



Board of Directors

Meeting

May 25, 2022

AGENDA**Type of Meeting:** Board**Date:** May 25, 2022**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
May 25, 2022
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 | 7:02 pm |
| | <p><i>The Board of Directors of the New Horizons Charter School Society respectfully acknowledges that the land on which we meet is Treaty 6 territory, a traditional home, gathering place, a travelling route for diverse Indigenous Peoples, including Cree, Saulteaux, Blackfoot, Nakota, Sioux, as well as the homeland of the Métis Nation. We recognize our responsibility as Treaty members and honour the heritage and gifts of the First Peoples of this land.</i></p> | | |
| 3. | Adoption of Agenda | D. Hanson | 7:05 pm |
| 4. | Disclosure of Conflict of Interest | D. Hanson | 7:10 pm |
| 5. | Approval of Minutes | D. Hanson | 7:12 pm |
| | 5.1 April 20, 2022 – attachment | | |
| | 5.2 May 5, 2022 - attachment | | |
| 6. | Administration Reports | | 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 | |
| 7. | Board Reports | | 7:30 pm |
| | 7.1 Board Chair's Report | D. Hanson | |
| | 7.2 Other Committee Reports | D. Hanson | |
| 8. | New Business | | 7:40 pm |
| | 8.1 Approval of Education Plan 2021-22 to 2022-23 | T. Zarowny | |
| | 8.2 Approval of Budget for 2022-23 - attachment | P. Dundas | |
| | 8.3 Accountability Pillar Results Report for May 2021 | T. Zarowny | |
| | 8.4 Stakeholder Survey Results - attachment | T. Zarowny | |
| | 8.5 Air Purification Quote - attachment | P. Dundas | |
| | 8.6 FANHS Report | T. Stefisen | |

AGENDA**Type of Meeting:** Board**Date:** May 25, 2022**Page:**2 of 2*"TOWARDS NEW HORIZONS"**Is it in the best interest of our students?**Does it support excellence?*

- | | | | |
|------|---|--------------|---------|
| 8.7 | Pilot Counselling Program - attachment | D. Lindquist | |
| 8.8 | Counsellor's Report #2 - attachment | L. Vigfusson | |
| 9. | Board Work Plan – attachment | D. Hanson | 8:40 pm |
| 10. | The Association of Alberta Public Charter Schools | D. Hanson | 8:42 pm |
| 11. | Receipt of Reports | D. Hanson | 8:45 pm |
| 12. | Correspondence Sent | D. Hanson | 8:45 pm |
| 13. | Correspondence Received | D. Hanson | 8:45 pm |
| 13.1 | EDC Deputy Minister – NHS Funding Commitment Letter | | |
| 13.2 | EDC Deputy Minister - 2022/23 Funding Commitment Letters | | |
| 13.3 | EDC Minister - Bill 21 – The Red Tape Reduction Statutes Amendment Act, 2022 | | |
| 13.4 | EDC Minister - Expanding Financial Literacy Programs for Students | | |
| 13.5 | EDC Deputy Minister – Safe Indoor Air Top-Up to the Safe Return to Class Fund | | |
| 14. | In Camera | D. Hanson | 8:50 pm |
| 15. | Adjournment | D. Hanson | 9:00 pm |

Next Board Meeting – 7:00 pm, Wednesday, June 15, 2022

NEW HORIZONS CHARTER SCHOOL SOCIETY
MINUTES

Type of Meeting: Board

Date: April 20, 2022

Initials: Chair _____

Approved: DRAFT

Recorded By: A. DeJong

Secretary _____

April 20, 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

Ijeoma Ukiwe
DIRECTOR

Kristie Derkson
DIRECTOR

Michelle Smith
DIRECTOR

Administration Present:

Dean Lindquist
SUPERINTENDENT

Patti Dundas
SECRETARY-TREASURER

Ted Zarowny
PRINCIPAL

Members Present:

1. Call to Order

Chair Hanson called the virtual meeting to order at 7:05 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 2022-04-20-01

Moved that the agenda for the Board Meeting of April 20, 2022 be adopted as presented.

Moved: Vice Chair Clarke

Seconded: Board Secretary and Treasurer Tong

Carried

NEW HORIZONS CHARTER SCHOOL SOCIETY
MINUTES

Type of Meeting: Board

Date: April 20, 2022

Initials: Chair _____

Approved: DRAFT

Recorded By: A. DeJong

Secretary _____

4. Disclosure of Conflict of Interest

None.

5. Approval of Minutes

5.1 Minutes of March 23, 2022

Motion 2022-04-20-02 Moved that the Board Meeting minutes of March 23, 2022 be approved as presented.

Moved: Vice Chair Clarke

Seconded: Director Smith

Carried

6. Administration Reports

6.1 Principal's Report

Principal Zarowny provided a verbal report and expressed enthusiasm from the staff and students now that the modular classrooms have been completed and occupied. Temporary fencing has been erected to promote grass growth and sand cleanliness in around the playground. The school participated in the recent Trade Fair hosted by the Sherwood Park Chamber of Commerce.

6.2 Secretary-Treasurer's Report

Secretary-Treasurer Dundas provided a verbal report and expressed appreciation for the support and assistance received over the last few months.

6.3 Superintendent's Report

Superintendent Lindquist spoke to the COVID-19 Health and Safety Measures, the Government of Canada COVID-19 Travel Requirements and Administrative Procedure 201, as included in the agenda package. Superintendent Lindquist also noted a letter to the editor in the local Sherwood Park News regarding charter schools and will share the document with the Board. Discussion followed.

NEW HORIZONS CHARTER SCHOOL SOCIETY
MINUTES

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Initials: Chair _____

Approved: DRAFT

Recorded By: A. DeJong

Secretary _____

Motion 2022-04-20-03 Moved that the Board approve changing the requirements set out in the health and safety measures for international travel to state that NHS will apply all Government of Canada international travel requirements for COVID-19 as identified on the Government of Canada's web page for travel requirements.

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

Director Ukiwe joined the meeting at this point.

Motion 2022-04-20-04 Moved that the Board amend AP 201 Workplace Health and Safety and remove the requirement for vaccination or negative test result for entry into the school during extracurricular activities occurring outside of normal school hours. The requirement remains in place during normal school hours.

*Moved: Director Derkson
Seconded: Director Smith
Carried*

7. Board Reports

7.1 Board Chair's Report
No report .

7.2 Committee Reports

Finance and Audit Committee

No report, to be discussed during New Business.

Policy Guidelines and Bylaws Committee

The committee continues to meet regularly. A student handbook will be developed and the committee is now looking at a Use of Electronics policy. A revised severe allergy policy is being brought to the Board for review. The abuse

NEW HORIZONS CHARTER SCHOOL SOCIETY
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Recorded By: A. DeJong

Secretary _____

policy mandated by the insurance company as a requirement for an indemnification rider is raising some concern among committee members and the committee is planning to discuss the document with other charter schools and/or explore alternatives to the detailed proposed document.

Survey Committee

Principal Zarowny indicated that the survey will be sent out this week with responses due by Friday, April 29.

Public Relations Committee

No report.

Personnel Committee

No report.

8. New Business

8.1 Second Quarter Financial Report

Board Secretary and Treasurer Tong provided a summary of the second quarter financial report, as included in the agenda package. Discussion followed.

Motion 2022-04-20-05

Moved that the Board receive the Quarterly Financial Report for the period ended February 28, 2022 as information.

Moved: Board Secretary and Treasurer Tong

Seconded: Director Smith

Carried

8.2 May Meeting Date Change

Superintendent Lindquist spoke to the need to adjust the May meeting date from Wednesday, May 18, 2022 to Tuesday, May 24, 2022, as included in the agenda package. Discussion followed.

Motion 2022-04-20-06

Moved that the Board move the May 18, 2022 meeting date to Wednesday, May 25, 2022 as requested.

Moved: Vice Chair Clarke

Seconded: Director Smith

Carried

NEW HORIZONS CHARTER SCHOOL SOCIETY
MINUTES

Type of Meeting: Board

Date: April 20, 2022

Initials: Chair _____

Approved: DRAFT

Recorded By: A. DeJong

Secretary _____

8.3 Security Cameras

Secretary Dundas spoke to the quote received for installation of security cameras, as included in the agenda package. Discussion followed.

One quote was provided to the Board as the security cameras are an addition to the existing security system contract.

Motion 2022-04-20-07 Moved that the Board approve the additional expense on a previously unbudgeted expenditure for the purchase and installation of security cameras in and around New Horizons School as shown in the received quote included in the agenda package.

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

9. Board Work Plan

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

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

The TAAPCS General Meeting will be held on Saturday, May 28 via Zoom. All Board members are invited to attend and participate. The next regular meetings will be held on April 21 and April 28, 2022.

11. Receipt of Reports

Motion 2022-04-20-08 Moved that all reports be received as presented during the meeting.

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

12. Correspondence Sent

NEW HORIZONS CHARTER SCHOOL SOCIETY
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Approved: DRAFT

Recorded By: A. DeJong

Secretary _____

13. Correspondence Received

- 13.1 EDC Minister – Funding Manual for School Authorities
- 13.2 EDC Minister – Upcoming administration of diploma exams
- 13.3 EDC Minister – Collegiate Charter School Decision in Edmonton
- 13.4 EDC Minister – Education Amendment Act

Chair Hanson invited guest attendees to present questions or concerns.

14. In Camera

Motion 2022-04-20-09 Moved that the meeting move in camera at 8:29 p.m.

Moved: Director Derkson

Seconded: Board Secretary and Treasurer Tong

Carried

Director Ukiwe left the meeting at this point.

Motion to Move Out of Camera:

Motion 2022-04-20-10 Moved that the meeting move out of camera at 9:55 p.m.

