

New Horizons School Council Meeting Agenda

November 2, 2022

7:00 pm to 8:00 pm

Location – New Horizons School (meeting room to be noted at main entrance)

Online (Google Meet): Please join [here](#)

Join by phone: 1 747-254-3992 and enter PIN: 888 270 230#

1. Call to order

2. Statement of Territorial Acknowledgement

The School Council of the New Horizons Charter School respectfully acknowledges that the land on which we meet is Treaty 6 territory, a traditional home, gathering place, and a travelling route for diverse Indigenous Peoples, including Cree, Saulteaux, Blackfoot, Nakota, Sioux, as well as the homeland of the Metis 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

4. Approval of Minutes

4.1 October 5, 2022

5. Reports

5.1 Chair/Vice-Chair report

5.2 Principal's report

5.3 Financial Officer's report

5.4 FANHS' report

5.5 Communication Officer's report

6. Motion to Accept Reports

7. New Business

7.1 Halloween Dance – Post Event Discussion (as required)

7.2 Rhythm Rhythm Rhythm Artist in Residence for 2022/23 (Elizabeth)

- AFA Grant was unsuccessful
- *Motion required* for up to \$4100 (inclusive of GST on \$3900) from School Support Academic Support for Rhythm Rhythm Rhythm (note we will need to pull \$50 from another sub-category if this is approved as there is only \$4050 left in this category; suggest \$50 from Community Building/Parent Support – Guest Speakers).

7.3 2023/24 Artist in Residence (initial discussion – grant writer, request school ideas for artist and teacher lead)

7.4 Review of SC Operating Procedures (document found [here](#))

7.5 Staff funding requests

- Request for GSA support (Ms. Fairfull)
 - *Motion required* for \$150 from School Support – Clubs.
- Request for December concert support (TBD)
- Other staff funding requests (TBD)

7.6 Future School Event Planning and SC Outreach

- Spring Event (carnival etc)
- Spring Dance
- Junior High focused activities

7.7 Emergent business

- TBD

8. **Future Business**

- 2022/23 Planning Calendar/Organization
- Focus group to discuss NHS website (Admin lead)
- Addition of a 'student groups' page on NHS website (Admin lead)

9. **Correspondence**

- N/A

10. **Future Meeting Dates:**

- December 7, 2022
- January 4, 2023
- February 1, 2023
- March 1, 2023
- April 5, 2023
- May 3, 2023
- June TBD (must include AGM)

11. **Adjournment**

New Horizons School Council

Meeting Minutes

October 5, 2022

Meeting Called to Order: 7:13PM

Meeting Adjourned: 8:08PM

Hybrid In-Person (New Horizons School) / Virtual Meeting

Attendees: Elizabeth Macve, Sarah-Jane Lovgren, Anita Sanderson, Rebecca Koziak, Ellen Hanna, Trevor Stefishen, Chelsee Ladouceur, Sarah Litvinchuk, Andrea Watson, Savanna Sweetman

1. Meeting Called to Order: 7:13PM.

Elizabeth Macve as Meeting Chair.

2. Statement of Territorial Acknowledgement

The School Council of the New Horizons Charter School respectfully acknowledges that the land on which we meet is Treaty 6 territory, a traditional home, gathering place, and a travelling route for diverse Indigenous Peoples, including Cree, Saulteaux, Blackfoot, Nakota, Sioux, as well as the homeland of the Metis 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: Chelsee Ladouceur moved to adopt the Agenda as presented.

Seconded by Sarah-Jane Lovgren. Motion Carried.

4. Approval of Minutes

September 7, 2022

MOTION: Chelsee Ladouceur moved to adopt the Minutes as presented.

Seconded by Sarah-Jane Lovgren. Motion Carried.

5. Reports

5.1 Chair/Vice-Chair Report

Report shared by Elizabeth Macve.

We are looking forward to working with a full School Council Executive for the 2022/2023 school year. We've already made great strides in our communication efforts and engagement with the NHS community.

It was good to see families back in the school for Meet the Teacher night. Many families seemed interested in hearing about School Council, our purpose, and our upcoming Halloween Family Dance. We hope to see more actively engaged families this year as we work towards post-pandemic community building.

5.2 Principal's Report

Lori Vigfusson unable to attend this meeting. Report shared by Andrea Watson.

The Saffron Centre *Cyberworld: What Happens When Youth Press Send?* session was well attended. Lori Vigfusson has a record of the notes for those who are interested.

Ms. Stephens and Ms. Kooger have welcomed a shared student teacher to their classrooms. All substitutes, supervisors, and visitors are required to sign in and wear a badge for easy identification.

Parent/Teacher interviews will be in-person on October 25 & 26 from 4:00PM - 7:00PM. An e-mail will be sent from the office one week prior for registration. The in-person Book Fair will also be taking place on these days.

The adjustment to the new curriculum in Language Arts, Math, and Physical Wellness is going well. Mr. Zarowny has made himself available to consult with NHS staff.

E-news communication remains bi-weekly.

Counselling with ECSS Psychology is underway. We presently have 6 groups participating in the first round (6-8 weeks). OT & SLP services will commence in the near future.

5.3 Financial Officer's Report

Anita Sanderson unable to attend this meeting due to conflicting time of the Board Meeting. Report shared on by Elizabeth Macve.

Refer to New Horizons School Council Fund Allocation spreadsheets as outlined in the Agenda Package. Presently, fund allocation disbursement for the 2022/2023 School Year is \$6,800 with the total allocation of funds being \$16,000.

5.4 FANHS Report

Report shared by Chelsea Ladouceur.

Current fundraiser: Halloween Family Dance.

There has been a minor delay with the launch of the Hot Lunch Program.

FANHS will be presenting a Holiday Market during the FANHS meeting which takes place directly following this School Council Meeting.

All executive board members of FANHS have been provided with a professional e-mail address which will be maintained and used for the purpose of these positions longterm and will be easily designated to successors in future years.

FANHS:

president.FANHS@gmail.com

vicepresident.FANHS@gmail.com

treasurer.FANHS@gmail.com

records.fanhs@gmail.com

communications.FANHS@gmail.com

5.5 Communication Officer's Report

Report shared by Ellen Hanna.

