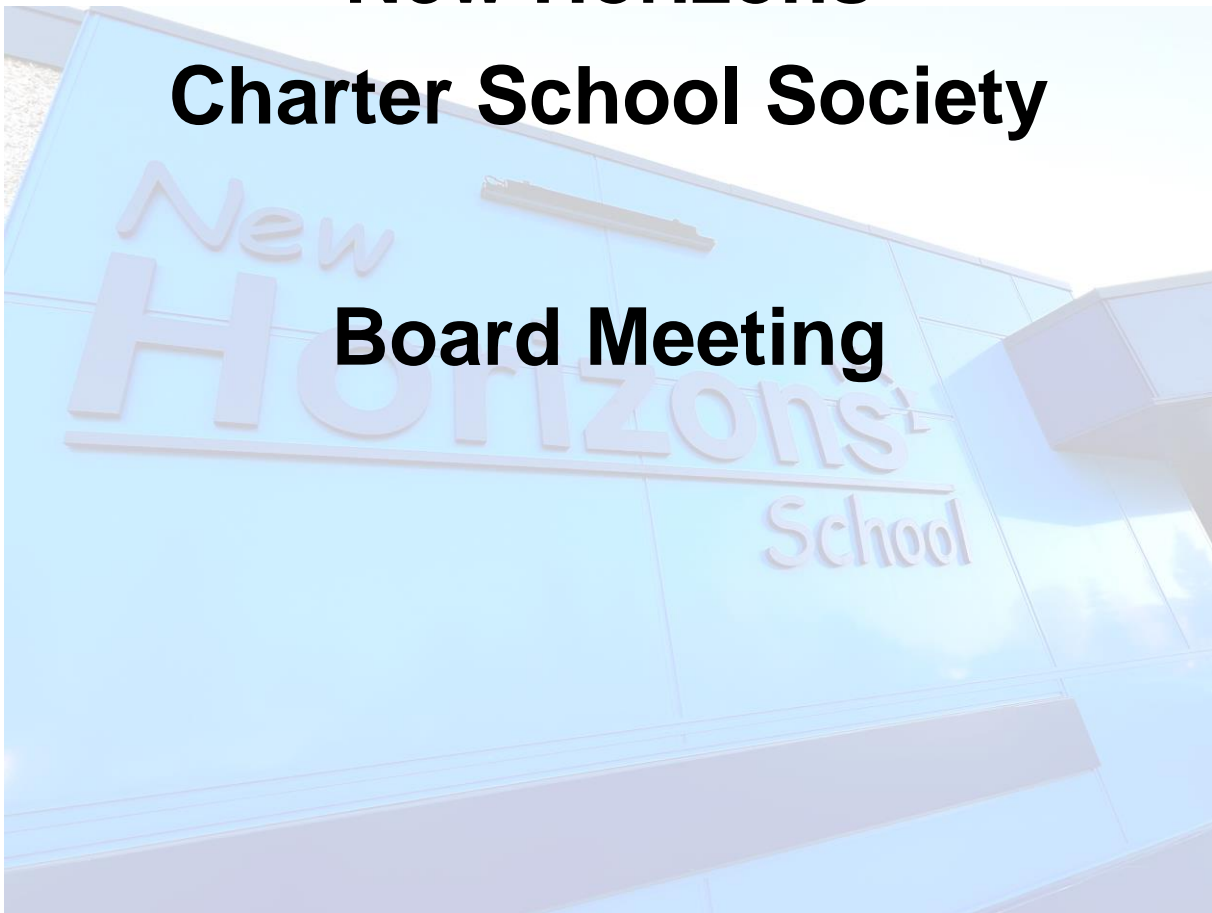


**New Horizons  
Charter School Society**



**March 15, 2023**

**AGENDA****Type of Meeting:** Board**Date:** March 15, 2023**Page:**1 of 2*"TOWARDS NEW HORIZONS"**Is it in the best interest of our students?**Does it support excellence?*