Moved: Board Secretary and Treasurer Tong

Seconded: Vice Chair Clarke

Carried

15. New Business (con't)

15.1 Matters Arising from In Camera Meeting

Motion 2022-04-20-11 Moved that the Board ratify the hiring for the following:

- *Employee #0273*

Moved: Board Secretary and Treasurer Tong

Seconded: Director Smith

Carried

NEW HORIZONS CHARTER SCHOOL SOCIETY
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Approved: DRAFT

Recorded By: A. DeJong

Secretary _____

Motion 2022-04-20-12 Moved that the Board ratify the contract for the following:

- Employee #0330

Moved: Vice Chair Clarke

Seconded: Director Smith

Carried

Motion 2022-04-20-13 Moved that the Board approve the compensation for the Secretary-Treasurer as recommended by the Superintendent:

- Employee #0305

Moved: Vice Chair Clarke

Seconded: Board Secretary and Treasurer Tong

Carried

The Board received and accepted, with regret, Principal Zarowny's resignation effective June 30, 2022.

15. Adjournment

Chair Hanson adjourned the meeting at 9:58 p.m.

Next Board Meeting: May 25, 2022

NEW HORIZONS CHARTER SCHOOL SOCIETY
MINUTES

Type of Meeting: Board

Date: May 5, 2022

Initials: Chair _____

Approved: DRAFT

Recorded By: A. DeJong

Secretary _____

May 5, 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

Kristie Derkson
DIRECTOR

Michelle Smith
DIRECTOR

Administration Present:

Dean Lindquist
SUPERINTENDENT

Patti Dundas
SECRETARY-TREASURER

Members Present:

Kandace Graham

Anika Kooger

Raena Schindel

Michelle Stephens

1. Call to Order

Chair Hanson called the virtual meeting to order at 7:07 p.m. and made opening remarks, summarizing meeting and voting procedures.

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 2022-05-05-01

Moved that the agenda for the Board Meeting of May 5, 2022 be adopted as presented.

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

NEW HORIZONS CHARTER SCHOOL SOCIETY
MINUTES

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Date: May 5, 2022

Initials: Chair _____

Approved: DRAFT

Recorded By: A. DeJong

Secretary _____

4. Disclosure of Conflict of Interest:

None

5. Board Reports

5.1 Personnel Committee – Principal Recruitment

Chair Hanson indicated that the Board received Principal Zarowny's resignation at the April 20, 2022 Board meeting. The Personnel Committee has met multiple times to discuss the desired skills and attributes needed in an incoming principal. Focus remains to be on the continued support of the school's excellence in gifted education, high academic success and students' unique intellectual, social and emotional needs.

6. In Camera

Motion to Move In Camera:

Motion 2022-05-05-02 Moved that the meeting move in camera at 7:12 p.m.

Moved: Director Smith

Seconded: Vice Chair Clarke

Carried

Motion to Move Out of Camera:

Motion 2022-05-05-03 Moved that the meeting move out of camera at 7:38 p.m.

Moved: Vice Chair Clarke

Seconded: Board Secretary and Treasurer Tong

Carried

NEW HORIZONS CHARTER SCHOOL SOCIETY
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Approved: DRAFT

Recorded By: A. DeJong

Secretary _____

7. New Business (con't)

7.1 Matters Arising from In Camera Meeting

Motion 2022-05-05-04 Moved that the Board accept the Personnel Committee's recommendation to offer the Principal position to Lori Vigfusson for the 2022/23 school year.

Moved: Vice Chair Clarke

Seconded: Director Smith

Carried Unanimously

Chair Hanson invited guest attendees to make comments or ask questions. Brief discussion followed.

6. Adjournment

Chair Hanson adjourned the meeting at 7:42 p.m.

Next Board Meeting: May 25, 2022



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

MEMORANDUM

May 25, 2022

To: Board of Directors
From: Dean Lindquist - Superintendent
Re: Superintendent's Report

NHS COVID-19 Health and Safety Measures

With the Government of Alberta continuing to operate 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.

Administrative Procedure 201 Workplace Health and Safety: COVID-19 Hazard Control Vaccination Status
Procedure 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.

It is becoming increasingly challenging to monitor statistics due to testing is conducted provincially. However, reported rates found at <https://www.alberta.ca/stats/covid-19-alberta-statistics.htm> seem to be dropping somewhat. Total cases is also dropping as found on this web page (fifth wave of graph – see attachment to this report).

I have emailed Alberta Education Field Services to determine how other school authorities are proceeding with this requirement. Although they do not have the information requested, it is our understanding that a number of school authorities in the Edmonton area have removed their vaccination/testing requirements for employees. It is also my understanding that the Government will not be providing direction when to remove this health and safety measure.

One option for the board to consider is to remove all requirements from our Health and Safety Plan and adopt Alberta Health Services direction only. This would be like how we are now following the Government of Canada's international travel requirements.

Vice-Principal Recruitment

Recruitment for a vice-principal for New Horizons School was initiated this past week. The posting was placed on the Education Canada website. We have also recently sent the posting to all charter schools.

Sincerely,

Dean Lindquist

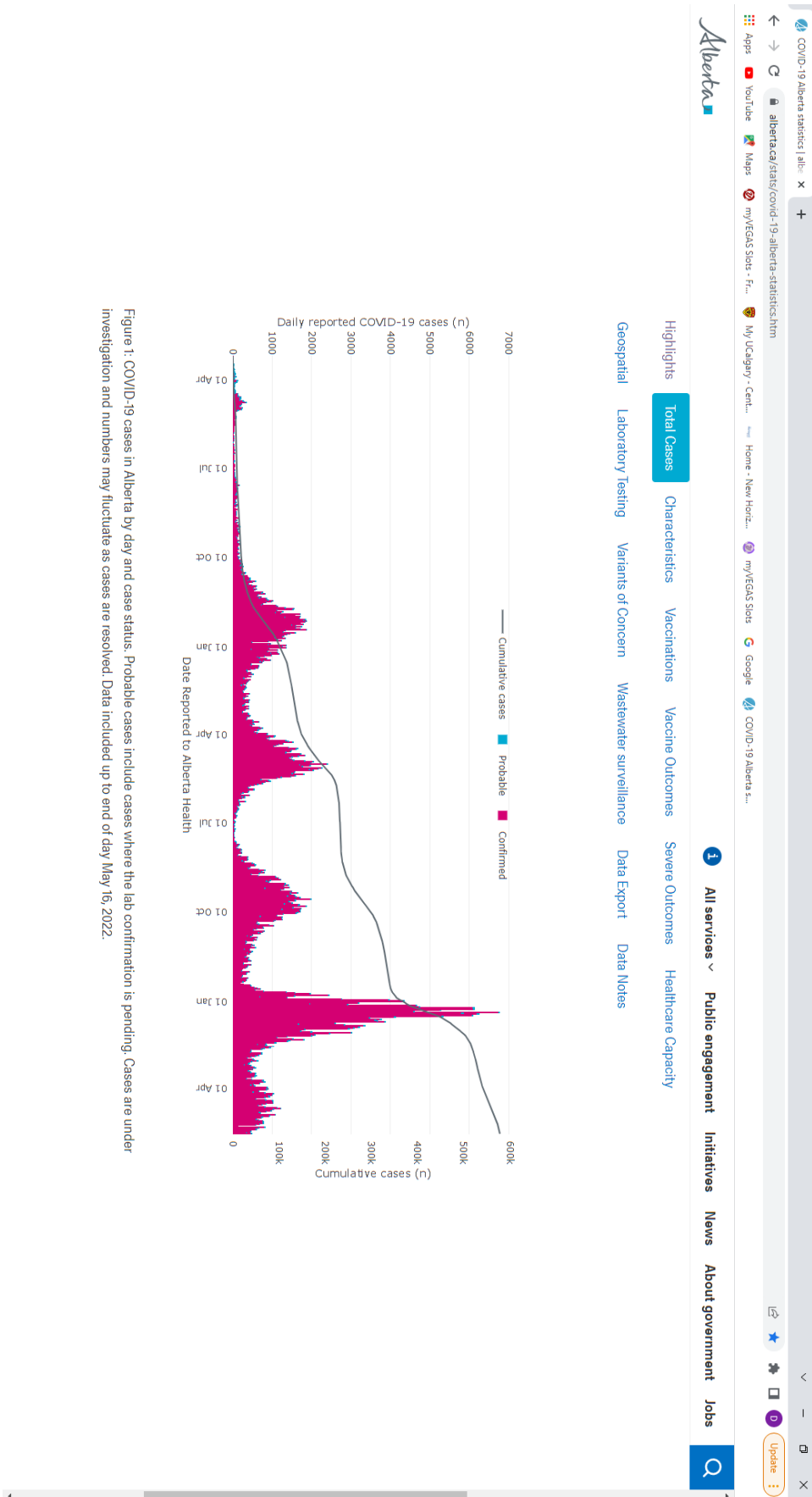


Figure 1: COVID-19 cases in Alberta by day and case status. Probable cases include cases where the lab confirmation is pending. Cases are under investigation and numbers may fluctuate as cases are resolved. Data included up to end of day May 16, 2022.



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

MEMORANDUM

May 25, 2022

To: Board of Directors

From: Patti Dundas – Secretary Treasurer

Subject: 2022-23 Budget

In preparing the budget, we developed the following Budget Principles based on the guidance and direction from the Finance Committee:

- Maintain growth in student population.
- Ensure appropriate supports and resources are in place to provide excellence in programming and instruction.
- Maintain staffing levels.
- Create balanced budget to meet Alberta Education guidelines
- Support continued evergreening of technology.

In preparing the budget, we have made the following plans and assumptions:

- ✓ We are projecting an increase of 15 students
- ✓ Our funding has remained the same as 2021-22 including the increase to the SLS funding

Incorporating these principles into our budget preparation for the 2022-23 budget, the changes are:

Revenue

Our Alberta Education Revenue has remained the same as 2021-22 funding including the SLS increase. As of this date, we have not been notified of any federal funding.

Expenditures

Field trip costs will increase to cover the transportation to and from the venue.

Reduced COVID expenses to \$5K

Hire an additional EA.