SC Communications Officer attended today's teacher meeting on behalf of School Council to determine how School Council can best support the school, aide in communication, and ascertain an agreeable transfer system between kanga pouches and receipt of funds or notes delivered and addressed to School Council or FANHS etc. School administration is agreeable to NHS, School Council, and FANHS working alongside each other to increase overall parent engagement. Teachers are invited to share content with Communications Officer to share on social media. School Council has asked that teachers notify their families of our social media pages in an upcoming monthly e-mail.

With September's launch of shared communication channels between School Council and FANHS, we have established distinct language to determine two entities working in support of NHS. We now have the following social media channels in place and all have seen varying bursts of engagement:

Facebook: [New Horizons School Council supported by the Fundraising Association](#)

Instagram: [@nhs_sc_fanhs](#)

Twitter: [@NHS_SC_FANHS](#)

The School Council and FANHS Communications Officers are working together to determine how to best utilize each method of communication while creating distinctions of content shared on each social media platform as well as e-mail communications. A working relationship has begun between the Communications Officers and Lisa Richardson and Jill Swanson to aide in e-mail communication.

Some other school districts provide Social Media Guidelines for School Councils. The NHS School Council is motivated to review examples and

collaborate with our Board and Administration to establish a suitable framework for our own Guidelines.

The School Council and FANHS Communications Officers have been working on an audit of the NHS website to clean it up and make it more accessible.

All executive board members of School Council have been provided with a professional e-mail address which will be maintained and used for the purpose of these positions longterm and will be easily designated to successors in future years.

School Council:
councilchair@newhorizons.ca
councilvicechair@newhorizons.ca
councilfinance@newhorizons.ca
councilsecretary@newhorizons.ca
councilcommunications@newhorizons.ca

6. Motion to Accept Reports

**MOTION: Chelsee Ladouceur moved to accept reports as presented.
Seconded by Ellen Hanna. Motion Carried.**

7. New Business

7.1 Halloween Dance – Planning Finalization (October 22, 2022)

Report shared by Halloween Family Dance Chair, Sarah-Jane Lovgren.

Advertising for the Halloween Family Dance is well under way. Ticket sales (\$15/ family) went live on September 29, 2022 and as soon as the invitation landed in inboxes, RSVPs and receipt of funds were constant. As of today's count, there are 182 registered guests. We have procured DJ services and a digital photo booth from DJ Kwake Entertainment.

The Jr. High concession will be run by the Jr. High teacher(s)/students/families exclusively and will not be micro-managed by School Council or FANHS. No funds will go through FANHS. Jr. High et al will be expected to purchase and sell their own goods and will retain their profit for their own use. Solicitation of items for the raffle and silent auction has been successful.

Volunteers will be required for event day roles including setup, supervision, door attendants, and sale of raffle tickets and auction items. Lori Vigfusson has advised that there may be the possibility to access the gym and/or conference room on Friday, October 21, 2022 for basic setup and/or organizing. We are guaranteed access on Saturday afternoon with the estimate of 1:00PM – TBC closer to the event date. Presently, we require tables for raffle and auction items in the hallway and have a balloon arch for the photo booth backdrop.

Otherwise, the intention is to have the lights out in the gym with lighting and fog machine from the DJ — all guests will be provided a glow stick upon arrival. There are various solicitations for other budget friendly or no cost décor options.

Setup will be complete by 5:00PM. Doors open at 6:00PM. The dance officially runs from 6:30PM - 8:30PM.

We'd like to see more Jr. High engagement. Communications has been in contact with teachers about event promotion.

7.2 2022-2023 Planning Calendar/Organization

Briefly addressed by Elizabeth Macve. In the interest of stronger communication and time management, School Council will work together to establish a planning cycle, responsibilities, and clear expectations. This item has otherwise been tabled until November 2, 2022.

7.3 Post Event — Saffron Cyberworld: What Happens When Youth Press Send?

As per the Principal's report: The Saffron Centre *Cyberworld: What Happens When Youth Press Send?* session was well attended. Lori Vigfusson has a record of the notes for those who are interested.

The final invoice was \$50 greater than originally anticipated.

MOTION: Sarah-Jane Lovgren moved to approve \$50.00 from Community Building/Parent Support — Subcategory Guest Speakers for reimbursement to New Horizons School for the balance owing of \$50 for the Saffron Centre Presentation (Cyberworld). Seconded by Chelsee Ladouceur. Motion Carried.

7.4 (A) Staff Funding Requests

Funding allocation will require precision for budgeting. When a teacher submits a funding request, School Council will require a dollar value in relation to their request in order for it to be motioned.

NHS has asked for funds to continue with the AMA Patrol program.

MOTION: Sarah-Jane Lovgren moved to approve \$250.00 from School Support — Subcategory Academic Support for AMA Patrol. Seconded by Chelsee Ladouceur. Motion Carried.

7.4 (B) Staff Appreciation

School Council would like to continue to provide meals to teachers at minimum of twice per school year. Traditionally, this allocation would cover 2 staff meals

i.e. Autumn & Spring Parent/Teacher Interviews (one evening per season). An anonymous donor has offered to provide the Autumn meal on behalf of School Council. School Council is confirmed to provide the staff with a meal on March 21, 2023 (Spring Parent/Teacher Interviews) and will determine another appropriate time to utilize this fund allocation.

MOTION: Sarah-Jane Lovgren moved to approve \$1,200.00 from School Support – Subcategory Staff Support for Staff Appreciation. Seconded by Chelsea Ladouceur. Motion Carried.

7.5 Future School Event Planning and SC Outreach

- Spring event to engage whole NHS community i.e. carnival.
- Spring dance.
- Jr. High focused activities i.e. movie night.
- Consider a reasonable balance between low to no cost community building events vs fundraiser style events.

7.6 Emergent Business

None.

8. Future Business

- 2022-2023 Planning Calendar/Organization.
- Focus group to discuss NHS website (Admin lead).
- Addition of a 'student groups' page on NHS website (Admin lead).

9. Correspondence

None.

