanities Research Council SSHRC

Thank you for submitting the above study to the Research Ethics Board 2. Your application has been reviewed and approved on behalf of the committee.

### Approved Documents:

#### **Letter of Initial Contact**

[Revised School Information Letter \(Clean\)](#)

[Revised Participant Information Letter \(Clean\)](#)

#### **Consent Forms**

[Revised Participant Consent Form \(Clean\)](#)

Any proposed changes to the study must be submitted to the REB for approval prior to implementation. A renewal report must be submitted next year prior to the expiry of this approval if your study still requires ethics approval. If you do not renew on or before the renewal expiry date, you will have to re-submit an ethics application.

Approval by the REB does not constitute authorization to initiate the conduct of this research. The Principal Investigator is responsible for ensuring required approvals from other involved organizations (e.g., Alberta Health Services, Covenant Health, community organizations, school boards) are obtained, before the research begins.

Sincerely,

Sincerely,

Theresa Garvin, Ph.D, MUA, BA  
Chair, Research Ethics Board 2

*Note: This correspondence includes an electronic signature (validation and approval via an online system).*

**Participant Information Letter**

Dear Parent(s) or Guardian(s):

I am inviting you to participate in a study that I am completing for my Master's degree in School and Clinical Child Psychology. This letter will explain the details of the study and what we hope to learn from the results. You/your child are eligible to participate in this research study if your child: (a) is in grades 1-9; and (b) has had a psychoeducational assessment completed in the last **four** years (i.e., 2018 or later).

**Project Title:** Psychoeducational Assessment of Twice-Exceptional Students: A Review of Current Practices in Alberta

**Purpose:**

Alberta's Standards for Special Education are outdated, with the most recent amendment published in 2004. The Standards for Psychoeducational Assessment referenced in the Standards for Special Education are from 1995. These standards fail to incorporate advancements in research, as well as our understanding of students with diverse needs. To our knowledge, this study will be the first of its kind to examine current psychoeducational assessment practices in Alberta.

The purpose of the proposed study is to review existing psychoeducational assessment reports of students in grades 1-9 to determine current assessment and identification practices for twice-exceptional students in Alberta (i.e., students who are both gifted and face some kind of learning challenge). Specifically, this study will aim to address two research questions:

- 1) Are current psychoeducational assessment practices accurate at identifying students' needs or special education categories (e.g., what proportion of students meet the criteria for their identified group vs. another subgroup?)
- 2) What is the impact of demographic factors on the accuracy of the results of psychoeducational assessments?

**What is involved?**

Participation in this study does not require any direct contact or involvement with the research team beyond returning the signed consent form via email. By consenting to participate in this research study, you are giving permission to the research team to access your child's cumulative school file. Once consent has been obtained, the research team will determine your child's eligibility to participate in the study by assigning them to one of four possible subgroups:

1. Twice-exceptional: Students who have been identified as both gifted and as facing some kind of learning challenge described in subgroup three.
2. Gifted: Students who have been identified as having an IQ of 120+ and have no co-existing diagnoses of a learning challenge.

3. Learning challenged: Students with an average IQ who have been diagnosed with a learning disability, ADHD, Tourette syndrome, ASD, or mental health disorder using DSM-5 criteria.
4. Typical with assessment history: Students who do not have any formal diagnoses and who have not been identified as gifted but have had a recent psychoeducational assessment.

The research team will then review your child's most recent psychoeducational assessment report included in their file and collect information, such as the tests and procedures used, age of the student at time of assessment/identification, psychometric properties and error margins of tests used, test scores and variance in scores, whether it was a private or publicly funded assessment, and any relevant qualitative information provided by the psychologist who wrote the report.

Following the review of the psychoeducational assessment reports, students will be reassigned to subgroups based on their assessment results using DSM-5 criteria and assessment cut-off scores. The researcher will then compare students' pre-data collection subgroup to their post-data collection subgroup to address the question of whether current psychoeducational assessment practices are accurate at identifying students. At least one other investigator will review the data and group assignments to minimize potential experimenter effects and enhance the credibility of the study.

No identifying information will be disclosed to any parties outside of the researchers. There are no possible physical risks or discomforts associated with this study. You are under no obligation to participate in this study. Your participation is completely voluntary and there are no consequences if you decline to participate.

**Contact:**

If you have any questions or would like further information about the study, please contact Kathryn Jelly via email at [jelly@ualberta.ca](mailto:jelly@ualberta.ca). If you have any concerns about participating in this study please contact Dr. Damien Cormier, he can be reached by email at [dcormier@ualberta.ca](mailto:dcormier@ualberta.ca).

The plan for this study has been reviewed by a Research Ethics Board at the University of Alberta. If you have questions about your rights or how research should be conducted, you can email [reoffice@ualberta.ca](mailto:reoffice@ualberta.ca). This office is independent of the researchers.

**Next Steps:**

If you wish to participate in this study, please carefully read the attached consent form and send a signed copy via email to Kathryn Jelly ([jelly@ualberta.ca](mailto:jelly@ualberta.ca)). Please keep a copy of the consent form and this letter for your records.

**Conflict of Interest Disclosure:**

There is potential for a perceived conflict of interest as a member of the research team who will be collecting data for this study is employed by one of the participating schools. The research team has no financial stake in the outcome of the project.

Thank you for your consideration of this invitation to participate in our research project.