Hire a .6 psychologist

Increase supports and resources for counselling

Add substitute \$5K for teacher release time for curriculum

Increase texts and learning resources for new curriculum

Reserve spending discussion

Recommendations:

1. It is recommended that the Board approve the Budget Principles.
2. It is recommended that the Board approve the 2022-23 budget as presented.

Patti Dundas – Secretary Treasurer

Attachment

New Horizons School Annual Board Survey Results 2021-2022



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Board Survey 2022 - All Responses

Goal 1: Student learning is improved.

Outcome 2: Students will become creative risk takers academically.

	Percent Who Agree 2021	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is encouraged to use at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	89%	139	164	11	5	21	340
My child's school work shows evidence that he/she uses at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	80%	120	152	20	7	41	340
My child receives classroom work that is appropriately challenging.	80%	83	188	33	11	25	340

Goal 2: Students will benefit from opportunities for positive interaction.

Outcome 1: Students will develop positive interdependence skills.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.	68%	78	152	29	15	66	340
My child has the opportunity to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal at school.	86%	125	167	15	6	27	340
My child has opportunities to work with students in other grades.	51%	55	119	64	30	72	340
My child is displaying increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.).	80%	92	179	24	7	38	340

Goal 2: Students will benefit from opportunities for positive interaction.
Outcome 2: Students will become creative risk takers socially

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the opportunities my child has for student leadership at school.	60%	77	127	44	14	78	340
The school provides my child opportunities to interact with and get to know students other than those with whom he/she usually associates (eg. play, hang out, interact).	75%	82	172	37	6	43	340
I agree that my child is becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	68%	81	150	38	20	51	340
My child is becoming better at taking social risks.	67%	54	175	57	16	38	340

Goal 3: Students' emotional needs are supported.
Outcome 1: Students will develop independence, self-direction and self-discipline in learning.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child finds Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest him/her.	54%	82	102	39	24	93	340
The school is helping my child develop skills to become more independent and self-directed in their learning.	81%	106	169	23	6	36	340
My child is able to apply independence and self-direction in their learning and studies in an effective manner.	76%	72	188	27	5	48	340
My child is becoming better able to self-regulate (better able to recognize their emotional state and control it.)	73%	82	167	31	16	44	340
My child is able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accepting an unexpected event or result).	69%	55	178	47	23	35	338

Goal 3: Students' emotional needs are supported.
Outcome 2: Students will become creative risk takers emotionally.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is able to identify their emotions when they feel them.	79%	95	175	33	6	31	340
My child is able to express themselves in appropriate ways while feeling different emotions.	66%	66	160	53	18	43	340
My child wants to try again even when things don't go as they hoped.	67%	59	166	58	16	39	338
My school helps my child understand it's ok to make a mistake.	74%	92	159	30	13	46	340
General							
I am satisfied with the ways in which the school recognizes my child's learning accomplishments.	72%	87	157	38	16	42	340
I am satisfied with the effectiveness of my child's Individual Program Plan (IPP).	55%	60	126	68	48	38	340
I am satisfied with the communication about my child's progress.	85%	136	152	22	10	20	340
I am satisfied that my concerns are dealt with effectively and efficiently at the school.	82%	38	41	9	5	3	96
I am satisfied that the school informs parents of its activities and plans in a timely manner.	82%	42	37	12	4	1	96
I agree that the school is proactive in promoting positive student behavior.	84%	47	34	7	1	7	96
I am satisfied with the school's discipline procedures to address inappropriate behaviors.	55%	23	30	16	6	21	96
I am satisfied with the leadership provided by the administration team.	85%	45	37	9	1	4	96
I would take advantage of the opportunities to provide input to the Board if I found it necessary.	83%	31	49	4	0	12	96
I am satisfied with the communication provided by the Board	86%	37	46	2	2	9	96
I am satisfied with the leadership provided by the Board.	84%	34	47	2	2	11	96
I am satisfied with the remote learning that is being offered to my child at this time.	n/a						0

Board Survey 2022 - All Parent Responses

Goal 1: Student learning is improved.

Outcome 2: Students will become creative risk takers academically.

	Percent Who Agree 2021	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is encouraged to use at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	93%	56	48	3	1	4	112
My child's school work shows evidence that he/she uses at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	92%	54	49	5	0	4	112
My child receives classroom work that is appropriately challenging.	92%	41	62	7	2	0	112

Goal 2: Students will benefit from opportunities for positive interaction.

Outcome 1: Students will develop positive interdependence skills.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.	79%	34	55	10	1	12	112
My child has the opportunity to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal at school.	80%	32	58	2	1	19	112
My child has opportunities to work with students in other grades.	56%	23	40	8	2	39	112
My child is displaying increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.).	88%	44	54	7	0	7	112

Goal 2: Students will benefit from opportunities for positive interaction.

Outcome 2: Students will become creative risk takers socially

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the opportunities my child has for student leadership at school.	59%	24	42	10	1	35	112
The school provides my child opportunities to interact with and get to know students other than those with whom he/she usually associates (eg. play, hang out, interact).	69%	23	54	12	2	21	112
I agree that my child is becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	76%	37	48	10	0	17	112
My child is becoming better at taking social risks.	85%	22	73	7	1	9	112

Goal 3: Students' emotional needs are supported.

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child finds Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest him/her.	54%	29	32	4	2	45	112
The school is helping my child develop skills to become more independent and self-directed in their learning.	89%	48	52	5	0	7	112
My child is able to apply independence and self-direction in their learning and studies in an effective manner.	79%	29	60	12	0	11	112
My child is becoming better able to self-regulate (better able to recognize their emotional state and control it.)	84%	25	69	11	3	4	112
My child is able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accepting an unexpected event or result).	79%	26	62	19	3	2	112

Goal 3: Students' emotional needs are supported.
Outcome 2: Students will become creative risk takers emotionally.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is able to identify their emotions when they feel them.	91%	33	69	8	0	2	112
My child is able to express themselves in appropriate ways while feeling different emotions.	74%	24	59	22	3	4	112
My child wants to try again even when things don't go as they hoped.	77%	19	67	23	2	1	112
My school helps my child understand it's ok to make a mistake.	83%	36	57	2	0	17	112
General							
I am satisfied with the ways in which the school recognizes my child's learning accomplishments.	84%	38	56	8	3	7	112
I am satisfied with the effectiveness of my child's Individual Program Plan (IPP).	78%	29	58	13	5	7	112
I am satisfied with the communication about my child's progress.	81%	35	56	15	3	3	112
I am satisfied that my concerns are dealt with effectively and efficiently at the school.	84%	37	33	6	5	2	83
I am satisfied that the school informs parents of its activities and plans in a timely manner.	83%	41	28	9	4	1	83
I agree that agree that the school is proactive in promoting positive student behavior.	87%	46	26	4	1	6	83
I am satisfied with the school's discipline procedures to address inappropriate behaviors.	61%	23	28	9	4	19	83
I am satisfied with the leadership provided by the administration team.	86%	44	27	7	1	4	83
I would take advantage of the opportunities to provide input to the Board if I found it necessary.	83%	30	39	4	0	10	83
I am satisfied with the communication provided by the Board	88%	36	37	1	2	7	83
I am satisfied with the leadership provided by the Board.	83%	34	35	2	2	10	83
I am satisfied with the remote learning that is being offered to my child at this time.	n/a						0

Board Survey 2022 - Parents (Division One)

Goal 1: Student learning is improved.

Outcome 2: Students will become creative risk takers academically.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is encouraged to use at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	94%	34	27	0	1	3	65
My child's school work shows evidence that he/she uses at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	97%	34	29	1	0	1	65
My child receives classroom work that is appropriately challenging.	88%	21	36	6	2	0	65

Goal 2: Students will benefit from opportunities for positive interaction.

Outcome 1: Students will develop positive interdependence skills.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.	82%	15	38	5	0	7	65
My child has the opportunity to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal at school.	69%	14	31	1	1	18	65
My child has opportunities to work with students in other grades.	57%	11	26	3	2	23	65
My child is displaying increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.).	89%	25	33	4	0	3	65

Goal 2: Students will benefit from opportunities for positive interaction.**Outcome 2: Students will become creative risk takers socially**

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the opportunities my child has for student leadership at school.	48%	7	24	5	1	28	65
The school provides my child opportunities to interact with and get to know students other than those with whom he/she usually associates (eg. play, hang out, interact).	69%	11	34	7	2	11	65
I agree that my child is becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	69%	17	28	8	0	12	65
My child is becoming better at taking social risks.	80%	12	40	5	1	7	65

Goal 3: Students' emotional needs are supported.**Outcome 1: Students will develop independence, self-direction and self-discipline in learning.**

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child finds Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest him/her.	35%	15	8	0	1	41	65
The school is helping my child develop skills to become more independent and self-directed in their learning.	86%	26	30	2	0	7	65
My child is able to apply independence and self-direction in their learning and studies in an effective manner.	72%	13	34	9	0	9	65
My child is becoming better able to self-regulate (better able to recognize their emotional state and control it.)	78%	9	42	9	3	2	65
My child is able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accepting an unexpected event or result).	68%	10	34	17	3	1	65

Goal 3: Students' emotional needs are supported.
Outcome 2: Students will become creative risk takers emotionally.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is able to identify their emotions when they feel them.	89%	18	40	6	0	1	65
My child is able to express themselves in appropriate ways while feeling different emotions.	69%	12	33	16	2	2	65
My child wants to try again even when things don't go as they hoped.	78%	9	42	12	2	0	65
My school helps my child understand it's ok to make a mistake.	77%	20	30	1	0	14	65

General

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the ways in which the school recognizes my child's learning accomplishments.	80%	19	33	4	2	7	65
I am satisfied with the effectiveness of my child's Individual Program Plan (IPP).	78%	17	34	6	3	5	65
I am satisfied with the communication about my child's progress.	77%	20	30	11	3	1	65
I am satisfied that my concerns are dealt with effectively and efficiently at the school.	82%	16	21	4	3	1	45
I am satisfied that the school informs parents of its activities and plans in a timely manner.	76%	19	15	8	2	1	45
I agree that the school is proactive in promoting positive student behavior.	84%	24	14	1	0	6	45
I am satisfied with the school's discipline procedures to address inappropriate behaviors.	60%	11	16	2	2	14	45
I am satisfied with the leadership provided by the administration team.	82%	23	14	3	1	4	45
I would take advantage of the opportunities to provide input to the Board if I found it necessary.	84%	21	17	3	0	4	45

General, continued

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the communication provided by the Board.	84%	20	18	1	1	5	45
I am satisfied with the leadership provided by the Board.	84%	19	19	1	2	4	45
I am satisfied with the remote learning that is being offered to my child at this time.	n/a						0

Board Survey 2022 - Parents (Division Two)

Goal 1: Student learning is improved.