10. Future Meeting Dates:

- November 2, 2022
- December 7, 2022
- January 4, 2023
- February 1, 2023
- March 1, 2023
- April 5, 2023
- May 3, 2023
- June TBD (must include AGM)

11. Meeting Adjourned: 8:08PM.

**New Horizons School Council Fund Allocation
Summary**

For the 2022/2023 School Year

October 28, 2022

	2022-2023 Allocation of Funds	Funds Disbursed	Funds Motioned but not yet Disbursed	Remaining Funds
School Support	\$ 11,000	\$ -	\$ 4,100	\$ 6,900
Classroom Support	4,000	\$ 700.23	3,300	-
School Enhancement	-	-	-	-
Community Building / Parent Support	1,000	199	1	800
School Council Administration	-	-	-	-
GRAND TOTAL:	\$ 16,000.00	\$ 899.23	\$ 7,400.77	\$ 7,700.00

Draft New Horizons School Council Fund Allocation

Detailed

For the 2022/2023 School Year

October 28, 2022

	2022-2023 Allocation of Funds	Total Motioned	Disbursed to date	Potential Projects, Items & Ideas Identified (Specific Highlighted Items are Under Consideration for the Education Plan)
School Support				
Clubs	\$ 1,000	\$ -	\$ -	Ex. LEGO Mindstorms purchase; Arts & Crafts; Science; Track & Field; Computer, Chess, Maker Carts
Sports & Well Being	500	\$ 250.00	\$ -	Ex. Sports Day; School Teams; Mission Impossible; Track 'n Field Competition Day / Healthy School Initiatives - Mindfulness, Health Fair, Yoga Instructor, Back up Lunches
Events	3,000	\$ 2,400.00	\$ -	Ex. Christmas Play &/or Concert; Talent Show; Art Walk; School Carnival; Kinder Grad; Science Fair; Grade 9 Grad
Junior High Events	1,000	\$ -	\$ -	Junior high dances etc. Jr. High fun day
Staff Support	1,200	\$ 1,200.00	\$ -	Teacher Meals; Interviews; Staff Appreciation Week; Bereavement; Staff Awards
Academic Support	4,300	\$ 250.00	\$ -	Ex. Artist in Residence, Jr High Drama; Academic Awards Event; "Reach for the Top"; Star Gazer; Art in Residence (Writing or Art); In-School Concert/Production; STEM; IB Programming Support
Total	11,000	\$ 4,100.00	\$ -	
Classroom Support				
Recess Equipment	1,000	\$ 1,000.00	\$ 614.40	General Fund for the Entire School
Classroom Incentives	3,000	\$ 3,000.00	\$ 85.83	Student Based Funding at Teacher Discretion (Ex. reward items, special field trip, classroom fun activities/materials, student incentives) (\$6 per student allocated plus \$100 each for music and French)
Total	4,000	\$ 4,000.00	\$ 700.23	
School Enhancement				
Sports Equipment	-	\$ -	\$ -	
Technology	-	\$ -	\$ -	
Major Projects	-	\$ -	\$ -	Playground
Total	-	\$ -	\$ -	
Community Building / Parent Support				
Guest Speakers	500	\$ 200.00	\$ 199.00	Guest Speakers
Team/Community Building	500	\$ -	\$ -	Ex. Movie Night; BBQ; Dance; Family Game Night; Potluck; Paint Night, Peanut Scramble; Giving Back Campaign
Public Relations/Hospitality		\$ -	\$ -	School Based Celebrations; Festival of Trees, Science Fair (after hours); Parent Orientation Night
Total	1,000	\$ 200.00	\$ 199.00	
School Council Administration				
General Admin Expenses	-	\$ -	\$ -	
Babysitting	-	\$ -	\$ -	
Total	-	\$ -	\$ -	
GRAND TOTAL:	\$ 16,000	\$ 8,300.00	\$ 899.23	

Approved Summary

PivotTable6

Fund	Subcategory	Amount (Sum)
Classroom Support	Classroom Incentives	0
	Recess equipment	1,000.00
	Student incentives	3,000.00
Classroom Support		4,000.00
Community Building / Parent Support	Guest Speakers	200.00
	Public Relations/Hospitality	0
	Team/Community Building	0
Community Building / Parent Support		200.00
School Council Administration	Babysitting	0
	General Admin Expenses	0
School Council Administration		0
School Enhancement	Major Projects	0
	Sports Equipment	0
	Technology	0
School Enhancement		0
School Support	Academic Support	250.00
	Clubs	0
	Events	2,400.00
	Jr High Events	0
	Sports and wellbeing	250.00
	Staff Support	1,200.00
School Support		4,100.00
Grand Total		8,300.00

Disbursed Summary

PivotTable2

Fund	Subcategory	Sum of Amount
Classroom Support	Classroom Incentives	
	Recess equipment	614.40
	Student Incentives	85.83
Classroom Support Total		700.23
Community Building / Parent Support	Guest Speakers	199.00
	Guest Speakers	
	Public Relations/Hospitality	
	Team/Community Building	
Community Building / Parent Support Total		199.00
School Council Administration	Babysitting	
	General Admin Expenses	
School Council Administration Total		
School Enhancement	Major Projects	
	Sports Equipment	
	Technology	
School Enhancement Total		
School Support	Academic Support	
	Clubs	
	Events	
	Jr High Events	
	Sports and Wellbeing	
School Support Total		
(blank)	(blank)	
(blank) Total		
Grand Total		899.23

Incentives by Teacher

PivotTable3

Subcategory	Paid to	Amount (Sum)
Guest Speakers	New Horizons School	199.00
Guest Speakers		199.00
Recess equipment	Savanna Sweetman	614.40
Recess equipment		614.40
Student Incentives	Amanda Panas	22.04
	Marisa Araujo	20.74
	Meghan Eccles	43.05
Student Incentives		85.83
Grand Total		899.23

Program Overview

This funding supports Alberta schools by subsidizing fees of professional Alberta artists of any artistic discipline that provide interactive arts residency projects for grades K-12.

Please click here for program guidelines and information.

Date Received: 2022/04/27
(yyyy/mm/dd)

Contact List

Primary Contact Name: Ms. Lori Vigfusson

(This is the person we will call for project information.)

Secondary Contact Name: Ms. Angela DeJong

(This is the person we will call for project information.)