**NEW HORIZONS CHARTER SCHOOL SOCIETY  
BOARD OF DIRECTORS' MEETING  
MARCH 15, 2023  
AGENDA**

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

- |  |  |              |         |
|--|--|--------------|---------|
| 1.   | <b>Call to Order</b>                                       | D. Hanson    | 7:00 pm |
| 2.   | <b>Statement of Territorial Acknowledgment</b>             | 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.   | <b>Adoption of Agenda</b>                                  | D. Hanson    | 7:05 pm |
| 4.   | <b>Disclosure of Conflict of Interest</b>                  | D. Hanson    | 7:08 pm |
| 5.   | <b>Approval of Minutes</b>                                 | D. Hanson    | 7:10 pm |
|  | 5.1 February 15, 2023 – attachment                         |              |         |
| 6.   | <b>Administration Reports</b>                              |              | 7:15 pm |
|  | 6.1 Principal's Report                                     | L. Vigfusson |         |
|  | 6.2 Secretary Treasurer's Report - attachment              | P. Dundas    |         |
|  | 6.3 Superintendent's Report - attachment                   | D. Lindquist |         |
| 7.   | <b>Board Reports</b>                                       |              | 7:30 pm |
|  | 7.1 Board Chair's Report                                   | D. Hanson    |         |
|  | 7.2 Other Committee Reports                                | D. Hanson    |         |
| 8.   | <b>New Business</b>  |              | 7:40 pm |
|  | 8.1 Approve Three Year Capital Plan for 2023-24 to 2025-26 | D. Lindquist |         |
|  | 8.2 Approve Revised AERR 2021-22 - attachment              | D. Lindquist |         |
|  | 8.3 Approve Revised 2023-24 School Calendar - attachment   | D. Lindquist |         |
|  | 8.4 2023-24 Budget Update                                  | P. Dundas    |         |
|  | 8.5 March Board Retreat - attachment                       | D. Lindquist |         |
| 9.   | <b>Board Work Plan – attachment</b>                        | D. Hanson    | 8:25 pm |

**AGENDA****Type of Meeting:** Board**Date:** March 15, 2023**Page:**2 of 2*"TOWARDS NEW HORIZONS"**Is it in the best interest of our students?**Does it support excellence?*

- |     |   |           |         |
|-----|---|-----------|---------|
| 10. | <b>The Association of Alberta Public Charter Schools</b>  | D. Hanson | 8:30 pm |
| 11. | <b>Receipt of Reports</b>   | D. Hanson | 8:35 pm |
| 12. | <b>Correspondence Sent</b>  | D. Hanson | 8:37 pm |
|     | <ul style="list-style-type: none"> <li>● None</li> </ul>  |           |         |
| 13. | <b>Correspondence Received</b>  | D. Hanson | 8:38 pm |
|     | <ul style="list-style-type: none"> <li>● EDC System Assurance –<br/><i>2023 Alberta Education Assurance Survey – deadline extension</i></li> <li>● EDC Minister – Budget 2023</li> <li>● EDC Deputy Minister – Budget 2023</li> <li>● EDC Minister – Letter to Parents</li> <li>● EDC Deputy Minister – School Capital Project Planning Process</li> <li>● Additional Funding for Literacy and Numeracy for Grade 1 Students</li> <li>● Alberta Public Charter Schools' Journal of Educational Research and Innovation</li> </ul> |           |         |
| 14. | <b>In Camera</b>  | D. Hanson | 8:45 pm |
| 15. | <b>Business Arising from In Camera</b>  | D. Hanson | 8:55 pm |
| 16. | <b>Adjournment</b>  | D. Hanson | 9:00 pm |

**Next Board Meeting – Wednesday, April 19, 2023**

NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

Type of Meeting: Board

Date: February 18.2023

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

Approved: DRAFT

Recorded By: A. DeJong

Secretary \_\_\_\_\_

**February 15, 2023, 7:00 p.m.**

Board Members Present at Call to Order:

Dan Hanson  
CHAIR

Jason Clarke  
VICE-CHAIR

Vincent Tong  
BOARD SECRETARY AND  
TREASURER

Shaun Guthrie  
DIRECTOR

Kristie Derkson  
DIRECTOR

Michelle Smith  
DIRECTOR

Board Members Joining During the Meeting:

Administration Present at Call to Order:

Dean Lindquist  
SUPERINTENDENT

Patti Dundas  
SECRETARY-TREASURER

Lori Vigfusson  
PRINCIPAL

Members in Attendance:

Sarah Fairfull

Kim Fehr

Anika Kooger

Rebecca Koziak

Shannon Kurie

Chelsee Ladouceur

Sarah-Jane Lovgren

Elizabeth Macve

Anita Sanderson

Michelle Stephens

Erin Thomas

**1. Call to Order**

Chair Hanson called the virtual meeting to order at 7:04 p.m. and made opening remarks.