Outcome 2: Students will become creative risk takers academically.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is encouraged to use at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	96%	16	11	1	0	0	28
My child's school work shows evidence that he/she uses at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	89%	14	11	2	0	1	28
My child receives classroom work that is appropriately challenging.	100%	15	13	0	0	0	28

Goal 2: Students will benefit from opportunities for positive interaction.

Outcome 1: Students will develop positive interdependence skills.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.	86%	16	8	1	1	2	28
My child has the opportunity to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal at school.	100%	14	14	0	0	0	28
My child has opportunities to work with students in other grades.	50%	9	5	4	0	10	28
My child is displaying increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.).	86%	14	10	2	0	2	28

Goal 2: Students will benefit from opportunities for positive interaction.**Outcome 2: Students will become creative risk takers socially**

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the opportunities my child has for student leadership at school.	71%	12	8	2	0	6	28
The school provides my child opportunities to interact with and get to know students other than those with whom he/she usually associates (eg. play, hang out, interact).	68%	7	12	3	0	6	28
I agree that my child is becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	86%	14	10	1	0	3	28
My child is becoming better at taking social risks.	89%	8	17	1	0	2	28

Goal 3: Students' emotional needs are supported.**Outcome 1: Students will develop independence, self-direction and self-discipline in learning.**

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child finds Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest him/her.	86%	11	13	0	1	3	28
The school is helping my child develop skills to become more independent and self-directed in their learning.	93%	14	12	2	0	0	28
My child is able to apply independence and self-direction in their learning and studies in an effective manner.	86%	10	14	3	0	1	28
My child is becoming better able to self-regulate (better able to recognize their emotional state and control it.)	86%	11	13	2	0	2	28
My child is able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accepting an unexpected event or result).	89%	11	14	2	0	1	28

Goal 3: Students' emotional needs are supported.**Outcome 2: Students will become creative risk takers emotionally.**

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is able to identify their emotions when they feel them.	96%	11	16	1	0	0	28
My child is able to express themselves in appropriate ways while feeling different emotions.	86%	8	16	3	1	0	28
My child wants to try again even when things don't go as they hoped.	75%	8	13	6	0	1	28
My school helps my child understand it's ok to make a mistake.	96%	12	15	1	0	0	28

General

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the ways in which the school recognizes my child's learning accomplishments.	96%	15	12	1	0	0	28
I am satisfied with the effectiveness of my child's Individual Program Plan (IPP).	82%	10	13	2	1	2	28
I am satisfied with the communication about my child's progress.	96%	12	15	1	0	0	28
I am satisfied that my concerns are dealt with effectively and efficiently at the school.	82%	12	6	2	1	1	22
I am satisfied that the school informs parents of its activities and plans in a timely manner.	91%	14	6	1	1	0	22
I agree that agree that the school is proactive in promoting positive student behavior.	91%	13	7	2	0	0	22
I am satisfied with the school's discipline procedures to address inappropriate behaviors.	59%	8	5	5	1	3	22
I am satisfied with the leadership provided by the administration team.	91%	12	8	2	0	0	22
I would take advantage of the opportunities to provide input to the Board if I found it necessary.	86%	7	12	0	0	3	22
I am satisfied with the communication provided by the Board	95%	12	9	0	0	1	22
I am satisfied with the leadership provided by the Board.	86%	12	7	1	0	2	22
I am satisfied with the remote learning that is being offered to my child at this time.	n/a						0

Board Survey 2022 - Parents (Division Three)

Goal 1: Student learning is improved.

Outcome 2: Students will become creative risk takers academically.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is encouraged to use at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	84%	6	10	2	0	1	19
My child's school work shows evidence that he/she	79%	6	9	2	0	2	19
My child receives classroom work that is appropriately challenging.	95%	5	13	1	0	0	19

Goal 2: Students will benefit from opportunities for positive interaction.

Outcome 1: Students will develop positive interdependence skills.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.	63%	3	9	4	0	3	19
My child has the opportunity to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal at school.	89%	4	13	1	0	1	19
My child has opportunities to work with students in other grades.	63%	3	9	1	0	6	19
My child is displaying increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.).	84%	5	11	1	0	2	19

Goal 2: Students will benefit from opportunities for positive interaction.

Outcome 2: Students will become creative risk takers socially

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the opportunities my child has for student leadership at school.	79%	5	10	3	0	1	19
The school provides my child opportunities to interact with and get to know students other than those with whom he/she usually associates (eg. play, hang out, interact).	68%	5	8	2	0	4	19
I agree that my child is becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	84%	6	10	1	0	2	19
My child is becoming better at taking social risks.	95%	2	16	1	0	0	19

Goal 3: Students' emotional needs are supported.

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child finds Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest him/her.	74%	3	11	4	0	1	19
The school is helping my child develop skills to become more independent and self-directed in their learning.	95%	8	10	1	0	0	19
My child is able to apply independence and self-direction in their learning and studies in an effective manner.	95%	6	12	0	0	1	19
My child is becoming better able to self-regulate (better able to recognize their emotional state and control it.)	100%	5	14	0	0	0	19
My child is able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accepting an unexpected event or result).	100%	5	14	0	0	0	19

Goal 3: Students' emotional needs are supported.
Outcome 2: Students will become creative risk takers emotionally.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is able to identify their emotions when they feel them.	89%	4	13	1	0	1	19
My child is able to express themselves in appropriate ways while feeling different emotions.	74%	4	10	3	0	2	19
My child wants to try again even when things don't go as they hoped.	74%	2	12	5	0	0	19
My school helps my child understand it's ok to make a mistake.	84%	4	12	0	0	3	19

General

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the ways in which the school recognizes my child's learning accomplishments.	79%	4	11	3	1	0	19
I am satisfied with the effectiveness of my child's Individual Program Plan (IPP).	68%	2	11	5	1	0	19
I am satisfied with the communication about my child's progress.	74%	3	11	3	0	2	19
I am satisfied that my concerns are dealt with effectively and efficiently at the school.	94%	9	6	0	1	0	16
I am satisfied that the school informs parents of its activities and plans in a timely manner.	94%	8	7	0	1	0	16
I agree that agree that the school is proactive in promoting positive student behavior.	88%	9	5	1	1	0	16
I am satisfied with the school's discipline procedures to address inappropriate behaviors.	69%	4	7	2	1	2	16
I am satisfied with the leadership provided by the administration team.	88%	9	5	2	0	0	16
I would take advantage of the opportunities to provide input to the Board if I found it necessary.	75%	2	10	1	0	3	16

General, continued

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the communication provided by the Board	88%	4	10	0	1	1	16
I am satisfied with the leadership provided by the Board.	75%	3	9	0	0	4	16
I am satisfied with the remote learning that is being offered to my child at this time.	n/a						0

Board Survey 2022 - All Teacher Responses

Goal 1: Student learning is improved.

Outcome 2: Students will become creative risk takers academically.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My students are encouraged to use at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	100%	8	5	0	0	0	13
My students' school work shows evidence that they use at least some of the following in their schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	100%	7	6	0	0	0	13
My students receive classroom work that is appropriately challenging.	100%	5	8	0	0	0	13

Goal 2: Students will benefit from opportunities for positive interaction.

Outcome 1: Students will develop positive interdependence skills.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My students are better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.	92%	6	6	0	0	1	13
My students have the opportunity to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal at school.	100%	7	6	0	0	0	13
My students have opportunities to work with students in other grades.	77%	4	6	2	0	1	13
My students are displaying increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.).	92%	2	10	1	0	0	13

Goal 2: Students will benefit from opportunities for positive interaction.**Outcome 2: Students will become creative risk takers socially**

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the opportunities my students have for leadership at school.	92%	3	9	0	0	1	13
I provide my students opportunities to interact with and get to know students other than those with whom he/she usually associates (eg. play, hang out, interact).	92%	4	8	1	0	0	13
I agree that my students are becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	100%	3	10	0	0	0	13
My students are becoming better at taking social risks.	92%	4	8	1	0	0	13

Goal 3: Students' emotional needs are supported.**Outcome 1: Students will develop independence, self-direction and self-discipline in learning.**

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My students find Independent Studies (Grade K-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest them.	62%	3	5	3	0	2	13
I am helping my students develop skills to become more independent and self-directed in their learning.	100%	6	7	0	0	0	13
My students are able to apply independence and self-direction in their learning and studies in an effective manner.	100%	0	13	0	0	0	13
My students are becoming better able to self-regulate (better able to recognize their emotional state and control it).	100%	5	8	0	0	0	13
My students are able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accepting an unexpected event or result).	100%	1	12	0	0	0	13

Goal 3: Students' emotional needs are supported.**Outcome 2: Students will become creative risk takers emotionally.**

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My students are able to identify their emotions when they feel them.	92%	2	10	1	0	0	13
My students are able to express themselves in appropriate ways while feeling different emotions.	85%	0	11	2	0	0	13
My students want to try again even when things don't go as they hoped.	69%	0	9	4	0	0	13
I help my students understand it's okay to make a mistake.	100%	7	6	0	0	0	13

General

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the ways in which I recognize my students' learning accomplishments.	85%	5	6	1	0	1	13
I am satisfied with the effectiveness of my students' Individual Program Plan (IPP).	77%	1	9	3	0	0	13
I am satisfied with the communication about my students' progress.	100%	3	10	0	0	0	13
I am satisfied that my concerns are dealt with effectively and efficiently by the administration team.	69%	1	8	3	0	1	13
I am satisfied with the communication provided by administration.	77%	1	9	3	0	0	13
I agree that agree that the school is proactive in promoting positive student behavior.	69%	1	8	3	0	1	13
I am satisfied with the school's discipline procedures to address inappropriate behaviors.	15%	0	2	7	2	2	13
I am satisfied with the leadership provided by the administration team.	85%	1	10	2	0	0	13
I would take advantage of the opportunities to provide input to the Board if I found it necessary.	85%	1	10	0	0	2	13
I am satisfied with the communication provided by the Board	77%	1	9	1	0	2	13
I am satisfied with the leadership provided by the Board.	92%	0	12	0	0	1	13

Board Survey 2022 - All Students

Goal 1: Student learning is improved.