Signing Authority Contact: Ms. Lori Vigfusson

(This is the legal/financial signing authority for the organization.)

Note:

If contacts do not appear in the list, then an update must be made to the Contact List in the Applicant Profile.

Contact Name	Phone Number
Ms. Lori Vigfusson	780-416-2353
Ms. Patti Dundas	780-416-2353
Ms. Angela DeJong	780-416-2353

Contact List

Salutation: Ms.

First Name: Lori

Last Name: Vigfusson

Phone Number: 780-416-2353

Email Address: lvigfusson@newhorizons.ca

Contact List

Salutation: Ms.

First Name: Patti

Last Name: Dundas

Phone Number: 780-416-2353

Email Address: pdundas@newhorizons.ca

Contact List

Salutation: Ms.

First Name: Angela

Last Name: DeJong

Phone Number: 780-416-2353

Email Address: adejong@newhorizons.ca

Applicant Contact Information

Updates to this information will not be reflected in the Applicant Profile.
Update the Applicant Profile if required.

Applicant Address

Address Line 1: 1000 Strathcona Drive

Address Line 2:

Address Line 3: AB

City: Sherwood Park

Province: Alberta

Postal Code: T8A 3R6

Country: Canada

Mailing / Delivery Address

Please ensure that the mailing address is correct for this application.

Address Line 1: 1000 Strathcona Drive

Address Line 2:

Address Line 3: AB

City: Sherwood Park

Province: Alberta

Postal Code: T8A 3R6

Country: Canada

Organization Information

Organization's Registered Name: New Horizons Charter School Society

Note: Must match Provincial Registration name. If this is not correct, you must update the Applicant Profile (if applicable).

Common Name:
(if different from Legal Entity Name)

Alberta Registration Number:

Alberta Registration Date:
(yyyy/mm/dd)

CRA Registration Date: 1995/02/02
(yyyy/mm/dd)

Fiscal Year End

Month: June

Day: 30

CADAC Number:
(applicable only for
PPAO, PAG, PASO, MAP)

Project Description

Project Description Brief:

Rhythm, Rhythm, Rhythm teaches students how to play a variety of percussion instruments

Brief descriptions are used internally. For example: Western Canadian tour for the album "New Music".

Project Start Date: 2023/01/30
(yyyy/mm/dd)

Project Completion Date: 2023/02/03
(yyyy/mm/dd)

Principal Artists

List the principal artists involved in the project. If you are a single applicant, list yourself as artist.

Do any of your principal artists, including yourself, currently have an open project grant with the AFA? No

Adding Principal Artists:

Click the Plus icon below to add a new Principal Artist to the list.
Click the view icon below to view and edit the details of a listed Principal Artist.
Click the delete icon "trash-can" below to delete a listed Principal Artist.

Position/Role	Alberta Resident	First Name	Last Name
Principal Artist	Yes	Lucas	Coffey

Principal Artists

Position/Role: Principal Artist

Alberta Resident? Yes
(Per 2.1 in grant stream guidelines)

First Name: Lucas

Last Name: Coffey

Organization Applicant Agreement

Alberta Foundation For The Arts Applicant Agreement

New Horizons Charter School Society

The Organization declares that:

- a. the information contained in its application and supporting documents (“Application”) for grant funding from the Alberta Foundation for the Arts (“AFA”) is true and accurate and endorsed by the Organization;
- b. the required financial statement(s) for the applicable fiscal period(s) are true copies and have been attached to and form part of the Application;
- c. it has read and understood the applicable grant Guidelines (Guidelines) located on the AFA website at <http://www.affta.ab.ca>;
- d. it is in good standing with the Alberta Corporate Registry.

The Organization understands and agrees that should its Application be approved, any grant funding awarded is subject to the Organization complying with the terms and conditions of this Agreement. The Organization agrees to the following terms and conditions:

1. The Guidelines and Application form part of this Agreement and the Organization agrees to be bound by the requirements set out in them.
2. The Organization understands and agrees that unless it receives a letter from the AFA awarding grant funding (the “Grant”) for the purpose(s) set out in the Application (“Approved Purpose”), and setting out the amounts and timelines for the payment of the Grant, there is no obligation between the parties.
3. The Organization understands and agrees that the AFA may award a Grant for less funding than the Organization requested in its Application. The Organization agrees that if it does not return the Grant to the AFA within 30 days of receipt of the funds or the funds being deposited in its account, by its actions the Organization:
 - (a) accepts the lesser amount as awarded and understands that the AFA will not pay the Organization any additional funds above the amount of the Grant; and
 - (b) agrees that all of the other terms of this Agreement are in full force and effect.
4. The Organization will use the Grant awarded for the Approved Purpose.
5. The Organization must comply with all applicable laws.
6. By accepting the Grant, the Organization agrees to be bound by the requirements set out in the Guidelines and in the Application and related attachments.
7. This Agreement commences the date the Application is signed by an authorized representative of the Organization and submitted to the AFA and concludes when the Grant has been deposited into the Organization’s bank account or the organization has received a letter from the AFA stating that they will not be receiving grant funding.
8. Any part of the Grant not spent as set out in this Agreement, or upon termination of this Agreement, must be repaid to the AFA.
9. This Agreement may be terminated upon:
 - a. mutual written consent;
 - b. 30 days written notice by either party;
 - c. in the event of a breach of any term or condition of this Agreement; or
 - d. if the Organization becomes insolvent.
10. The Organization agrees to give the AFA access to examine the Organization’s operation and/or premises to verify the Grant has been used for the Approved Purpose and will provide access to all financial statements and records having any connection with the Grant or the Approved Purpose while the terms of this Agreement are in effect and for seven (7) years after the conclusion or termination of this Agreement.
11. The Organization acknowledges that the Freedom of Information and Protection of Privacy Act (FOIP) applies to records submitted by the Organization to the AFA, including the Application and all attachments and this Agreement. These records may be disclosed in response to an access to information request under the FOIP Act, subject to any applicable exceptions to disclosure under the FOIP Act.
12. The Organization agrees to indemnify and hold harmless the AFA, including its employees and agents from any and all claims demands, actions and costs (including legal costs on a solicitor-client basis) for which the Organization is legally responsible, including those arising out

of negligence or wilful acts by the Organization or its employees or agents. Such indemnification shall survive the termination of this Agreement.