Sincerely,

Kathryn Jelly, B.A  
Graduate Student, School and Clinical Child Psychology  
Email: [jelly@ualberta.ca](mailto:jelly@ualberta.ca)

Damien C. Cormier, PhD, RPsych  
Associate Professor & Director of Training School and Clinical Child Psychology  
Email: [dcormier@ualberta.ca](mailto:dcormier@ualberta.ca)

### **Participant Consent Form**

**Project Title:** Psychoeducational Assessment of Twice-Exceptional Students: A Review of Current Practices in Alberta

**Research Investigator:** Kathryn Jelly, B.A., Graduate Student, School and Clinical Child Psychology, University of Alberta, [jelly@ualberta.ca](mailto:jelly@ualberta.ca)

**Supervisor:** Dr. Damien Cormier, PhD., RPsych, Associate Professor, School and Clinical Child Psychology, University of Alberta, [dcormier@ualberta.ca](mailto:dcormier@ualberta.ca)

**Background:** To our knowledge, there is no published research on current psychoeducational assessment practices in Alberta. This study will provide insight into whether twice-exceptional students (i.e., students who are both gifted and face some kind of learning challenge) are being assessed and identified in a consistent and accurate manner.

- You/your child are being asked to participate in this research study because your child attends one of the schools involved in our study.
- You/your child is eligible to participate in this study if: (a) they are grades 1-9; and (b) they have had a psychoeducational assessment completed in the last **four** years (i.e., 2018 or later).
- Please review the attached information letter and all information included on this form being signing. You are encouraged to contact the researcher(s) if you have any questions.
- The results of this study will be used in support of Kathryn Jelly's master's thesis.
- This study is being funded by the Social Sciences and Humanities Research Council of Canada.

**Purpose of the Research:** With the data collected in this study, we plan to address these 2 questions:

- 1) Are current psychoeducational assessment practices accurate at identifying students' needs or special education categories (e.g., what proportion of students meet the criteria for their identified group vs. another subgroup)?
- 2) What is the impact of demographic factors on the accuracy of the results of psychoeducational assessments?

**Study Procedures:** Participation in this study does not require any direct contact or involvement with the research team beyond returning the signed consent form via email. By consenting to participate in this research study, you are giving permission to the research team to access your child's cumulative school file. The research team will review your child's psychoeducational assessment report included in their file and collect information, such as the tests and procedures used, test scores, and nature of the assessment.

**Risks:** There are no possible physical risks or discomforts associated with this study. If we learn anything during the research that may affect your willingness to continue being in the study, we will tell you right away.

**Benefits:** There are no direct benefits to participants in this study. We hope that the knowledge gained from this study will help to improve psychoeducational assessment practices.



**Voluntary Participation:**

- You are under no obligation to participate in this study. Your participation is completely voluntary.
- You may withdraw from the research project for any reason, at any time, without explanation or penalty. Please contact the researcher(s) if you wish to withdraw your information at any time throughout the study.
- Whether you choose to participate or not will have no effect on your child's position (e.g., class standing) or how they or you will be treated by staff or administration at their school.

**Confidentiality:**

- The data from this study will be stored in encrypted files on a password-protected computer for a minimum of 5 years.
- No identifying information will be disclosed to any parties outside of the researchers.
- Consent forms containing identifying information will be kept in a separate location from data, which will be anonymized by assigning each participant a numerical code.
- The data from this research project will be used for a master's thesis and may be published and/or presented at conferences. However, no identifying information will be used at any point in the dissemination process so it will not be possible to identify individuals.

**Additional Contacts:** If you have any questions or concerns, please contact the researcher(s) using the contact information at the top of this page.

The plan for this study has been reviewed by a Research Ethics Board at the University of Alberta. If you have questions about your rights or how research should be conducted, you can email [reoffice@ualberta.ca](mailto:reoffice@ualberta.ca). This office is independent of the researchers.

**Conflict of Interest Disclosure:**

There is potential for a perceived conflict of interest as a member of the research team who will be collecting data for this study is employed by one of the participating schools. The research team has no financial stake in the outcome of the project.

**Consent Statement:**

I have read this form and confirm that I understand the description provided. I have been given the opportunity to ask questions and my questions have been answered. If I have additional questions, I have been told whom to contact. I agree to participate in the research study described above. I will retain a signed copy of this consent form for my records.

---

Participant/Child's Name (Printed)

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Name of Parent/Guardian (Printed)

Signature

Date

**Follow up:** If you would like to obtain results from this study once it is complete, please provide your email address here: \_\_\_\_\_

## **MEMORANDUM**

Date: March 23, 2022

To: Board of Directors

From: Dean Lindquist - Superintendent

Re: 2022/2023 School Year Calendar

### **Background:**

The 2022/2023 school year calendar, approved in principle at the February Board Meeting, was circulated to the School Council and New Horizons School staff for feedback.

The School Council reviewed the details at their February Meeting and provided the following feedback

School Council reviewed the 2022-23 calendar and Ted provided an overview of the planning around next year's calendar. We appreciated the opportunity to review and there were no questions/concerns raised.

We also discussed the idea of having classes finish on a Friday in June, adding instructional minutes throughout the year. This was seen as problematic in terms of timing buses and a potential loss of recess time (understanding how long the younger children take to get ready and how important their recess time is) - the preference would be to continue with a few instructional days past the last instructional Friday.