Outcome 2: Students will become creative risk takers academically.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My teachers encourage me to use at least some of the following in my schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	87%	75	111	8	4	17	215
My school work shows evidence that I use at least some of the following in my schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	73%	59	97	15	7	37	215
My school work challenges me appropriately (not too hard - not too easy).	72%	37	118	26	9	25	215

Goal 2: Students will benefit from opportunities for positive interaction.

Outcome 1: Students will develop positive interdependence skills.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I feel that I am better able to address conflicts with others (e.g. differences of opinion) than I could at the beginning of the year.	60%	38	91	19	14	53	215
My school provides me with opportunities to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal.	88%	86	103	13	5	8	215
I have the opportunity to work with students in other grades.	47%	28	73	54	28	32	215
I am getting better at using positive interdependence skills (working with others, being inclusive, resolving conflict with others, etc.).	75%	46	115	16	7	31	215

Goal 2: Students will benefit from opportunities for positive interaction.

Outcome 2: Students will become creative risk takers socially

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
At school, I have opportunities to take on a leadership role if I want one (eg. lead a club; provide an activity for others; etc.)	59%	50	76	34	13	42	215
The school provides me with opportunities to interact with and get to know students other than those with whom I usually associate (eg. play, hang out, interact).	77%	55	110	24	4	22	215
I am becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	62%	41	92	28	20	34	215
I am becoming better at taking social risks (doing something outside my comfort zone such as initiating discussions with someone you don't usually associate with, etc.).	57%	28	94	49	15	29	215

Goal 3: Students' emotional needs are supported.

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I find Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest me.	53%	50	65	32	22	46	215
My school is helping me develop skills to become more independent and self-directed in my learning.	75%	52	110	18	6	29	215
I am able to apply the skills of being more independent and self-directed to my learning and studies in an effective manner.	73%	43	115	15	5	37	215
I am able to or becoming better able to self-regulate (better able to recognize my emotional state and control it.)	66%	52	90	20	13	40	215
I am able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accept an unexpected event or result).	62%	28	104	28	20	33	213

Goal 3: Students' emotional needs are supported.

Outcome 2: Students will become creative risk takers emotionally.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am able to identify my emotions when I feel them.	73%	60	96	24	6	29	215
I am able to express myself in appropriate ways while feeling different emotions.	61%	42	90	29	15	39	215
I want to try again even when things don't go as I hoped.	61%	40	90	31	14	38	213
My school helps me understand it's ok to make a mistake.	67%	49	96	28	13	29	215

General

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the ways in which the school recognizes my learning accomplishments.	65%	44	95	29	13	34	215
My IPP is helpful in my learning.	41%	30	59	52	43	31	215
I like my school.	86%	98	86	7	7	17	215

		Male	Female	Other			
I identify as:		125	75	15			215

Board Survey 2022 - Students (Division Two)

Goal 1: Student learning is improved.

Outcome 2: Students will become creative risk takers academically.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My teachers encourage me to use at least some of the following in my schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	84%	51	58	5	1	14	129
My school work shows evidence that I use at least some of the following in my schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	69%	35	54	9	5	26	129
My school work challenges me appropriately (not too hard - not too easy).	68%	21	67	16	5	20	129

Goal 2: Students will benefit from opportunities for positive interaction.

Outcome 1: Students will develop positive interdependence skills.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I feel that I am better able to address conflicts with others (e.g. differences of opinion) than I could at the beginning of the year.	63%	28	53	10	5	33	129
My school provides me with opportunities to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal.	88%	52	62	8	1	6	129
I have the opportunity to work with students in other grades.	45%	17	41	31	17	23	129
I am getting better at using positive interdependence skills (working with others, being inclusive, resolving conflict with others, etc.).	78%	33	67	5	3	21	129

Goal 2: Students will benefit from opportunities for positive interaction.**Outcome 2: Students will become creative risk takers socially**

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
At school, I have opportunities to take on a leadership role if I want one (eg. lead a club; provide an activity for others; etc.)	56%	30	42	24	7	26	129
The school provides me with opportunities to interact with and get to know students other than those with whom I usually associate (eg. play, hang out, interact).	77%	35	64	15	0	15	129
I am becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	60%	31	47	17	11	23	129
I am becoming better at taking social risks (doing something outside my comfort zone such as initiating discussions with someone you don't usually associate with, etc.).	57%	16	57	28	8	20	129

Goal 3: Students' emotional needs are supported.**Outcome 1: Students will develop independence, self-direction and self-discipline in learning.**

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I find Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest me.	61%	38	41	10	5	35	129
My school is helping me develop skills to become more independent and self-directed in my learning.	75%	35	62	10	2	20	129
I am able to apply the skills of being more independent and self-directed to my learning and studies in an effective manner.	72%	29	64	6	1	29	129
I am able to or becoming better able to self-regulate (better able to recognize my emotional state and control it.)	66%	32	53	14	4	26	129
I am able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accept an unexpected event or result).	63%	21	59	16	9	22	127

Goal 3: Students' emotional needs are supported.
Outcome 2: Students will become creative risk takers emotionally.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am able to identify my emotions when I feel them.	71%	35	57	14	4	19	129
I am able to express myself in appropriate ways while feeling different emotions.	59%	26	50	21	9	23	129
I want to try again even when things don't go as I hoped.	62%	25	54	19	3	26	127
My school helps me understand it's ok to make a mistake.	75%	36	61	15	4	13	129

General

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the ways in which the school recognizes my learning accomplishments.	66%	34	51	19	4	21	129
My IPP is helpful in my learning.	53%	27	41	26	14	21	129
I like my school.	91%	70	48	4	3	4	129

		Male	Female	Other			
I identify as:		79	45	5			129

Board Survey 2022 - Students (Division Three)

Goal 1: Student learning is improved.

Outcome 2: Students will become creative risk takers academically.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My teachers encourage me to use at least some of the following in my schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	90%	24	53	3	3	3	86
My school work shows evidence that I use at least some of the following in my schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	78%	24	43	6	2	11	86
My school work challenges me appropriately (not too hard - not too easy).	78%	16	51	10	4	5	86

Goal 2: Students will benefit from opportunities for positive interaction.

Outcome 1: Students will develop positive interdependence skills.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I feel that I am better able to address conflicts with others (e.g. differences of opinion) than I could at the beginning of the year.	56%	10	38	9	9	20	86
My school provides me with opportunities to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal.	87%	34	41	5	4	2	86
I have the opportunity to work with students in other grades.	50%	11	32	23	11	9	86
I am getting better at using positive interdependence skills (working with others, being inclusive, resolving conflict with others, etc.).	71%	13	48	11	4	10	86

Goal 2: Students will benefit from opportunities for positive interaction.**Outcome 2: Students will become creative risk takers socially**

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
At school, I have opportunities to take on a leadership role if I want one (eg. lead a club; provide an activity for others; etc.)	63%	20	34	10	6	16	86
The school provides me with opportunities to interact with and get to know students other than those with whom I usually associate (eg. play, hang out, interact).	77%	20	46	9	4	7	86
I am becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	64%	10	45	11	9	11	86
I am becoming better at taking social risks (doing something outside my comfort zone such as initiating discussions with someone you don't usually associate with, etc.).	57%	12	37	21	7	9	86

Goal 3: Students' emotional needs are supported.**Outcome 1: Students will develop independence, self-direction and self-discipline in learning.**

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I find Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest me.	42%	12	24	22	17	11	86
My school is helping me develop skills to become more independent and self-directed in my learning.	76%	17	48	8	4	9	86
I am able to apply the skills of being more independent and self-directed to my learning and studies in an effective manner.	76%	14	51	9	4	8	86
I am able to or becoming better able to self-regulate (better able to recognize my emotional state and control it.)	66%	20	37	6	9	14	86
I am able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accept an unexpected event or result).	60%	7	45	12	11	11	86

Goal 3: Students' emotional needs are supported.**Outcome 2: Students will become creative risk takers emotionally.**

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am able to identify my emotions when I feel them.	74%	25	39	10	2	10	86
I am able to express myself in appropriate ways while feeling different emotions.	65%	16	40	8	6	16	86
I want to try again even when things don't go as I hoped.	59%	15	36	12	11	12	86
My school helps me understand it's ok to make a mistake.	56%	13	35	13	9	16	86

General

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the ways in which the school recognizes my learning accomplishments.	63%	10	44	10	9	13	86
My IPP is helpful in my learning.	24%	3	18	26	29	10	86
I like my school.	77%	28	38	3	4	13	86