13. This Agreement shall be governed and interpreted in accordance with the laws in force in the Province of Alberta.

14. This Agreement is not intended to and does not make either party the agent or partner of the other for any purpose or create a joint venture.

15. This Agreement may not be assigned by the Organization.

16. The Organization will recognize the source of the Grant as required by the Guidelines.

The Organization represents and warrants that the person signing is duly authorized to make the Application and to bind the Organization to the Agreement.

Incorporated (Legal) Name of Applicant Organization ("Organization"): New Horizons Charter School Society

Title Name of Authorized Official: Ms. Lori Vigfusson
(Legal Signing Authority)

Position Held: Principal

Date: 2022/04/27
(yyyy/mm/dd)

The Organization agrees to/with all the statements above:

Please Note:

The personal information collected using this form is required for the administration of this program. This information may also be shared with Alberta Culture, Multiculturalism and Status of Women, which provides consultative and administrative assistance to these awards programs. The information will not be disclosed to any other third parties except as allowed by the Freedom of Information and Protection of Privacy Act.

For further information about this program, and the use of personal information, please contact:

Arts Branch/Alberta Foundation for the Arts, 780-427-9968
Toll-free Calls in Alberta to Government of Alberta Offices:
- 310-0000 + office area code + telephone number
Cell phone: Toll-free codes below + office's area code + telephone number:
- *310 (Roger's Wireless)
- #310 (Bell and Telus)

Artists and Education Grant Calculation

School Name: New Horizons School
School Location: Sherwood Park

Name of Artist or Company: Rhythm Rhythm Rhythm
Artist Fee (Excluding GST): \$3,900.00

Grant Amount Requested: \$1,950.00

Attachments

Please download the required template(s) from the AFA website.

Document Type	Required?	Document Description	Date Attached
01. Artist fees confirmation form	Yes	Fee Confirmation	2022/04/30
02. Artist resume	Yes	Artist Resume	2022/04/27
03. Detailed project description	Yes	Project Description	2022/05/01
04. Itinerary and travel confirmations	No		
05. Support materials	No		

Attachment Details

Document Description: Fee Confirmation

Attachment Details

Document Description: Artist Resume

Attachment Details

Document Description: Project Description

Attachment Details

Document Description:

Attachment Details

Document Description:

Submission Summary

Page	Last Updated
Program Overview	No Input Required
Contact List	2022/04/27
Applicant Contact Information	2022/04/27
Organization Information	2022/04/27
Project Description	2022/04/27
Principal Artists	2022/04/27
Organization Applicant Agreement	2022/04/27
Artists and Education Grant Calculation	2022/04/27
Attachments	2022/05/01



Rhythm Rhythm Rhythm
14014 158a Avenue Edmonton, Ab
780-965-2110
www.rhythmrhythmrhythm.com

Profile

Rhythm Rhythm Rhythm is a professional artist-in-residence organization providing students with instruction on World Music ensemble and improvised music through hand drumming and other percussive instruments. Since 2009 we have offered a unique style of facilitation for a variety of communities including; schools, large and small organizations, the well elderly, under-privileged youth, festivals, conferences, and groups with learning challenges. Starting in 2013 our full-time focus has been on Kindergarten-Grade 12 students in Alberta, where we service approximately 10,000 students and staff every year. In 2016 we launched a sold-out teacher training, "Rhythm for Youth," and became a licensed percussion dealer that focuses on providing Alberta schools with free consultations and low-cost percussion equipment to support schools who are implementing their own rhythm programs.

School Programs Since 2011 our organization has serviced the following schools and youth organizations; Coronation School - James Gibbons Elementary - Mt. Royal Elementary - West Park Elementary - King Edward Academy - Belgravia Elementary - Brightview Elementary - Westboro Elementary School - St. Katari blessed - St. Francis of Assisi - Albert Lacombe elementary - Londonderry Junior High School – St. Hilda Junior High – Our Lady Peace Elementary - Bright view Elementary - McKernan Child Care - St. Josephs High School - M.E Lazerte High School – St. Joseph High School - YOUCAN Youth Services - City of Edmonton Youth Services - Queen Elizabeth High School – Jasper Place high School - Strathcona Composite School - Riverdale Out of School Care - Edmonton After School Care Association – Ecole Dickensfield – Calmar Elementary – Calmar Secondary – Graminia – Belvedere Elementary – George H. Luck Elementary – Balwin School – Daly Grove Elementary – Prince Charles Elementary – Sawkaw Elementary – Crawford Plains Elementary – Stienhauer Elementary – Hardisty – Landsdowne Elementary – High Park – Forest Green Elementary – Kildare Elementary – Anne Fitzgerald Elementary – J.A. Fife – Lynwood Elementary – Glendale Elementary – Grace Martin Elementary – Ekota Elementary – King Edward Elementary – Julia Kiniski Elementary – Horsehill Elementary – Belmont Elementary – Lorelei Elementary – Camilla – Patricia Heights Elementary – Lillian Schick – Major General Giesbach - Balwin School– Forest Green Elementary – Tomohawk Elementary – Mount Royal Elementary – Donnan Elementary – Onoway Elementary – Fort Vermillion High School – Horsehill Elementary – Bishop Greschuk Elementary –Thorcliffe Elementary - Virginia Park – Centennial – Major General Griesbach – Montrose Lauderdale – St. Vladimir – St. Margaret – St. Martha’s – John A. McDougall – Guthrie – Greenview – Donald R. Getty – Lago Lindo – Elementary – Onoway Elementary – Fort Vermillion High School – Horsehill Elementary – Bishop Greschuk Elementary –Thorcliffe Elementary - Donald R. Getty – Our Lady of Mt. Carmel – Bannerman – St. Brendan’s – Mee-Yah-Noh – Dr. Lila Fahler – Dunluce – Minchau - Grovenor

Organizational Rhythm Circle Accomplishments

Here are some highlights of our team's collective drum circle experience;

- Have facilitated and co-facilitated rhythm circles for over 80,000 individuals in Alberta
- Provided rhythm circle training for over 200 teachers in the Edmonton, Vancouver, Toronto & Los Angeles
- Provided equipment consultation for 30 schools who are launching their own rhythm programs