Feedback from teachers includes:

- Staff questioned about beginning the school year on August 29 with the students beginning on August 31.
- Staff requested consideration of additional professional development days due to some of the current days being used for I.P.P. writing and Intake Day. The suggestion is to add a PD Day on November 4, 2022, and March 2, 2022. This would reduce the number of instructional days by two days so some additional time may have to be added per day.

Students would not attend school on the P.D. Days.

If the Board were to consider the request for a later date start and or additional professional development days, priority should be given to adding one or two more professional days on a trial period for one year.

### **Recommendations:**

It is recommended that the Board approve the calendar that was approved in principle at the February 2022 Board meeting.

The Board adopts the calendar that was discussed and approved in principle at the February 2022 Board Meeting as the school year calendar for the 2022-23 school year,

or may choose to alter the recommendation to adopt a calendar piloting the addition of one or two professional development days.,

Respectfully,

A handwritten signature in blue ink, appearing to read "Dean Lindquist", with a stylized, cursive script.

Dean Lindquist

## 2022 - 2023 School Calendar

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

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

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

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

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

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

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

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

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

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

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

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



School Closed/ Holidays



Day in Lieu of Conferences (school closed for students and staff)



PD / Organizational Day / School closed for students



First and Last Day of School



Early Dismissal – Staff Meeting

Important Dates	
Organizational /PD Days	August 26 & 29
Classes Begin for Students	August 30
Labour Day	September 5
Truth and Reconciliation Day	September 30
IPP Writing Day	October 7
Thanksgiving Day	October 10
Fall Break	November 7 - 11
Remembrance Day	November 11
Days in Lieu of P/T Conferences	November 10, March 24, May 19
Winter Break	December 21 – January 3 Inclusive
Classes Resume	January 4
Professional Development Day	January 30
Teachers' Convention	February 9 - 10
Family Day	February 20
Intake Day	March 3
Spring Break	March 24 – 31 Inclusive
Classes Resume	April 3
Good Friday	April 7
Easter Monday	April 10
Professional Development Day	May 5
School Closed	May 19
Victoria Day	May 22
National Indigenous Peoples Day	June 21
Final Day for Students	June 27
Organizational Day	June 28

Operational and Instructional Days		
Month	Days of School Operation	Days of Student Instruction
August	4	2
September	20	20
October	20	19
November	18	17
December	14	14
January	20	19
February	19	17
March	18	16
April	18	18
May	22	20
June	20	19
<b>Total</b>	<b>193</b>	<b>181</b>

## MEMORANDUM

Date March 23, 2022

To: Board of Directors

From: Dean Lindquist - Superintendent

Re: 2022/2023 – 2025/26 Capital Plan Submission

### **Background:**

The Board must submit an updated Capital Plan annually. The New Horizons Charter School Society is fortunate as the Government of Alberta have addressed our facility needs over the past few years.

New Horizons School is in excellent condition, and we have received four modulars over the past three years. This has sufficiently addressed our facility space issues.

Attached to this report is a draft capital plan that requires board approval prior to submission to the government. The key goal is focused on NHS being granted an existing facility or new facility to build a high school that will provide gifted education. The capital plan provides some options that the board may consider as discussions occur with government about how the high school can be implemented.

The Board may also wish to add a second goal to the capital plan. This goal would continue the Society's pursuit of ownership of the current NHS site.

### **Recommendations:**

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

1. Determine if there is a wish to add the request of ownership by the NHCSS of the current NHS site.
2. Approve the 2022/23 – 2025/26 Capital Plan.

Respectfully,



Dean Lindquist



## Three Year Capital Plan 2022/23 to 2025/26

### **Priority 1:**

New Horizons High School: The New Horizons Charter School Society requests that the Ministry approve expansion of New Horizons School to include a high school. The New Horizons School is ready to expand to include high school programming in the 2024-25 school year with additional classroom capacity. New Horizons Charter School has two classrooms of all Kindergarten through grade 9 students. The Board has received support from its student and parent community to include a high school that addresses the vision of enabling gifted students to strive for excellence in a positive academic learning environment that fosters social and emotional support for each student. Furthermore, since the inception of New Horizons Charter School, its Charter has included the high school concept.

### **Rationale:**

New Horizons Charter School has celebrated 26 years and is Alberta's first charter school. The school has grown significantly over the past 26 years. Key to its success is the provision of excellent programming and teaching to the entire population of gifted students.

NHS currently shares its campus with Ecole Claudette-et Denis-Tardif which is part of Greater North Central Francophone Education Region No. 2. Although the Francophone Board will be receiving a new facility from Alberta Education in the new few years, it is unlikely that New Horizons School can expand on its campus due to anticipated NHS enrollments.

Figure 3 illustrates the projected enrollment of the high school for the period 2024/25 through 2027/28.

Class/Grade	2024-25	2025-26	2026-27	2027-28
Grade 10	40	40	40	40
Grade 11	0	40	40	40
Grade 12	0	0	40	40
<b>Total Head Count</b>	<b>40</b>	<b>80</b>	<b>120</b>	<b>120</b>

*Figure 3: Four-Year High School Enrolment Projection at New Horizons School*

### Option 1: High School Campus (Stand Alone Campus)

This option requires the Ministry to identify surplus school space that exists in Strathcona County or the east Edmonton area that enables New Horizons School to build its high school program. It is

anticipated that any site considered for the NHS high school would need to house approximately 150 – 180 students. There would need to be a gymnasium and classroom space for core and option programming.