		Male	Female	Other			
I identify as:		46	30	10			86

Comments - Parents

Areas for Improvement	#	Location In The Plan	Areas of Strength	#
Communication - Classroom	6	Strategic: Governance	Supportive Environment	14
Parent Engagement	6	Strategic: Governance	Challenge and Rigour	5
Increased Student Activities (Extracurricular, clubs, etc.)	6	Goal 2 Outcome 1	IPP	4
High School	4	Strategic: Governance	Effective Student Support	4
Student Support	4	Strategic: Learning Supports	Communication - School	4
Challenge/Rigour	3	Goal 1 Outcome 2	Independent Studies	3
Discipline - Classroom	3	Strategic: Learning Supports	Effective \Student support	3
Discipline - School	3	Strategic: Learning Supports	COVID Response	3
Acceleration (Other Subjects)	2		Promoting Positive Student Beha	2
Communication Process Clarification	2		Promoting Positive Relationships	2
Communication - School	2		Everything	2
Outdoor Education Component	2		Discipline - school	2
Community Involvement/Service Learning	1		Communication - Classroom	2
Hiring Practices	1		Leadership Skill Development	1
Internet Safety Instruction	1			
Junior High Options	1			
Parking/Pick-Up	1			
School Pride	1			
School Supplies	1			
Student Interactions	1			
Student Leadership	1			
Second Languague	1			
Wear Mask Mandate	1			

Comments Teachers

Areas for Improvement		#	Areas of Strength	
Behaviour		2	Positive Interactions	2
Social/Emotional		2	Social/Emotional	2
Attendance		1	Programming	1
Covid-19		1		
IPP		1		
Student Support		1		

Comments - Students Grade 4-6

Areas for Improvement	#	Location In The Plan	Areas of Strength	
Recess	14		Staff	22
Programming-Engagement	14	Strategic - Teaching & Leading	Programming-Engagement	21
Social/Emotional	13	Strategic - Learning Supports	Programming : Challenge	11
Positive interaction: Curricular	9	Goal 2 Outcome 1	Social/Emotional	11
Positive interaction: Extracurricular	8	Goal 2 Outcome 1	Facility	7
Programming: Challenge	5	Goal 1 Outcome 2	Recess	6
Microwave	4		IPP	5
Locker Locks - Grade 4	4		Learning Support	5
School Length	3		IS	4
Playground	3		IPP	4
Microwave	3		Positive Interaction: Extracurricular	3
Field Trips	3		Schedule	2
Sensory Room	2		Schedule	2
Recess: Type of Activities Allowed	2		COVID: MASK	1
Recess Equipment	2		Field Trips	1
Learning Suopport	2		Playground	1
Cafeteria	2		Technology	1
Behavior	2			
Vending Machine	1			
Vending Machine	1			
Recess: Type of Activities Allowed	1			
Programming: Challenge: Less	1			
Playground Zones	1			
IS	1			
IPP	1			
Hot Lunch	1			
High School	1			
Facility	1			
COVID: Masks	1			
Behavior	1			
Atmosphere	1			

Comments - Students Grade 7-9

Areas for Improvement		Location In The Plan	Areas of Strength	
Facility	27		Programming	30
Programming	24	Strategic - Teaching & Leading	Teaching/Staff	12
IPP	10	Goal 3 Outcome 1	Student Support	11
Extra Curricular	7	Goal 2 Outcome 1	Extra-Curricular	4
Student Support	6	Domain: Learning Supports	Positive Interactions	4
Technology	6		Social/Emotional	3
High School	4		Facility	2
Behaviour	3		Behaviour	1
Positive Interaction	3		Ipp	1
Cafeteria	2			
Communication	2			
Social/Emotional	2			
Bus	1			
Covid 19	1			



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

MEMORANDUM

May 25, 2022

To: Board of Directors
From: Patti Dundas – Secretary Treasurer
Subject: Air Purification System

Background:

We have received an air purification system quote.

Edmonton Public School Board posted an RFP for air purification systems for their schools.

After review, they chose to work with Ontor and the Trio Plus Model.

If you choose to go ahead with these systems, one would be placed in each classroom and common areas for a total of 24 units.

The cost would be $\$838.20 \times 24 = \$20,116.80 + \text{GST}$. An additional $\$300.00 \times 24 = \$7,200.00$ per year for filters. This would allow for two filter changes per year which is the minimum recommendation.

EPSB received their quote for \$838.20 as they were purchasing over 1000 units. Ontor will give us the same price.

Recommendations:

If the Board decides to purchase air purification systems for classrooms and common areas, it is recommended that they approve to purchase the Trio System through Ontor.

Patti Dundas – Secretary Treasurer

Attachment



Ontor Limited
 12 Leswyn Road
 TORONTO, ON M6A 1K3
 416-781-5286 Fax 416-781-7680

Contact: Janet Sammut
 (416) 781-5286 x 2273
 jsammut@ontor.com

Quotation/Soumission

Order/Commande Date	Quote/Soum #
04/27/22	S1559766
Requested by / Demande par	Page No.
	1

Bill to / Facture a: 27599 NEW HORIZONS CHARTER SCHOOL SOCIETY 1000 STRATHCONA DRIVE SHERWOOD, AB T8A 3R6	Quote to / Soumission a: 27599 NEW HORIZONS CHARTER SCHOOL SO 1000 STRATHCONA DRIVE SHERWOOD, AB T8A 3R6
--	---

Salesperson / Representant		Terms/Conditions	Ship/Expédier Via	
HH -House Account HVAC		COD Cash On Delivery	*RATESHOP	
Line#	Description	Order Qty/Qte Comm	Unit Price/Prix	Net
1	TRIO-PLUS FIELD UVC HEPA PORTABLE AIR PURIFIER (602604400)	25ea	838.200	20955.00
2	TPLUS-H13 FIELD H13 FILTER SET, HEPA W/CARBON FILTER & PRE FILTER (602605100)	1ea	96.600	96.60
3	TPLUS-LAMP FIELD UVC REPLACEMENT LAMPS 2/PKG, (602604500)	1ea	75.600	75.60
Based on the current economic uncertainty surrounding COVID-19 and resulting cost pressures across the supply chain, we may be unable to honour this quote at the time of purchase. Ontor reserves the right to change prices and delivery dates without notice based on market factors and price fluctuations. QUOTE EXPIRES IN 30 DAYS PRICE SUBJECT TO CHANGE FOB TORONTO 50% DEPOSIT IS REQUIRED AT TIME OF PURCHASE AND BALANCE WHEN SHIPPING TAXES NOT INCLUDED/TAXES EN SUS				
Total				21127.20

Subject to adjustment to applicable freight and taxes.

Sujet des adjustment pour frais de transport et de taxes applicable.

Please visit our website for Terms and Conditions / Vous notre site web pour nos Termes et Conditions.

www.ontor.com

ENGINEERING DATA



Model: TRIO Plus

Air Purifier

INNOVATIVE BIOANALYSIS

creating solutions | getting results

Innovative Bioanalysis confirmed the TRIO Plus achieved a **99.99% efficacy against coronavirus**, specifically SARS-CoV-2, the virus that causes COVID-19 within 30 minutes.



Intertek

Meets California ozone emissions limit: CARB certified



MODEL	PART NUMBER
TRIO Plus	602604400

REPLACEMENT PARTS

Description	Part Number
Filters (1/pkg) contains: Pre-filter, HEPA and Carbon	602605100
UVC Lamp (1 pkg): (contains 2 lamps)	602604500

LOGISTICS

Net Weight: 26.2 lbs (11.9 kgs)
Net Dimensions: 17.3 x 9x28" (L x W x H)
(L 439 x W 229 x H 712mm)
Packaged Weight: 30.2 lbs (13.7 kgs)
Package Dimensions: 21 x 12.7 x 31.5" (L x W x H)
(L 535 x W 323 x H 800 mm)
Cable length: 6 ft (1.8m)
Warranty: 1 year

CONSTRUCTION

ABS

PRODUCT OPTIONS

Special Orders: Colors, Private label, Filters: (H14 HEPA)
Casters: 2 Free rolling, 2 locking, Part #:602607600
Wall mount kit: Part #: 602607700

CERTIFICATIONS

Conforms to UL STD.507, Certified to CSA STD.C22.2 No. 187 2020 Ed.5
Non-Ozone Producing Tested to UL 867
AHAM Verified: 305 Smoke CADR
Energy Star: 2380798
CARB: G-20-263

FEATURES

- H13 HEPA - Filter captures >99.97% 0.3-micron particles such as smoke, dust, pollen, and other harmful PM2.5 particulates
- Cleanable pre-filter that captures large particles such as hair, dander etc.
- Two powerful UV-C lamps to reduce viruses¹, bacteria², and fungi³
- Patented PRO-Cell™ technology - Photo-reactive Oxidation process breaks down toxic VOCs (Volatile Organic Compounds) into safe CO₂ and H₂O vapors
- PM2.5 Particulate matter sensor - Automatically increases the fan speed when harmful particulates are measured
- Color coded indoor air quality indicator - Blue / Green / Yellow / Orange / Red (Blue = good, Red = hazardous)
- Timer with 1, 2, 4, and 8 hr. options
- Filter life indicator and timer (2,000 hours) to show when filters require inspection and/or possible replacement
- Built in handles for convenient maneuvering and placement.
- 5 fan speeds plus Turbo, system has manual, sleep, auto mode functions
- Safety features - Child lock and automatic power off if panel is removed

ELECTRICAL

Rated Voltage: 120V ±10%
Frequency: 60Hz
Power: 100W ±10%
Current: 0.83Amp
Energy Efficiency: 3.5 (CFM/W)
Max input power: 92W ±10%

MODES

Auto mode: Automatically monitors air Quality and adjusts airflow according to Particulate Matter Sensor (PM 2.5)
Manual Mode: Fixed Speed
Sleep Mode
Timer increments: 1, 2, 4, 8 hr.
Interface: Touch button

UV-C LAMPS

Number of lamps: 2
Wattage: 10W
Voltage: 65±5
Material: Quartz Glass
Intensity: >30 (μW / cm²@1m)
Lamp Life: 8000 hrs. of operation

OPERATION

For indoor use only
Operation environment: 0 -104°F (0-40°C), 0-100% humidity
5 Speeds and Turbo
Touch control
Noise: 24-52 dB(A)

MOTOR

Type: DC
Max rating: 70W
HP: 0.095
Efficiency ratings: 70%
Safety Certifications: ROHS Compliant

FILTERS

Pre-Filter, Washable
Life: Inspect and clean every 2,000 hrs. of operation
Particulate filter: H13 HEPA
Particulate Capture: 99.97% @ 0.3- micron particles
Chemical Filter: Activated Carbon, 300gm/filter
Particulate and Chemical Filter Life: Inspect every 2000 hrs. of operation.
Recommend Replacement every 6 months of operation.