**2. Statement of Territorial Acknowledgment**

*The Board of Directors of the New Horizons Charter School Society respectfully acknowledges that the land on which we meet is Treaty 6 territory, a traditional home, gathering place, and travelling route for diverse Indigenous Peoples, including Cree, Saulteaux, Blackfoot, Nakota, and Sioux, as well as the homeland of the Métis Nation. We recognize our responsibility as Treaty members and honour the heritage and gifts of the First Peoples of this land.*

NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

Type of Meeting: Board

Date: February 18, 2023

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

Approved: DRAFT

Recorded By: A. DeJong

Secretary \_\_\_\_\_

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**3. Adoption of Agenda**

*Motion 2023-02-15-01 Moved that the agenda for the Board Meeting of February 15, 2023 be adopted as presented.*

*Moved: Director Guthrie*

*Seconded: Board Secretary and Treasurer Tong*

*Carried*

**4. Disclosure of Conflict of Interest**

None.

**5. Approval of Minutes**

**5.1 Minutes of January 18, 2023**

*Motion 2023-02-15-02 Moved that the Board Meeting minutes January 18, 2023 be approved as presented.*

*Moved: Director Smith*

*Seconded: Director Guthrie*

*Carried*

**6. Administration Reports**

**6.1 Principal's Report**

Principal Vigfusson provided a verbal report and indicated that the Stakeholder Forum was held on January 23, 2023. It was well attended and constructive feedback was received from attendees. Discussion among parents at the February 1 School Council meeting raised questions about the Charter and admissions process; these may be discussed further at a future Board meeting or retreat. Approximately 140 applications have been received for 2023-24 registrations which is higher than in past years. Alberta Assurance Surveys have been distributed and will be completed over the next few days. Discussion followed.

**6.2 Secretary-Treasurer's Report**

Secretary-Treasurer Dundas provided an update on the recent flood and indicated that the floor drying process has been completed and was successful

NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

Type of Meeting: Board

Date: February 18.2023

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

Approved: DRAFT

Recorded By: A. DeJong

Secretary \_\_\_\_\_

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and that rebuilding will begin soon. Air tests have been completed and approved. Occupancy is anticipated for late March. Discussion followed.

**6.3 Superintendent's Report**

Superintendent Lindquist summarized his written report including an update of the February 1, 2023 School Council meeting, as included in the agenda package. There is opportunity for discussion and information sharing on giftedness and the broad array of traits among gifted students. He also expressed hope that parents complete the Alberta Education Assurance (AEA) Survey as the feedback is valuable for planning purposes. The completion date for AEA surveys has been extended to March 17, 2023. Discussion followed.

**7. Board Reports**

**7.1 Board Chair's Report**

Chair Hanson indicated that the Stakeholder Forum was successful and well attended. The Superintendent search is in progress. Advertising will begin on February 22 with a closing date of March 15, 2023. Chair Hanson attended a virtual facility planning meeting regarding facility needs for charter schools and will be meeting with representatives of the Minister's office for information sharing purposes.

**7.2 Committee Reports**

**Finance and Audit Committee**

No report.

**Policy Guidelines and Bylaws Committee**

No report.

**Survey Committee**

Director Guthrie indicated that the survey is complete and will be shared with parents soon.

**Public Relations Committee**

The committee is expected to meet in early March.

**Personnel Committee**

The committee will be meeting in early March regarding upcoming collective agreement negotiations.

NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

Type of Meeting: Board

Date: February 18.2023

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

Approved: DRAFT

Recorded By: A. DeJong

Secretary \_\_\_\_\_

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**High School Ad Hoc Committee**

No report.

**8. New Business**

**8.1 Approve 2023-24 School Calendar**

Superintendent Lindquist summarized the proposed 2023-24 school calendar previously approved in principle and provided an overview of feedback received from School Council regarding the calendar. Discussion followed.

*Motion 2023-02-15-03 Moved that the Board approve the 2023-24 School Calendar as amended to reflect changing the November 13 PD day to an instructional day for students. The remainder of the calendar remains as proposed.*

*Moved: Director Guthrie  
Seconded: Vice Chair Clarke  
1 in favor, 5 against.  
Motion defeated*

*Motion 2023-02-15-04 Moved that the Board approve the 2023-24 School Calendar as presented.*

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

**8.2 Mid-Year Progress Report on Three Year Education Plan**

Principal Vigfusson provided a verbal mid-year progress report on the Three Year Education Plan and highlighted the following:

- The new curriculum has rolled out and staff are collaborating during the implementation process. Overall, the new curriculum has been well received.
- There has been focus on visible thinking routines in classrooms at all levels and across curriculum areas.
- House activities have been increased with cross-grade groupings and activities.
- Chess club has been implemented for elementary and junior high levels.

NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

Type of Meeting: Board

Date: February 18.2023

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

Approved: DRAFT

Recorded By: A. DeJong

Secretary \_\_\_\_\_

- 
- Community Helpers has students participating in community support activities as well as mentorship opportunities within the school.
  - Independent Studies approaches are being reviewed and adapted to make the projects more relevant and engaging for individual students.
  - Creation of both the MakerSpace and Outdoor Classroom is underway. Furniture and technology for both spaces has been ordered and is starting to arrive.
  - The counselling pilot program with ECSS has been very successful and is well utilized in both individual and group settings.
  - CTF for Grades 5/6 is underway with students alternating between robotics and cooking each week.

Discussion followed.

### 8.3 Superintendent Recruitment

Chair Hanson provided an update on the recruitment process for the superintendent position. Discussion followed.

*Motion 2023-02-15-05*

*Moved that the Board authorizes the Board Chair to act as the lead board contact for working with the search consultant and delegates board authority to the Board Chair for any necessary decisions leading up to the board's selection of candidates and interviews.*

*Moved: Director Guthrie*

*Seconded: Board Secretary and Treasurer Tong*

*Carried*

### 9. Board Work Plan

The Board reviewed the Work Plan for 2022-23, as included in the agenda package.

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

The next meeting is scheduled for February 16, 2023.



NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

Type of Meeting: Board

Date: February 18.2023

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

Approved: DRAFT

Recorded By: A. DeJong

Secretary \_\_\_\_\_

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**11. Receipt of Reports**

*Motion 2023-02-15-06 Moved that all reports be received as presented during the meeting.*

*Moved: Director Smith*

*Seconded: Vice Chair Clarke*

*Carried*

**12. Correspondence Sent**

None.

**13. Correspondence Received**

- Government of Alberta - *Pink Shirt Day is on February 22*

Chair Hanson invited public guests to address the Board. Discussion followed.

**14. Motion to Move In Camera**

*Motion 2023-02-15-07 Moved that the meeting move in camera at 9:08 p.m.*

*Moved: Director Guthrie*

*Seconded: Director Smith*

*Carried*

**Motion to Move Out of Camera:**

*Motion 2023-02-15-08 Moved that the meeting move out of camera at 9:26 p.m.*

*Moved: Director Derkson*

*Seconded: Vice Chair Clarke*

*Carried*

NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

Type of Meeting: Board

Date: February 18.2023

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

Approved: DRAFT

Recorded By: A. DeJong

Secretary \_\_\_\_\_

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**15. New Business**

**15.1 Matters Arising from In Camera Meeting**

*Motion 2023-02-15-09*      *Moved that the Board approve the compensation for the Secretary-Treasurer as recommended by the Superintendent:*

- *Employee #0305*

*Moved: Board Secretary and Treasurer Tong*

*Seconded: Director Derkson*

*Carried*

*Motion 2023-02-15-10*      *Moved that the Board approve substitute educational assistant employment for the following:*

- *Employee #0340*

*Moved: Director Derkson*

*Seconded: Director Guthrie*

*Carried*

**16. Adjournment**

Chair Hanson adjourned the meeting at 9:31 p.m.

*Next Board Meeting: Wednesday, March 15, 2023 at 7:00 p.m. via Zoom*



Patti Dundas  
Secretary Treasurer  
Phone: 780-416-2353  
Email:  
[pdundas@newhorizons.ca](mailto:pdundas@newhorizons.ca)

## MEMORANDUM

March 15, 2023

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

### Flood Update

The insurance adjuster provided quotes for review for the renovation. Premier Fire and Flood was hired to do the reconstruction. The timeline for completion is the end of March.

Materials have been ordered and construction began Monday, March 6. The only caution is that when the flooring was cut to allow the layers to dry, they cut into the joists a little bit so an engineer was brought in to determine if this will be an issue. We have not heard back yet. If this is an issue and we end up repairing a few joists, this will take time so we may have to install temporary flooring until the summer when we will install permanent flooring.

### Recommendations:

It is recommended that this report be received as information.