#### Option 2: Acquisition of Property

The other option is for the Government of Alberta to support the acquisition of property for a school campus and support building a new high school that would support 150 students and expandable to 180 to 200 students.

This option would address the immediate space needs for a high school programming required to deliver instruction to 120 high school students.

If a second campus was opened for the New Horizons High School, the Board would determine if it was in the best interests of students to also locate grades 7 to 9 students or just grade 9 students with the grade 10 – 12 students. Moving grade 9 students into the high school campus would provide for increased programming opportunities for students.

There are limited interim options available to the board to begin a high school program without the new campus. Without a new campus there is currently insufficient space in the existing NHS to provide high school options and an additional gymnasium would be required. Further enlargement of the school building is unlikely.

#### High School Organization

New Horizons Charter School currently provides gifted education to over 400 kindergarten through grade 9 students. With enrollment projections of 40 students per grade determining ways to expand our ability to offer a broad range of courses will be essential.

To enable a broad range of programming the board may consider various organizational methods.

##### Grade 9 – 12 High School

Shifting the existing New Horizons School to a kindergarten to grade 8 school and making the new high school grades 9 – 12 would provide opportunity to offer a wider range of courses given the increase in enrollment (including grade 9 students) and the additional professional staff available to offer additional programming.

##### Partner with an existing Charter School or Public/Separate School

Consider forming a high school with an existing school. Although the NHS Charter defines our student population, there is potential to team with an accompanying school for delivery of non-core programming and shared use of the school facility.

##### Partner with a Post-Secondary School

This model may support our student population given their unique learning needs best, as we currently provide for accelerated learning in mathematics and are considering this approach in other courses. By locating and working closely with a post-secondary school may enable our students to receive a wider variety of programming through dual credit courses and perhaps, other offerings.



## **MEMORANDUM**

Date February 16, 2022

To: Board of Directors

From: Dean Lindquist - Superintendent

Re: Student Learning Support Funding

### **Background:**

As the Board is aware, charter schools, including New Horizon School, have historically received less funding than their public and separate school counterparts. Over the last two years, Student Learning Supports grant was significantly reduced by approximately three quarters as compared to public and separate schools. This despite charter schools having to accept all students who meet their charter requirement, providing there is adequate space.

The Government of Alberta conducted a review of SLS funding over the past three months. A significant part of the review included reviewing and comparing our students with special needs with provincial averages. It was recently announced that charter schools would receive, retroactive to September 1, 2021, the same funding as provided to public and separate schools for similar populations.

NHS received \$369,778.35 retroactive to September 1, 2021 in the March payment from Alberta Education. We anticipate that there is one quarter of the funding remaining to be disbursed over the remainder of the school year. This assumption is built on our prior calculations showing that the underfunding component to be \$492,150. There has been no communication to date from the Ministry regarding this difference. As such our current position is that we should expect continued monthly SLS payments over the remainder of the school year.

At the end of March we will receive our funding profile for next year. At this time we have been assured that these SLS funds will continue next year based on enrollment. However, we remain unsure about continued bridge funding that was incorporated into the new funding framework announced two years. This bridge funding was to be reduced and or eliminated in the 2022/23 school year. As such, the following expenditures are being requested in principle until we are able to determine funding levels for the next school year.

To address the SLS funding that we are receiving, administration is requesting the board to approve the following expenditures pending confirmation of the 2022/23 funding profile. Please note that these expenditures are not included in the previously approved budget and require board approval.

If approved in principle by the board, administration would proceed with the recommendations providing funding of SLS continues next year and we do not lose bridge funding.

Item	Annualized Cost	Pro-rated cost (March – June)
Education Assistant - Increase 1.0 FTE	\$44,433	\$13,330
Registered Psychologist (increase support to school)	\$10,000	\$5,000
Counsellor - 0.5 FTE - 1.0 FTE (costing at approx. 1.0 FTE)	\$82,000	\$24,600
Counsellor – Supports and Resources	\$5,000	\$5,000
Assistive Technology Supports	\$5,000	\$5,000
Curriculum Support Lead Teacher (0.20 FTE)	\$24,000	-----
Teacher Collaboration Release Time	\$10,000	\$6,000
Professional Development	\$4,000	\$2,000
Classroom Resources – Teaching and Learning	\$10,000	\$10,000
Curricular Resources	\$5,000	\$5,000
Classroom and School Furnishings and Equipment	\$5,000	\$5,000
Technology for Career and Technology Foundations (CCTF) Grades 5 - 9	\$20,000	\$20,000
Evergreen Technology Plan – Year 1 (next school year is year 2 of the plan)	\$85,000	85,000
<b>Total</b>	<b>\$309,433</b>	<b>\$185,930</b>

If our assumption is correct that we will receive a further \$122,372. I have emailed Alberta Education to confirm my assumptions but have not heard back at this time.

**Recommendations:**

The following recommendation is presented for the consideration of the Board of Directors:

1. The board approves the expenditures in the above table in principle under the following condition:
  - a. Pending confirmation that our funding profile for the 2022/23 school year includes an overall funding increase (due to SLS funding grant increases) equivalent to these planned expenditures.

If we cannot verify next year's funding levels by the end of March, administration would not proceed on hiring the Educational Assistant or Counsellor but would proceed on purchasing the needed resources and technology using the funding received in the March payment.