1. 99.99% reduction of COVID-19 pathogen, active SARS-CoV-2 virus.
2. 99.99% reduction of bacteria Staphylococcus aureus.
3. >99.99% reduction of fungi Aspergillus Brasiliensis.



Field Controls
2630 Airport Road
Kinston, NC 28504

252 522-3031
Fax: 1 (800) 367-7942

Visit us at: www.fieldcontrols.com

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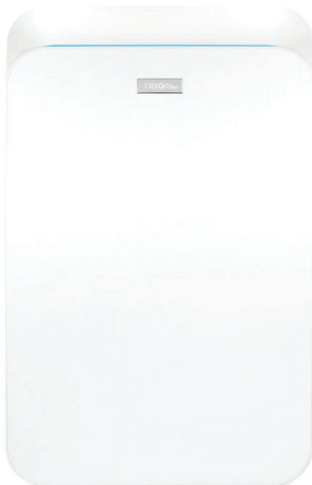
ENGINEERING DATA

FAN SPEED INFORMATION

	CADR	CFM	Noise Level (Pressure Level, dBA)	Power (W)
Fan Speed 1	32ft ³ /m (55 m3/h)	52 ft ³ /m (88 m3/h)	24.7	25±3W
Fan Speed 2	103 ft ³ /m (175 m3/h)	157 ft ³ /m (267 m3/h)	28.5	30±3W
Fan Speed 3	142 ft ³ /m (241 m3/h)	215 ft ³ /m (365 m3/h)	35.8	35±4W
Fan Speed 4	197 ft ³ /m (335 m3/h)	301 ft ³ /m (511 m3/h)	45.4	45±5W
Fan Speed 5	254 ft ³ /m (416 m3/h)	370 ft ³ /m (629 m3/h)	47.5	60±5W
Turbo	305ft ³ /m (518m3/h)	440 ft ³ /m (748 m3/h)	52.8	86±6W

PRODUCT VIEWS AND GENERAL DIMENSIONS

28"
(711.2 mm)



FRONT VIEW



9"
(228.6 mm)

SIDE VIEW



17.3"
(439.42 mm)

PLAN VIEW



AIR QUALITY INDICATOR



CONTROL PANEL

PROJECT INFORMATION

Quoted by:	Date:
Project:	Remarks:
Quantity:	
Model:	
Site:	
Architect:	
Engineer:	
Contractor:	



FIELD CONTROLS
Improving Indoor Environments

Field Controls
2630 Airport Road
Kinston, NC 28504
252 522-3031
Fax: 1 (800) 367-7942

Field Controls
9154 Stellar Court
Corona, CA 92883
951-277-0304

Visit us at: www.fieldcontrols.com



Dean Lindquist

Superintendent

Phone: 780-416-2353

Email: dlindquist@newhorizons.ca

MEMORANDUM

May 25, 2022

To: Board of Directors

From: Dean Lindquist - Superintendent

Re: Pilot Counselling Services Program

At the March 23, 2022 Board Meeting the Board approved administration to move forward on a plan to provide counselling services to students. The Board approved a maximum budget of \$82,000 for the 2022/23 school year and \$24,600 for the

We advertised for approximately three weeks without receiving any applications. Principal Zarowny also worked closely with the University of Alberta to identify potential applicants, Unfortunately we were not successful in receiving any applicants.

As a result we proposed developing a pilot program. As time was short, and in order to provide some programming this year, the pilot program developed would be one year and would be contracted to a current firm that provides psychological and counselling services. E.C.S.S. was reached out to and asked if they could provide the service we are requesting. Room in the approved budget was built into the pilot to allow for expansion if required.

Following an agreed upon price (\$70,000) and after planning of the program we did receive one strong application. As a verbal agreement was already in place I have reached out to the one applicant and communicated our current plans.

The advantages of the pilot program are the following:

- Multiple skill sets to address student needs are available from the vendor
- The principal owners have over 40 years experience in providing psychoeducational services to schools
- Opportunity to evaluate the program next spring to determine program efficacy and make decisions about how to proceed in subsequent years
- Access to individual and group counselling supports
- Cost effective

The risks include:

- E.C.S.S is unable to hire or re-deploy the staff required to support our students' needs

The pilot program will include:

The intention is to be able to provide at least a 0.5 FTE counselling position to the school.

The counselling role could include direct services to students, as well as consulting services to staff.

With respect to direct services to students, these services could be delivered in two formats: individual counselling; and group counselling.

- Individual Counselling: these services would be provided on site on a half-time basis. Any student enrolled in the school would be eligible for services. The counsellor will have completed most, if not all, of his or her coursework in a Master's program in psychology or clinical social work. If the counsellor is in a student placement, he or she will be provided at least one hour a week of direct supervision by a registered psychologist. This individual will accept referrals for any student who is deemed to have mild to moderate mental health/behavioural issues to address. Students who are considered to have high needs will be assigned on a case-by-case basis. Students who are high needs and are not seen by the school counsellor, will be seen, on-site, by a registered (or provisionally registered) psychologist.
- Group Counselling: the groups could be either psychoeducational, where the primary goal is to provide information (e.g., managing test anxiety); or counselling, where personal issues are addressed in the group setting (e.g., self-esteem). Depending on the nature of the group, it would be run by the school counsellor, or a registered (or provisionally registered) psychologist, or both. The number and types of groups would be based on need and allocated as resources are accessible.

With respect to support services for staff, these services could involve consultation with staff with respect to specific classroom issues, or consulting with respect to a student who is accessing the counselling program.

- Classroom consultation would be made available to staff who are experiencing issues within the classroom for which additional support would be deemed helpful (e.g., specific student behaviour).

Consultation regarding a student in a counselling program could be delivered to provide additional insight with respect to additional ways to support the student in the classroom.

The key issue is that policy would normally require an RFP or getting three quotes. To accomplish this requirement we would not be able to provide any services this year and would likely begin programmed services in the early to mid-fall. The pilot program enables our school to measure program success next spring, make adjustments to program and operationalize a program for the 203/24 school year.

Sincerely,

Dean Lindquist

Counsellor's Report

The 2021-2022 school year began with in-person learning for all students. While this was a welcome change to teachers and most students, it did provide some unique challenges with some students entering grade 1 never having been in a school before, and other students being away from peers and the classroom setting for a year or more.

At the whole-class level, I delivered a series of lessons relating to executive functioning and conflict resolution/sportsmanship to division 1 and 2 classes.

In my small group counselling I limited my groups to class cohorts and worked with no more than 3 or 4 students at a time. These ranged from friendship topics to worry to executive functioning. The groups were limited in scope as I shortened group times to 15 minutes to limit the spread of Covid. I also utilized outdoor space when possible.

I worked with a number of students individually on an as-needed basis as well as had regular sessions with some students experiencing on-going issues. In my individual sessions I noted a number of common themes including:

- Higher levels of worry relating to health (specifically fears about contracting covid and the impact of covid on family and friends)
- Intense feelings of loneliness and isolation especially due to cohorting and during times of remote learning
- Higher levels of worry relating to school work (ie. fears of falling behind due to remote learning)
- Greater desire by some to remain online due to social anxieties and fear about returning to in-person learning.

These individual meets take place both face-to-face and via google meet for remote learners.

We were fortunate to have a Psychology PhD student, Richelle Wagner, from the University of Alberta working with us. She was in for 1 day per week on average. She met individually with students and completed observations in various classrooms as requested by teachers due to student need and provided suggestions. She completed a number of assessments for different students with higher needs and met with parents and teachers to discuss strategies and plans related to these. Richelle also planned and delivered a series of lessons on resilience to grade 5 and 6 classes.

In the fall of 2021 we hosted a session through AltView called 'Parenting with Pride' in response to parent questions around supporting their LGBTQS+ kids. This was attended by NHS parents and an invitation was extended to parents in our charter network as well since the session was virtual.

The focus for counselling support in this school year has been on individual support and on-the-spot coaching. It has been challenging to find time to run small groups due to Covid-19 restrictions while also working with students daily when issues arise.

We contracted out a Speech-Language Pathologist and Occupational Therapist to come in to observe and provide strategies for students requiring additional support in these areas. Additional support in the upcoming school year is planned.

As part of the Special Needs File review, records were prepared to ensure additional SLS funding for student supports. This led to additional funding being granted and therefore the opportunity to increase our counselling time to begin May 2022 and continue into the 2022-2023 school year.

Board Annual Work Plan – Approved September 22, 2021



Board of Directors – Work Plan for 2021-22

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

Board Annual Work Plan – Approved September 22, 2021

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

AR118543

April 22, 2022

Dr. Dean Lindquist
Superintendent of Schools
New Horizons Charter School Society
1000 Strathcona Drive
Sherwood Park AB T8A3R6

Dear Dr. Dean Lindquist:

Alberta students deserve a world-class, high-quality education and that starts with stable funding for school authorities. Budget 2022 provides for increased funding to recognize enrolment growth and includes a one per cent increase in both base funding and operations and maintenance funding as well as a 4.6 per cent increase in transportation funding.

As announced, school authorities operating funding allocations will be the same or higher in the 2022/23 school year in comparison to the 2021/22 school year. Funding to school authorities addresses increases for cost pressures due to the pandemic and acknowledges enrolment growth.

I am pleased to provide this commitment letter confirming that your school authority is expected to receive \$3,786,007 for the 2022/23 school year. A detailed funding profile for your school authority has been posted to the Alberta Education [Extranet](#) for your budgeting and planning processes.