Individual background: Lucas Coffey

- Developed a two-day foundational rhythm circle facilitators training 2014
- Was a guest facilitator at the REMO community drum circle in Los Angeles, California in 2014
- Executive director for sold-out rhythm training for teachers "Rhythm for Youth"
- Presented "Rhythm for Youth" at the Drum Circle Facilitators Guild Conference 2017
- Presented at 2017 Alberta Orff conference
- Presented at 2017 Ontario Orff conference
- Presented at 2018 Greater Edmonton Teachers Convention
- Presented at 2018 Seattle World Rhythm Festival
- Cofounder and Executive Director of Music Is A Weapon Community Building Society
- Facilitating youth circles for 10 years
- Multiyear mentorship with world renowned djembe instructor and facilitator Cameron Tummel
- Multiyear mentorship with "Music for People" trainer and author of "Innovative Drum Circles" – Mary Knysh

Individual background: Deborah Borchester

- Owner and operator of Mother Tree Rhythm Circles
- Apprenticing with renowned facilitator Christine Stevens author of "The Art and Heart of Drum Circles"
- Completed "Village Music" 6 day intensive drum circle facilitators training
- 6 years of experience facilitating youth circles
- Provide one-on-one rhythm mentorship for youth at the Glenrose Rehab Hospital
- Provide wellness circles for thousands of youth throughout Alberta educational institutions

Individual background: Cameron Tummel (Program Advisor)

- Author of djembe instructional CD's: Fundamental Djembe, Fundamental Djembe Solos Vol. 1, Fundamental Djembe Solos Vol. 2
- Apprenticed under Master drum circle trainer Arthur Hull for 13 years
- MFA in World Percussion from California Institute of the Arts

Special Populations

Youth at risk

We have been working with youth at risk for 10 years. We have done residencies, team builders and regular drop in circles at The Youth Emergency Shelter Society, YOUCAN Edmonton, The Old Strathcona Youth Society, and Boyle Street High School. Our facilitators are sensitive and skilled at creating an environment where the shyest introvert and the loudest extravert are in a safe place to express themselves.

Language Learners, Behaviour programs, Learning Challenges & Autism

Our programming includes special sessions and activities designed for all learning abilities. We recently undertook an eight-week residency with St. Margaret's P.B.S (behaviour), and G.I.S.T (Autism) programs. Through this process, in conjunction with St. Margaret staff and administration, have furthered the goals of the individuals and groups by creating special activities that are inline with the current social and educational goals of each student.

Our heavy focus on participation, music, and body language as a means of communication allows us empower refugee and immigrant populations who are learning English as a second language.



Rhythm Rhythm Rhythm Residency

Project Plan

School Profile, Community, and Special Programs and Services

New Horizons Charter School is a K-9 public charter school that has been a part of the gifted education community since its establishment in 1995. New Horizons was Alberta's first publicly funded charter school, and offers a unique congregated learning environment for gifted learners for the entire school day. It is a place where gifted learners can be challenged and learn with like-minded peers.

New Horizons is a public school serving more than 400 students from Kindergarten through Grade 9. Located in Sherwood Park, the school serves students primarily from Sherwood Park and rural Strathcona County, although some students commute from other communities throughout the Greater Edmonton area.

Philosophy

New Horizons School was originally established to best serve the learning needs of gifted children. This continues to be its fundamental reason for existence. The goals of the charter and of the school itself are threefold, i.e., to address the academic, social and emotional needs of gifted children. New Horizons School strives to incorporate the best research and innovations from a growing body of professional and research literature on gifted education into the pedagogical and organizational programs of the school. The often-unique academic and social-emotional needs and strengths of gifted children are of primary consideration in the design of educational and support programs at the school. The school strives to be a renowned center of excellence, respected locally, nationally and internationally – sought after for its programming and its professional knowledge. It seeks to be a successful center of best practice, research and innovation in gifted education, open to partnerships with others within the limits of its resources.

Above all, New Horizons School strives to provide a student-focused, safe, supportive learning environment in which gifted students can be successful and well equipped to engage in whatever endeavours they choose to pursue in the future. The school program is designed to provide inclusive education and to consider the appropriate pedagogy and the individual characteristics of the students. This allows for flexibility in grouping for instruction and activities. At times students will be assigned to work with those with similar achievement levels, but the possibility also exists to group students with different levels of skill/knowledge mastery. These experiences are designed to facilitate students' development in leadership and mentorship capacity, and to ensure that students are able to work with a range of individuals at various levels of ability.

Mission Statement

The mission statement of New Horizons Charter School is to meet the special academic needs of gifted learners in a congregated setting in an environment that is low-anxiety, positive, and supportive of the

individual. Gifted students need opportunities to be challenged, to think alternatively, and to pursue learning according to their own learning styles.

School Vision/Goals

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. The overarching goal of our program is to facilitate student growth and development in three main areas: academically, socially, and emotionally.

Our school charter includes [three main program goals](#):

1. Student learning is improved.
2. Students benefit from opportunities for inclusive, positive social interactions.
3. Students' emotional needs are supported.

Instructional Methodologies

New Horizons School uses, but is not limited by, the following [instructional programs, resources, and methods](#) to address the needs of gifted students both in a congregated setting and on an individual basis where appropriate:

- Differentiation strategies
- Pre and post assessments
- Individual student interest projects
- Course/curriculum acceleration, compacting and extension
- Annual IPP's that allow students, parents, and teachers opportunities to set goals
- Extensive use of technology in the classroom
- Group interaction to promote interpersonal skill development.

Planned Arts Activities

Nature of Student Involvement in the Creative Process

Creating a Safe Container: In a group environment where skill sets, knowledge, and personalities are all different, creating trust and building personal confidence is the first step we take to eventually allow our diverse groups flourish.

To build trust and confidence, care is put into the opening ceremonies of each circle. As we take time to listen to the array of individual interests in the group, we use our instruments and ideas from the students to create musical celebrations, affirming each individual's interests as unique and important. We use any body language or words given by even the shyest students to create a musical success which shows the students all ideas are welcome. Once confidence and safety is established, we build on our musical success to create leadership opportunities and an in-the-moment community drumming song.