Patti Dundas – Secretary Treasurer

Attachment



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

**MEMORANDUM**

March 15, 2023

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

**CASS Meeting**

I attended the CASS Meeting on March 3, 2023. Discussions relevant to New Horizons Charter include the following:

- Curriculum
  - K – grade 6 Science – New curricula drafts have been created and are being shared with teachers piloting the new curriculum.
  - Grade 4 – 6 Social Studies – significant feedback was received and work continues on the new curriculum.
  - K – grade 6 Fine Arts – more time is required to draft changes. The pilot will be conducted following completion of the draft curriculum.
  - Grade 4 – 6 Curriculum Implementation – Question was asked if it is possible to slow down implementation? There is \$47M in next year's budget to support curriculum implementation. Any changes would require recommendation from the Advisory Committee.
- General discussion with AB Ed representative about critical shortage of substitute (supply) teachers particularly in the rural areas. Many suggestions were made to the department about how to increase retention of substitute teachers.
- Transportation – the budget for transportation has increased by over \$400M over 3 years. There continues to be many questions asked of the Task Force or questions asked about transportation to Alberta Education. Further engagement is planned to answer transportation questions.

**Alberta Public Charter Schools' Journal of Educational Research and Innovation**

Paul Wozny, former Superintendent for Aurora Charter School, is currently serving as Research and Grant Manager for Aurora Charter School. He has invited all charter schools to assist in the formation and work of creating an education and research journal.

Paul notes the following,

This scholarly journal would allow for a central repository of the many exemplary research and innovation projects within our public charter schools and numerous research partners (inclusive of multiple school authorities and universities) across Alberta. This journal could be accessible via our TAAPCS website and allow for hyperlinking with every public charter school authority

and research partner organizations. This scholarly journal could be published on a biennial basis and allow the opportunity for university participation/collaboration and greater dissemination/knowledge mobilization of our public charter system's research and innovation longitudinally with all Alberta stakeholders.

More information will be provided as work begins to commence on the development of this journal.

Sincerely,

Dean Lindquist



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

**MEMORANDUM**

Date March 15, 2023

To: Board of Directors

From: Dean Lindquist - Superintendent

Re: 202/2023 – 2025/26 Capital Plan Submission

**Background:**

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

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

Attached to this report is a draft capital plan that requires board approval prior to submission to the government. The key goal is focused on NHS being granted a high school that will provide gifted education to students. The capital plan provides potential options that the board may consider for discussions with government about how the high school can be implemented.

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

**Recommendations:**

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

1. Determine if there is a wish to add the request of ownership by the NHCSS of the current NHS site.
2. Approve the 2024/25 – 2026/27 Capital Plan.

Respectfully,

A handwritten signature in blue ink, appearing to read "Dean Lindquist", is written over a light blue circular stamp.

Dean Lindquist



## Three Year Capital Plan 2024/25 to 2026/27

### Priority 1:

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

### Rationale:

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

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

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

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

### High School Organization:

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

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

#### Grade 9 – 12 High School

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

#### Option 1: Hub Charter School

Consider forming a hub charter high school with other Charter schools or Public/Catholic Schools. Although the NHS Charter defines our student population, there is potential to team with an accompanying school for delivery of non-core programming and shared use of a school facility.

Our Superintendent and Board Chair met with other Charter Schools to discuss the possibility of partnering which would allow us to share common areas and option spaces. There were concerns brought up by the other Charter Schools in regard to creating this hub, however planning is currently underway for a Hub concept in Calgary.

In partnering with Charter Schools, we would be able to share complementary programming and spaces which would allow us to offer programming that we would not be able to do as an independent Charter high school.

#### Option 2: Partner with a Public/Catholic School

This option requires a current public or separate school authority to provide space within one of their existing high schools. A hybrid educational program delivery model would be adopted where core programming is provided to students by New Horizons high school teachers, and complementary programs and options would be provided by the host school. This would require an education agreement providing for the space and delivery of some programs. Determination of costing of program delivery by the host school would have to be determined.

#### Option 3: French School Amalgamation

NHS currently shares its campus with Ecole Claudette-et Denis-Tardif which is part of Greater North Central Francophone Education Region No. 2. The Francophone Board will be receiving a new facility from Alberta Education in the next few years.

New Horizons School could expand its campus to include a high school in this space, however, parking and the addition of a school gym and ancillary space for CTS and CTF would be required. Without a new campus there is currently insufficient space in the existing NHS to provide high school options. Further enlargement of the school building would be required as well as the addition of a gymnasium.

#### Option 4: Acquisition of Property

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

#### Option 5: High School Campus (Stand Alone Campus)

This option requires the Ministry to identify surplus school space that exists in Strathcona County or the east Edmonton area that enables New Horizons School to build its high school program. It is anticipated that any site considered for the NHS high school would need to house approximately 150 – 180 students. There would need to be a gymnasium and classroom space for core and option programming.