Respectfully,



Dean Lindquist

## Board of Directors – Work Plan for 2021-22

<b>September</b>	<ul style="list-style-type: none"> <li>Adopt Board Work Plan for 2021-22</li> <li>Set date for October Board meeting</li> <li>Receive report on provincial achievement test results (closed meeting)</li> <li>Re-entry Plan Update</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>October</b>	<ul style="list-style-type: none"> <li>Complete Board Organizational Actions               <ul style="list-style-type: none"> <li>Conduct Special General Meeting; hold Board elections</li> <li>Elect Board executive officers (must be within one week of SGM)</li> <li>Select members for Board standing committees</li> <li>Set dates for Board meetings (motion required)</li> <li>Notify Service Alberta of change in executive officers</li> <li>Identify Board signing authorities</li> <li>Sign Board Member Code of Conduct – Policy #101</li> </ul> </li> <li>Receive Accountability Pillar Results Report for October 2021 (Note: no PAT's written in 2020-21)</li> <li>Attend TAAPCS Annual General Meeting</li> <li>Receive enrolment report for September 30, 2021</li> <li>Conduct initial orientation session for new Board members</li> <li>Submit request to Alberta Education for modular classrooms</li> <li>Set date for NHCS Society Annual General Meeting</li> <li>Create Task Force to investigate establishment of New Horizons High School Program (as per Education Plan)</li> <li>Re-entry Plan Update</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>November</b>	<ul style="list-style-type: none"> <li>Conduct AGM of NHCS Society</li> <li>Approve revised budget for 2021-22</li> <li>Approve Annual Education Results Report 2020-21</li> <li>Approve Audited Financial Statement Year Ending Aug 31/21</li> <li>Receive Report #1 from School Council</li> <li>Determine priorities, possible date for Stakeholder Forum</li> <li>Re-entry Plan Update</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>December</b>	<ul style="list-style-type: none"> <li>Set date for March Board Planning Retreat</li> <li>Receive Counsellor's Report #1</li> <li>Re-entry Plan Update</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>January</b>	<ul style="list-style-type: none"> <li>Receive Quarterly Financial Report for Sep - Nov 2021</li> <li>Review Policy 210 and associated Student Code of Conduct</li> <li>Approve school calendar for 2022-23 in principle</li> <li>Stakeholder Forum – Gather input on possible Education Plan priorities</li> <li>Re-entry Plan Update</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

<b>February</b>	<ul style="list-style-type: none"> <li>Provide final approval of school calendar for 2022-23</li> <li>Prepare breakfast for school staff</li> <li>Receive mid-year progress report on Three-Year Education Plan 2021-24</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>March</b>	<ul style="list-style-type: none"> <li>Board Retreat – Identify priorities for upcoming Education Plan</li> <li>Approve Three-Year Capital Plan for 2022-23 to 2024-25</li> <li>Administer Board-developed Stakeholder Survey</li> <li>Re-entry Plan Update</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>April</b>	<ul style="list-style-type: none"> <li>Receive Quarterly Financial Report for Dec 2021 – Feb 2022</li> <li>Re-entry Plan Update</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>May</b>	<ul style="list-style-type: none"> <li>Provide approval to Education Plan 2021-22 to 2022-23</li> <li>Attend TAAPCS Spring General Meeting</li> <li>Approve Budget for 2022-23</li> <li>Receive Accountability Pillar Results Report for May 2021</li> <li>Receive Board-developed stakeholder survey results</li> <li>Consider salary adjustment for support staff, senior administration</li> <li>Receive report from FANHS</li> <li>Re-entry Plan Update</li> <li>Receive Counsellor’s Report #2</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>June</b>	<ul style="list-style-type: none"> <li>Assess Board Work Plan progress for 2021-22</li> <li>Receive Quarterly Financial Report for Mar – May 2022</li> <li>Schedule SGM of NHCS Society (requires 21 days’ notice; must be on or before Oct 10)</li> <li>Schedule September 2022 Board meeting</li> <li>Set date for Summer Board Housekeeping Retreat</li> <li>Receive Report #2 from School Council</li> <li>Re-entry Plan Update</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Ongoing</b>	<ul style="list-style-type: none"> <li>Consider proposals for new or amended Board policies</li> <li>Receive recommendations from Board committees</li> </ul>	<input type="checkbox"/> <input type="checkbox"/>
<b>Annually</b>	<ul style="list-style-type: none"> <li>Negotiate collective agreement with ATA (as needed)</li> </ul>	<input type="checkbox"/> <input type="checkbox"/>
<b>As Needed</b>	<ul style="list-style-type: none"> <li>Meet with: <ul style="list-style-type: none"> <li>County Council</li> <li>MLAs</li> </ul> </li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>



Dean Lindquist &lt;dlindquist@newhorizons.ca&gt;

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## Budget 2022

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EDC Minister &lt;Education.Minister@gov.ab.ca&gt;

Thu, Feb 24, 2022 at 3:35 PM

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

**Independent (Private) School Authorities**

**Early Childhood Services Operators**

**First Nations Education Directors**

**Presidents 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)

**Subject: Budget 2022**

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

Earlier today, the Honourable Travis Toews, Minister of Finance and President of Treasury Board, delivered Alberta's Budget 2022 address. I am pleased to provide you with additional information regarding the 2022 Education budget.