Creating Leadership Opportunities: Each session has opportunities for students to share their rhythms, songs, and dances with the rest of the group. As the sessions progress, the opportunities become more complex and culminate with the opportunity for some students to become an orchestra conductor. At all levels of our

program, we encourage students taking creative risks and making musical choices that will serve their group. This is also an important opportunity for our gifted student population to consider and develop their leadership skills in a novel way.

In-the-moment Community Drumming: With a band, choir, or orchestra, the highest achievement is performing practiced compositions to the group's highest abilities. In contrast, the highest achievement of the community drum circle is having participants work together using a set of principles to achieve an improvised drumming song.

Throughout the process, we will be practicing and reflecting on the ideas of "Listening" & "Creating Space" to achieve our in-the-moment community drumming song. Ultimately, the listening exercises will be used to develop knowledge and understanding of what is happening within the group. As these listening skills develop the students will be able to distinguish how to best serve the group with their creative choices.

Through games and metaphor, we will demonstrate how leaving space in our music leaves opportunity for new creative ideas and room for everyone to participate. Showing the students how to leave space for other players will eventually lead our grades 4 and up to create musical dialogue with one another.

The Reflection Process: Our reflection questions focus on reinforcing ideas of creating a safe container, listening to others, creating space for other ideas, and working together to create community success. Allowing the students to share in the group setting deepens the group experience and allows the individuals to see others that are sharing in this experience.

The Grand Finale: Parents, teachers and students will all participate to create a final community circle. During the presentation the students become the community leaders as they navigate the teachers and parents through their drumming experience. This becomes a wonderful way to celebrate leadership and individuality through the creative process of drumming.

Session Breakdowns

Kindergarten – Grade 3

SESSION #1: Team Building & Hand drum Intro

- Explore simple body percussion
- Each Student will learn about Tubano's & Djembes
- Learn technique for the "bass note" and "tone"
- Exploring Alternate sounds with the drums
- "Around the world" group speed challenge
- Create our own rhythms with the bass note and tone
- Introduction of our team through body language

SESSION #2: Creating Space

- Body percussion & Body percussion jam
- Play a simple group rhythm together
- Learn a rhythm that involves creating space
- Each student has a turn to fill the space with a unique rhythm

- (2) part interactive rhythm using space is played by the whole group
- Create your own rhythms using space
- Discuss how creating space in music relates to creating space in classroom relationships

SESSION #3: Leadership & In-the-moment JAM

- Student lead body percussion warm-up
- Create a group rhythm using the individual student rhythms (Rhythm Stew)
- Call and Response lead by the students
- Select students will lead the group as a conductor
- Jam session and solos!

Grades 4–6

SESSION #1: Team Building & Hand Drums

- Body percussion warm up & Jam
- Each Student will learn about Tubanos & Djembes
- Learn technique for the “bass note” and “tone”
- Around the world teamwork challenge
- Playing a four layer interactive rhythm
- Creating a group rhythm (rhythm stew)

SESSION #2: Group Communication (Copy and Compliment) + Bells, Blocks & Shakers

- Introduction to Bells, Blocks & Shakers
- Bells, Blocks & Shakers Jam
- Students focus on the changing rhythms and body language
- Students create opportunities to “speak” to their classmates through their instruments
- Improvised Jam using new techniques and instruments

SESSION #3: Leadership

- Explore the leadership concept “How to serve my group”
- Listening exercise “What does my group need”
- Students will serve their group as a conductor of the circle
- Choice Jam: What does the circle need, add that part!
- Solos

Grades 7–9

SESSION #1: Team Building & Hand Drums

- Body percussion warm up & jam
- Each Student will learn about Tubanos Djembes
- Learn technique for the bass, tone & slap technique
- Call and echo game to listen for universal break
- Playing a four layer interactive rhythm
- Creating a group rhythm (rhythm stew)

SESSION #2: Group Communication (Copy and Compliment) + Bells, Blocks & Shakers

- Introduction to Bells, Blocks & Shakers
- Bells, Blocks, Shakers Jam
- Steady beat mirroring activity to focus on changing rhythms
- Students create opportunities to “speak” to their classmates through trading 4 beat patterns
- Improvised Jam using new techniques and instruments

SESSION #3: Leadership

- Explore the leadership concept “How to serve my group”
- Listening exercise “What does my group need”
- Students will serve their group as a conductor of the circle
- Choice Jam: create a balanced orchestra based on our instrument choice

FINAL PRESENTATION

- The final presentation will include these elements:
- Refresher of all the games and exercises we have done
- Students lead the parents through the different instruments and notes we learned
- Students, Parents & teachers all take turns orchestrating the group
- K-3 play (2) interactive rhythms with the parents and teachers
- 4-9 play an in-the-moment jam with the skills they have learned (with the parents and teachers)
- A video/slideshow

Length of Residency and Detailed Schedule

Rhythm Rhythm Rhythm will be with us for 5 days, from January 30th - February 3rd 2023. Four of the days will be spent in single class sessions working in smaller group settings. Each class will receive at least three half hour sessions throughout the week, depending on their schedule. On the final day, the school will host a large gathering in the gymnasium to perform some of the materials practiced throughout the week. We will hopefully be able to host members of our school community to view the performance.

Number of Students and Their Grade Levels

Grades K-9 will be involved in the residency project. Each grade consists of two classes, both of which will participate in the project.

- Kindergarten: 37
- Grade 1 - 44
- Grade 2 - 43
- Grade 3 - 46
- Grade 4 - 46
- Grade 5 - 48
- Grade 6 - 42
- Grade 7 - 51
- Grade 8 - 34
- Grade 9 - 34
- Total: 388

Teacher In-Service Activity

During the residency, Rhythm Rhythm Rhythm will provide a staff team building activity on a suitable afternoon. The goal will be to engage the staff in the community building principles used throughout the residency, as well as providing a fun opportunity to work together and relieve stress. It will also provide a way for staff to see first-hand how the residency is teaching important skills to students. These same skills will also build capacity for teachers to meet the needs of all of their students in finding creative ways to build in movement breaks, listening and following directions and - most importantly - addressing life long learning in a fun, creative way.