I would also encourage you to review the 2022/23 *Funding Manual for School Authorities*, which is available on the Alberta Education website.

Thank you again for your continued efforts on behalf of Alberta's students.

Sincerely,

Andre Tremblay
Deputy Minister



Dean Lindquist <dlindquist@newhorizons.ca>

2022/23 Funding Commitment Letters

1 message

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

Tue, Apr 26, 2022 at 9:54 AM

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

Independent (Private) School Authorities

ECS Private School Operators

Subject: 2022/23 Funding Commitment Letters

Dear colleagues:

Through Budget 2022, Alberta's government is increasing investment in education to ensure students in Alberta continue to receive a high-quality education that enriches their lives and prepares them for success beyond school.

The 2022/23 school year funding allocation includes increases to ensure school authorities can adequately manage enrolment growth, retain teachers and support staff and address other cost pressures such as inflation and increasing insurance costs.

School authorities will receive the same or more operational funding when compared to the 2021/22 school year. By holding operational funding steady for school authorities experiencing enrolment decline and increasing funding for growing authorities, this predictable funding helps authorities manage the impacts of enrolment changes.

As promised, each school authority's funding commitment letter for the 2022/23 school year is available on the [Extranet](#). The commitment letters show the operational funding of each school authority for the 2022/23 school year.

I look forward to our continued collaborative efforts toward improving Alberta's education system in the 2022/23 school year.

Sincerely,

Andre Tremblay

Deputy Minister of Education

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

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Treasurers, Independent (Private) School Authorities

Treasurers, ECS Private School Operators

Classification: Protected A



Dean Lindquist <dlindquist@newhorizons.ca>

Bill 21: The Red Tape Reduction Statutes Amendment Act, 2022

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

Mon, Apr 25, 2022 at 3:41 PM

To: Board Chairs of Public, Separate, Francophone and Charter School Authorities
Presidents of Stakeholder Associations

ASBA (Alberta School Boards Association)

ASBOA (Association of School Business Officials of Alberta)

CASS (College of Alberta School Superintendents)

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

TAAPCS (The Association of Alberta Public Charter Schools)

Subject: Bill 21: The Red Tape Reduction Statutes Amendment Act, 2022

Colleagues,

Today, Bill 21: the Red Tape Reduction Statutes Amendment Act, 2022 was introduced in the Legislative Assembly. You can read more about the legislation [online](#). If passed, school jurisdictions would be required to acquire Ministerial approval on spending from reserves until September 1, 2023. This is a one year extension of the temporary measure, as the maximum allowable reserve limit for school boards will be in effect for August 31, 2023 and is in follow up to information communicated through my March 24, 2022 related to the release of the [funding manual for school authorities 2022/2023 school year](#).

Taxpayer-funded operating reserves across the province have grown by \$80 million, to over \$464 million, over the 2020/21 school year. The strengthening of financial management will benefit Alberta's education system ensuring as many tax dollars as possible go to the classroom, where they can deliver the best outcomes for our students. I look forward to our work together and extend thanks to all of the system leaders and education partners for your contributions to the education of Alberta's students.

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

Classification: Protected A



Dean Lindquist <dlindquist@newhorizons.ca>

Expanding financial literacy programs for students

1 message

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

Thu, May 5, 2022 at 1:13 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 & 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 School 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: Expanding financial literacy programs for students

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

Dear colleagues,

Alberta's government is taking more steps to equip students with valuable financial literacy knowledge and skills to prepare them for success today and in the future. Students in grades 3 to 12 will benefit from an investment of \$5 million into financial literacy programming over the next three years. Read the [news release](#) and watch today's news conference.

As part of the [Alberta at Work](#) initiative, we are increasing funding to three organizations to expand reach and enhance student financial knowledge and training. Through an extension to their 2021-22 grant agreements, [Enriched Academy](#) will receive \$900,000 per year and the [Canadian Foundation for Economic Education](#) will receive \$500,000 per year over the next three years. These two organizations provide students in grades 7 to 12 with financial literacy programming on topics such as money management, budgeting, credit and student loans. They also provide professional learning opportunities for teachers and school leaders, including additional resources to facilitate financial literacy learning.

To ensure our younger learners also have a strong foundation in financial literacy, we are providing Junior Achievement [Southern Alberta](#) and Junior Achievement [Northern Alberta](#) with \$250,000 per year over the next three years. They will continue to work with teachers to provide students in grades 3 to 6 with hands-on, experiential financial literacy programming, work readiness and entrepreneurship education. This programming will support financial literacy learnings in the new K to 6 [Physical Education and Wellness curriculum](#) being implemented in classrooms this fall.

All three organizations are known for delivering high-quality and engaging financial literacy resources to Canadian students and are well positioned to continue providing successful programming to Alberta students. They expect to reach over 360,000 students in grades 3 to 12 with financial literacy programming per year, over the next three years.

Programming will continue to serve Alberta's diverse student populations in both urban and rural communities, including First Nations, Métis and Inuit students and Francophone students. In addition, this investment will give schools more choice in financial literacy programming and will ensure Alberta students have access to critical financial literacy education now and in the future.

Please share this information with your school division and encourage your contacts to explore upcoming financial literacy [learning opportunities](#).

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

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)

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HASAA (Homelearning Advocacy and Support Association of Alberta)

PSBAA (Public School Boards' Association of Alberta)

TAAPCS (The Association of Alberta Public Charter Schools)

Objet : Élargir les programmes de littératie financière pour les élèves

Chers collègues,

Le gouvernement de l'Alberta prend davantage de mesures pour doter les élèves de précieuses connaissances et compétences en matière de littératie financière afin de les préparer au succès d'aujourd'hui et de demain. Les élèves de la 3^e à la 12^e année bénéficieront d'un investissement de 5 millions de dollars dans les programmes de littératie financière au cours des trois prochaines années. Prenez connaissance du [communiqué de presse](#) et regardez la conférence de presse d'aujourd'hui.

Dans le cadre de l'initiative [Alberta at Work](#), nous augmentons le financement de trois organismes pour étendre leur portée et améliorer les connaissances et la formation financières des élèves. Grâce à une prolongation de leurs accords de subvention pour 2021-2022, [Enriched Academy](#) recevra 900 000 \$ par an et la [Fondation canadienne d'éducation économique](#) recevra 500 000 \$ par an au cours des trois prochaines années. Ces deux organismes offrent aux élèves de la 7^e à la 12^e année des programmes de littératie financière sur des sujets comme la gestion de l'argent, la budgétisation, le crédit et les prêts étudiants. Ils offrent également des possibilités d'apprentissage professionnel aux enseignants et aux directions d'école, y compris des ressources supplémentaires pour faciliter l'apprentissage de la littératie financière.

Pour nous assurer que nos jeunes apprenants ont également une base solide en littératie financière, nous offrons à Junior Achievement [Southern Alberta](#) et Junior Achievement [Northern Alberta](#) (en anglais seulement) un financement de 250 000 \$ par an au cours des trois prochaines années. Ils continueront de travailler avec les enseignants pour offrir aux élèves de la 3^e à la 6^e année des programmes pratiques et expérientiels de littératie financière, de préparation au travail et d'éducation en entrepreneuriat. Cette programmation soutiendra les apprentissages en littératie financière dans le nouveau [curriculum d'éducation physique et de bien-être](#) de la maternelle à la 6^e année mis en œuvre dans les salles de classe cet automne.

Les trois organismes sont reconnues pour fournir des ressources de littératie financière de haute qualité et attrayantes aux élèves canadiens et sont bien placées pour continuer à offrir des programmes efficaces aux élèves albertains. Elles s'attendent à toucher plus de 360 000 élèves de la 3^e à la 12^e année avec des programmes de littératie financière chaque année, au cours des trois prochaines années.

Les programmes continueront de desservir les diverses populations étudiantes de l'Alberta dans les communautés urbaines et rurales, y compris les Premières Nations, les Métis et les Inuits et les élèves francophones. De plus, cet investissement donnera aux écoles plus de choix en matière de programmes de littératie financière et assurera aux élèves de l'Alberta l'accès à une formation essentielle en littératie financière maintenant et à l'avenir.

Veuillez communiquer cette information à votre conseil scolaire et encourager votre réseau à explorer les [possibilités d'apprentissage](#) (en anglais seulement) à venir en matière de littératie financière.

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

Personnes-ressources en communications des autorités scolaires publiques, séparées, francophones et à charte

Classification: Protected A



Dean Lindquist <dlindquist@newhorizons.ca>

Safe Indoor Air Top-Up to the Safe Return to Class Fund

1 message

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

Wed, May 18, 2022 at 2:41 PM

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

Independent (Private) School Authorities

ECS Private School Operators

Subject: Safe Indoor Air Top-Up to the Safe Return to Class Fund

Dear colleagues:

I am pleased to announce that Alberta has recently been approved to provide \$13 million for the Federal Safe Indoor Air Top-Up to the Safe Return to School Fund. This funding can be used for the following initiatives:

- facility alterations – air systems and mechanical upgrades;
- improving filter media to Minimum Efficiency Reporting Value (MERV) 13 for schools; and
- providing classrooms with local classroom High Efficiency Particulate Air Filtration (HEPA) units to supplement central air systems where required.

School authority allocation of the Safe Indoor Air Top-Up Fund is available [online](#), and funding will be provided in May 2022. Similar to the Safe Return to Class Fund, the Safe Indoor Air Top-Up funding is provided by the federal government, and is distributed from the Ministry of Education to school authorities. Please ensure that this funding is reported under Alberta Education, not under the federal government. Funding must be used by the end of the 2021/22 school year.

Should you have any questions regarding the reporting associated with the Federal Indoor Air Top-Up funding, please contact edc.fra@gov.ab.ca.

Sincerely,

Andre Tremblay

Deputy Minister of Education

5/18/22, 3:14 PM

New Horizons School Mail - Safe Indoor Air Top-Up to the Safe Return to Class Fund

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

Treasurers, Private Schools and ECS Operators

Classification: Protected A