Budget 2022 moves Alberta forward by building health system capacity, getting more Albertans working and presenting a balanced budget for only the second time in more than a decade.

Through Budget 2022, Alberta's government continues its strong support of the education system. We are increasing our investment in education to ensure students in Alberta continue to receive a world-class, high-quality education that enriches their lives and prepares them for success beyond school.

Budget 2022 provides an increase of more than \$700 million over the next three years to support teachers, students and to address inflationary cost pressures, including those impacting student transportation. This increased funding recognizes enrolment growth. It also includes a one per cent increase to both base funding and operations and maintenance funding, as well as a 4.6 per cent increase to transportation funding.

\$110 million in targeted funding over three years, including \$30 million this year, will enable schools to support students experiencing academic challenges because of the pandemic and create school environments supporting student well-being and positive mental health. More information will be shared later this spring.

Renewing Alberta's curriculum to emphasize the literacy and numeracy learning foundations and outcomes students need for rich personal and working lives is a key commitment we've made to parents and students. Budget 2022 includes \$191 million over three years, including \$59 million in 2022/23 to support curriculum implementation across all subject areas for Kindergarten to Grade 12 over the next three years. We will also invest in teacher professional learning and quality teaching and student resources. More details will be shared soon.

Acknowledging the challenges the pandemic caused, we will be holding school authorities' operational funding allocations harmless after unexpected enrolment fluctuations caused by the pandemic. This means that operational funding allocations for all school authorities will be the same or higher than 2021/22.

As part of Budget 2022, our government is committed to protecting investments in school infrastructure and planning for the future. This includes \$2 billion over the next three years to maintain and enhance existing schools, work on previously announced projects and support building 15 new school projects. Details of the new school projects will be shared in the coming days.

A further email will be provided to school authorities from Deputy Minister Andre Tremblay with additional Education budget details.

Thank you all for the work you do to prepare Alberta's students for success.

Sincerely,

Adriana LaGrange

Minister of Education

cc: Superintendents of Public, Separate, Francophone and Charter School Authorities  
March 23, 2022

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

Executive Directors of Stakeholder Associations

Communications Contacts at School Divisions

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**Objet : Budget 2022**

Plus tôt aujourd'hui, l'honorable Travis Toews, ministre des Finances et président du Conseil du Trésor, a prononcé le discours du budget 2022 (en anglais) de l'Alberta. J'ai le plaisir de vous fournir des renseignements supplémentaires concernant le budget 2022 de l'Éducation.

Le budget 2022 fait avancer l'Alberta en renforçant la capacité du système de santé, en faisant travailler plus d'Albertains et en présentant un budget équilibré pour la deuxième fois seulement en plus d'une décennie.

Dans le cadre du budget 2022, le gouvernement de l'Alberta continue de soutenir fermement le système d'éducation. Nous augmentons notre investissement dans l'éducation afin que les élèves de l'Alberta continuent de recevoir une éducation de qualité et de calibre mondial qui enrichit leur vie et les prépare à réussir au-delà de l'école.

Le budget 2022 prévoit une augmentation de plus de 700 millions de dollars au cours des trois prochaines années pour soutenir les enseignants et les élèves et pour faire face aux pressions inflationnistes sur les coûts, y compris celles qui touchent le transport des élèves. Ce financement accru tient compte de la croissance du nombre d'élèves. Il comprend également une augmentation de 1 pour cent du financement de base et du financement du fonctionnement et de l'entretien, ainsi qu'une augmentation de 4,6 pour cent au financement du transport.

Un financement ciblé de 110 millions de dollars sur trois ans, dont 30 millions de dollars cette année, permettra aux écoles de soutenir les élèves qui éprouvent des difficultés scolaires en raison de la pandémie et de créer des environnements scolaires favorisant le bien-être des élèves et une santé mentale positive. De plus amples renseignements seront communiqués plus tard ce printemps.

Le renouvellement du curriculum de l'Alberta pour mettre l'accent sur les fondements et les résultats d'apprentissage en littératie et en numératie dont les élèves ont besoin pour mener une vie personnelle et professionnelle enrichissante est un engagement clé que nous avons pris envers les parents et les élèves. Le budget 2022 prévoit 191 millions de dollars sur trois ans, dont 59 millions de dollars en 2022-2023, pour soutenir la mise en œuvre du curriculum dans toutes les matières de la maternelle à la 12e année au cours des trois prochaines années. Nous investissons également dans le perfectionnement professionnel des enseignants et dans des ressources de qualité pour l'enseignement et les élèves. Nous vous communiquerons bientôt plus de détails.

Conscients des défis posés par la pandémie, nous ne toucherons pas aux allocations de financement opérationnel des autorités scolaires après les fluctuations inattendues du nombre d'élèves causées par la pandémie. Cela signifie que les allocations de financement opérationnel pour toutes les autorités scolaires seront identiques ou supérieures à celles de 2021-2022.

Dans le cadre du budget 2022, notre gouvernement s'est engagé à protéger les investissements dans les infrastructures scolaires et à planifier l'avenir. Cela comprend 2 milliards de dollars au cours des trois prochaines années pour maintenir et améliorer les écoles existantes, travailler sur des projets annoncés précédemment et soutenir la construction de 15 nouveaux projets scolaires. Les détails des nouveaux projets scolaires seront communiqués dans les prochains jours.

Le sous-ministre Andre Tremblay enverra un autre courriel aux autorités scolaires avec les détails du budget de l'Éducation.