Project Objectives and Links to Curriculum

Program Objectives

Our program objectives:

- Students will:
 - Build an appreciation for diverse musical cultures.
 - Develop trusting relationships with one another.
 - Enjoy individual and group creative expression.
 - Work in a group setting towards a common goal.

Links to curriculum for this residency are as follows:

MUSIC

ELEMENT: Rhythm

- Music may move to a steady beat
- Music may move evenly or unevenly
- Music is made up of long and short sounds and silences
- There are strong and weak beats in music
- Rhythm patterns are made up of the beat and divisions of the beat
- Beats may be grouped by accents (a stressed sound in music) and in twos or threes
- Sounds and silences have specific durations
- Rhythm is created by combining beat, tempo, patterns, metre and duration
- There are many kinds of rhythms (ethnic rhythms, dance forms, etc.)

ELEMENT: Expression (tempo, dynamics, tone colour)

- Music may be fast or slow (tempo) and can change from one to the other in the same song
- Music may be soft (p) or loud (f) (dynamics) and can change within a song
- Music may help us express feelings
- The human voice has different tonal and timbral qualities (speak, whisper, shout, sing)
- Music reflects our feelings about holidays, seasons, our country and cultural heritage
- Changes in dynamics add to the effect of music
- New sounds can be created by using instruments in innovative ways

ELEMENT: Form

- Music can be organized into sections that are alike or different
- Sections of music may be repeated (like a verse or chorus)
- Music is organized into phrases

SKILL: Listening

- Distinguish environmental sounds: home, school, weather, animals, machines
- Identify, compare and appreciate the effects of musical and non-musical sounds (high/low, loud/quiet, short/long, slow/fast, up/down)
- Distinguish between different voice sounds
- Identify 'like' and 'unlike' patterns in music
- Respond to phrases in music
- Identify differences in tempo, timbre (tone colour) and dynamics

SKILL: Moving

- Mime animals, machines and other sounds
- Move to the beat in music in a variety of ways, locomotor and non-locomotor
- Respond to beat through actions and simple body percussion
- Perform simple action songs and singing games
- Improvise movement that relates to musical and non-musical sounds
- Respond to music through movement in an individual manner
- Through movement, show awareness of changes in tempo, dynamics and mood
- Use planned body movements to illustrate rhythmic patterns

SKILL: Playing Instruments

- Explore the sounds of various musical instruments (drums and other non-pitched percussion)
- Play a steady beat using percussion instruments
- Discover that some instruments make higher sounds or lower sounds or both
- Echo rhythm patterns on percussion instruments
- Accompany singing with appropriate body percussion and movement (beat, accent, rhythm patterns) and transfer these to instruments
- Play the rhythm instruments correctly and respectfully
- Play simple rhythm patterns (the beat and divisions of the beat)

SKILL: Creating

- Use instruments to create sounds of high/low, loud/quiet, slow/fast, short/long, up/down
- Create percussion accompaniments for poems and songs
- Improvise, using instrumental or singing activities
- Create compositions by experimenting with sounds to find a variety of tonal qualities which may be combined

HEALTH AND LIFE SKILLS

K - Relationship Choices

- demonstrate knowledge of various kinds of feelings and develop of a vocabulary of feeling words; e.g. happiness, excitement. (Happens in the end of each session, sharing time)
- identify and begin to demonstrate effective listening: e.g. actively listen, respond appropriately. (Happens in the Leave a Little Space and Call and Response activities)
- demonstrate a positive, caring attitude toward others; e.g. express and accept encouragement, demonstrate fair play. (Happens during No Right Way, No Wrong Way song, sharing time, Rhythm Stew, and solos)
- demonstrate a sharing behaviour (happens during all activities, especially when they take turns, and in Leave a Little Space)

K - Life Learning Choices

- express preferences and identify basic personal likes and dislikes (Rumble and Clap, sharing circles)

Grade 1 - Relationship Choices

- recognize and demonstrate many ways to express feelings (end of circle sharing time)
- identify positive and negative feelings associated with stress/change (debriefing time after Rumble Orchestra)
- examine how personal behaviour and attitudes can influence the feelings and actions of others; e.g. inviting others to join. (Leaving Space activities, circle reflection time)
- work cooperatively with a partner; e.g. take turns, respect space and property of others (caring for the drums, Leave a Little Space activity, Rumble orchestra)
- recognize and accept individual differences within groups (No Right Way, No Wrong Way activity)

Grade 2 - Relationship Choices

- develop strategies to show respect for others; e.g. show interest when others express feelings, offer support (circle sharing)

Grade 2 - Life Learning Choices

- identify personal behaviours that demonstrate readiness to learn (Call and response, Rumble Games, Around the World, these activities require attentive listening and watching)

Grade 3 - Relationship Choices

- recognize the effects of sharing positive feelings on self and others; e.g. express appreciation to self and others (circle sharing time)
- demonstrate safe and appropriate ways for sharing and/or expressing feelings through words and behaviour; e.g. demonstrate good manners when expressing feelings (circle sharing time)
- develop skills to work cooperatively in a group (all activities)

Grade 4 - Relationship Choices

- recognize that individuals can have a positive and negative influence on the feelings of others

- demonstrate respectful communication skills; e.g., describe behaviours that show respect for the feelings of others (circle sharing time)

Grade 5 - Relationship Choices

- explore respectful communication strategies that foster group/team development; e.g. encourage participation of all group members (circle sharing time and during all activities)

Grade 6 - Relationship Choices

- will develop effective interpersonal skills that demonstrate responsibility, respect and caring to establish and maintain healthy interactions.

Expected Results and Benefits to Staff, Students, and Community

We expect numerous and long-lasting benefits for all the staff, students, and community members touched by this programming. These benefits include offering students **exposure to musical styles from different countries and cultures, understanding music as an art form while strengthening musical and rhythmic skills at different levels.** Through these processes and within class drum circles, our students and staff will **build confidence and self expression,** as well as **building trust, vulnerability, and connection between students,** a much-needed activity after COVID's effects on our community. The **final whole-school performance** will celebrate our newly-built **listening, sharing, and performance skills,** leaving a lasting impact that will draw our school and community closer together.