Merci à tous pour le travail que vous faites pour préparer les élèves de l'Alberta à la réussite.

Cordialement,

Adriana LaGrange

Ministre de l'Éducation







Dean Lindquist &lt;dlindquist@newhorizons.ca&gt;

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**Moving forward with K-6 curriculum implementation / Aller de l'avant avec la mise en œuvre du curriculum de la maternelle à la 6e année (M à 6)**

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EDC Minister &lt;Education.Minister@gov.ab.ca&gt;

Thu, Mar 10, 2022 at 3:41 PM

**To: Board Chairs of Public, Separate, Francophone and Charter School Authorities****Independent (Private) School Authorities****First Nations Education Directors****ECS Private School Operators****Presidents of Stakeholder Associations**

ACFA (Association canadienne-française de l'Alberta)

ACSTA (Alberta Catholic School Trustees' Association)

AEFAA (Alberta Educational Facilities Administrators Association)

AHA (Alberta Homeschooling Association)

AHEA (Alberta Home Education Association)

AISCA (Association of Independent Schools &amp; Colleges in Alberta)

ASBA (Alberta School Boards Association)

ASBOA (Association of School Business Officials of Alberta)

ASCA (Alberta School Councils' Association)

ATA (Alberta Teachers' Association)

CASS (College of Alberta School Superintendents)

CCSSA (Council of Catholic Superintendents of Alberta)

FPFA (Fédération des parents francophones de l'Alberta)

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

HASAA (Homelearning Advocacy and Support Association of Alberta)

PSBAA (Public School Boards' Association of Alberta)

TAAPCS (The Association of Alberta Public Charter Schools)

**Subject: Moving forward with K-6 curriculum implementation**

French version to follow / La version française suivra sous peu.

Dear colleagues,

Starting this fall, Alberta's government is moving forward with implementing an updated curriculum in elementary school classrooms across the province. Based on advice from education system leaders, teachers and curriculum experts, we will implement new curriculum in three subject areas in September 2022:

- K-3 Mathematics
- K-3 English Language Arts and Literature
- K-6 Physical Education and Wellness

In addition, new Mathematics and English Language Arts and Literature curriculum will be implemented in grades 4-6 in September 2023.

Focusing on these subjects will help younger students strengthen their numeracy and literacy skills, which are essential for early years learning. It will also support students in learning how to build resiliency and manage their health, mental health and well-being as well as providing a strong foundation in financial literacy. With this targeted approach, we are building on the additional layers of support Alberta's government has provided to address learning loss experienced by these students.

This balanced and measured approach for the 2022-23 school year is based on insight and advice from the [Curriculum Implementation Advisory Group](#). By May, the advisory group will make recommendations on piloting and implementation strategies for the remaining five K-6 curriculums. Their work also includes identifying implementation timelines and resources for the remaining K-6 subjects.

To ensure teachers and students are equipped for updated K-6 curriculum in classrooms, we are investing \$191 million over the next three years. This includes \$59 million in 2022-23 for teacher professional development and purchasing quality learning and teaching resources aligned with the new curriculum. The remainder of the funding will be allotted in future budget years to support implementation for the remaining subjects and grades of the K-6 curriculum.

To support teachers as they continue to prepare for curriculum implementation in September, Alberta's government is providing:

- the final K-3 English Language Arts and Literature, K-3 Mathematics and K-6 Physical Education and Wellness curriculums and supporting resources on [new.LearnAlberta.ca](#) in April
- a number of targeted, flexible professional learning opportunities between May and September; details about teacher supports and resources will be provided to school authorities in April

In December, we committed to giving Albertans even more ways to have their say on the draft K-6 curriculum and draft social studies design blueprint. From January 31 to February 28, we heard from Albertans through virtual engagement sessions in five regions across the province. The feedback we received from these sessions, as well as other engagement opportunities and classroom piloting, will continue to inform the final K-6 curriculum.

Later this spring, feedback will be used to:

- finalize the social studies design blueprint
- develop the corresponding draft social studies content and
- update all remaining K-6 subjects for additional piloting.

Feedback received from stakeholders which is informing changes to the drafts will also be released later this spring.

I look forward to sharing more details with you in the near future.

March 23, 2022

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On behalf of Alberta's government, thank you for the extensive and thoughtful feedback you and your school communities continue to provide. I am confident that by working together, we can continue to develop an updated curriculum that will set elementary students on the best path for success within the classroom and beyond.

Sincerely,

Adriana LaGrange

Minister of Education

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

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**Destinataires : Présidences des conseils scolaires publics, séparés, francophones et à charte**

**Autorités scolaires indépendantes (privées)**

**Directions de l'éducation des Premières Nations**

**Administrateurs de services préscolaires privés**

**Présidences des associations de parties prenantes**

ACFA (Association canadienne-française de l'Alberta)

ACSTA (Alberta Catholic School Trustees' Association)

AEFAA (Alberta Educational Facilities Administrators Association)

AHA (Alberta Homeschooling Association)

AHEA (Alberta Home Education Association)

AISCA (Association of Independent Schools & Colleges in Alberta)

ASBA (Alberta School Boards Association)

ASBOA (Association of School Business Officials of Alberta)

ASCA (Alberta School Councils' Association)

ATA (Alberta Teachers' Association)

CASS (College of Alberta School Superintendents)

CCSSA (Council of Catholic Superintendents of Alberta)

FPFA (Fédération des parents francophones de l'Alberta)

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

HASAA (Homelearning Advocacy and Support Association of Alberta)

PSBAA (Public School Boards' Association of Alberta)

TAAPCS (The Association of Alberta Public Charter Schools)

**Objet : Aller de l'avant avec la mise en œuvre du curriculum de la maternelle à la 6<sup>e</sup> année (M à 6)**

La version anglaise de ce message précède la version française./The English version of this message precedes the French version.

Chers collègues,

À compter de cet automne, le gouvernement de l'Alberta ira de l'avant avec la mise en œuvre d'un curriculum mis à jour dans les salles de classe de l'élémentaire de toute la province. À la lumière des avis des leaders du système d'éducation, des enseignants et des experts en curriculum, nous procéderons à la mise en œuvre du nouveau curriculum dans trois matières en septembre 2022 :

- en mathématiques, de la maternelle à la 3<sup>e</sup> année
- en English language arts and literature (ELAL), de la maternelle à la 3<sup>e</sup> année
- en éducation physique et bien-être, de la maternelle à la 6<sup>e</sup> année

De plus, un nouveau curriculum en mathématiques et en ELAL sera mis en œuvre de la 4<sup>e</sup> à la 6<sup>e</sup> année en septembre 2023.

L'accent mis sur ces matières aidera les jeunes élèves à renforcer leurs habiletés en numératie et en littératie, lesquelles sont essentielles pour l'apprentissage durant les premières années. Cela aidera également les élèves à apprendre à renforcer leur résilience et à gérer leur santé, leur santé mentale et leur bien-être, ainsi qu'à acquérir des bases solides en matière d'éducation financière. Cette approche ciblée s'intègre aux différentes mesures de soutien que le gouvernement de l'Alberta a déjà fournies pour remédier à la perte d'apprentissage subie par ces élèves.

Cette approche équilibrée et mesurée pour l'année scolaire 2022-2023 se fonde sur les idées et les conseils du [groupe consultatif sur la mise en œuvre du curriculum](#). D'ici le mois de mai, le groupe consultatif fera des recommandations sur les stratégies de mise à l'essai et de mise en œuvre pour le curriculum M à 6 des cinq autres matières. Leur travail comprend également la détermination des calendriers de mise en œuvre et des ressources d'appui pour les autres matières M à 6.

Afin de nous assurer que les enseignants et les élèves seront bien outillés pour travailler avec le curriculum M à 6 mis à jour dans les salles de classe, nous investissons 191 millions de dollars sur une période de trois ans. Cela comprend 59 millions de dollars en 2022-2023 pour le perfectionnement professionnel des enseignants ainsi que pour l'achat de ressources d'apprentissage et d'enseignement de qualité qui s'alignent sur le nouveau curriculum. Le reste du financement sera alloué au cours des prochains exercices financiers pour appuyer la mise en œuvre des autres matières et niveaux scolaires du curriculum M à 6.

Afin d'appuyer les enseignants qui continuent de se préparer en vue de la mise en œuvre du curriculum en septembre, le gouvernement de l'Alberta fournit :

- la version finale du curriculum M à 3 d'English language arts and literature et de mathématiques, la version finale du curriculum M à 6 d'éducation physique et bien-être de même que les ressources d'appui à [new.LearnAlberta.ca](#) en avril
- un certain nombre d'occasions de perfectionnement professionnel ciblées et flexibles, entre mai et septembre; les détails à propos du soutien aux enseignants et des ressources d'appui seront fournis aux autorités scolaires en

avril 23, 2022

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De plus amples détails sur le soutien et les ressources d'appui pour les enseignants seront fournis aux autorités scolaires en avril.

En décembre, nous nous sommes engagés à donner aux Albertains encore plus de moyens de faire des commentaires sur l'ébauche du curriculum M à 6 et sur l'ébauche du plan d'études sociales. Du 31 janvier au 28 février, les Albertains se sont fait entendre lors des séances de consultation virtuelles qui ont eu lieu dans cinq régions de la province. Les commentaires qui sont ressortis de ces séances, de même que d'autres occasions de consultation et de la mise en œuvre dans les salles de classe, continueront d'éclairer le curriculum M à 6 final.

Plus tard ce printemps, les commentaires serviront à :

- finaliser le plan d'études sociales
- élaborer l'ébauche du contenu du curriculum des études sociales correspondante
- mettre à jour toutes les autres matières M à 6 en vue d'une mise à l'essai supplémentaire.

Les commentaires reçus des parties prenantes, qui servent de base aux modifications apportées à l'ébauche, seront également publiés plus tard ce printemps.

Je serai heureuse de vous communiquer d'autres détails dans un avenir rapproché.

Au nom du gouvernement de l'Alberta, je vous remercie pour l'ensemble des commentaires judicieux que vous et vos communautés scolaires continuez à fournir. Je suis convaincue qu'en travaillant ensemble, nous pouvons continuer à élaborer un curriculum mis à jour qui préparera les élèves de l'élémentaire de la meilleure façon possible à la réussite en classe et au-delà.

Cordialement,

Adriana LaGrange

Ministre de l'Éducation

c. c. Directions générales des autorités scolaires des écoles publiques, séparées, francophones

et à charte

Secrétaires-trésoriers des autorités scolaires publiques, séparées, francophones et à charte

Classification: Protected A