In the summer of 2022, we met with a real estate agent to discuss possible vacant buildings for use in Sherwood Park or the east side of Edmonton. Our requirements were that the building have enough space to accommodate approximately 180 students and have adequate parking. We were sent approximately 6 listings. Unfortunately, each listing was in an industrial area which would not be an ideal location for a school. The properties were adequate in size, however, extensive renovation would be needed to provide the space and programming requirements needed to meet the needs of the students.

Option 6: Partner with a Post-Secondary School

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

One challenge with this particular model is providing the broad array of programming needed and being able to lease sufficient space to provide the programming required of a high school.



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

**MEMORANDUM**

March 15, 2023

To: Board of Directors  
From: Dean Lindquist - Superintendent  
Re: Annual Education Results Report - amendment

**AERR Review with Alberta Education**

Administration met with our Alberta Education Liaison on February 22. We have a new liaison, Connie Ohl, for the next few months as our Field Services Manager that was serving as our liaison is temporarily seconded to another sector in Alberta Education. As part of our meeting, Principal Vigfusson toured Ms. Ohl around the school and provided an opportunity for Ms. Ohl to see how we program and deliver education to our students.

Ms. Ohl reviewed our AERR with us and noted that we needed to add a Whistleblower comment to our AERR even though we have no disclosures to be made.

As such, we are bringing this edit to the board and will require re-approval of the AERR and have Chair Hanson resign the report prior to placement on the web page.

Recommendation:

The board approves the AERR that includes the addition of the Whistleblower comment that we have not had any disclosures during the 2021-22 school year.

Sincerely,

Dean Lindquist

# ANNUAL EDUCATION RESULTS REPORT

2021-2022



## NEW HORIZONS SCHOOL

November 2022



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## Accountability Statement

The Annual Education Results Report for New Horizons Charter School Society for the 2021/2022 school year was prepared under the direction of the Board/Board of directors in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*.

The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2021/2022 was approved by the Board on November 23, 2022

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Dan Hanson  
Board Chair

## New Horizons School

New Horizons School is a Kindergarten to Grade 9 public school that works to meet the unique needs of academically gifted learners.

### Vision

The vision of the New Horizons School is to enable gifted students to strive for excellence in an environment that is positive with social and emotional support for each student.

### Mission

The mission 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.

## Alberta Education Assurance Measures Summary

Assurance Domain	Measure	New Horizons Charter School So			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	82.0	86.9	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	82.1	83.9	82.1	81.4	83.2	83.1	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	n/a	93.8	n/a	n/a	73.8	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	57.1	n/a	n/a	20.6	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	89.3	93.8	90.3	89.0	89.6	90.3	High	Maintained	Good
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	86.8	89.5	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	70.6	82.6	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	78.6	91.1	84.3	78.8	79.5	81.5	High	Maintained	Good

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
3. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020 and 2021. Caution should be used when interpreting trends over time.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

## Charter Goals

### Charter Goal 1: Student Learning is Improved

Outcome 1: Students will demonstrate mastery of learner outcomes mandated by the Alberta programs of study.*			
Measures			
See Provincial Achievement Test results in Student Growth and Achievement section of this document.			
Measures: Annual Board Survey	Results		
	2020	2021	2022
<b>School Survey Parents:</b> Percentage of parents who are satisfied with the effectiveness of their child’s Individual Program Plan (IPP).	62%	76%	78%
In the 2022 stakeholder forum, feedback regarding IPPs was gathered and has been included in the strategies of the 2022-2025 Annual Education Plan.			

Outcome 2: Students will become creative risk takers academically.					
Measures: Annual Board Survey	Results				
	2018	2019	2020	2021	2022
<b>School Survey Parents:</b> Percentage of parents who feel that their child is encouraged to use at least some of the following in their schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	n/a	92%	95%	95%	92%
<b>School Survey Parents:</b> Percentage of parents who feel that their child’s school work shows evidence that they use at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	93%	88%	92%	95%	93%
<b>School Survey Parents:</b> Percentage of parents who agree that their child receives classroom work that is appropriately challenging.	87%	85%	87%	87%	92%
<b>School Survey Students 7-9:</b> Percent of students who agree that their teachers encourage them to use at least some of the	89%	n/a	95%	88%	90%



following in their schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.					
<b>School Survey Students 7-9:</b> Percent of students who feel that their school work shows evidence that they use at least some of the following in their schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	92%	87%	88%	85%	78%
<b>School Survey Students 7-9:</b> Percent of students who feel they are being appropriately challenged.	n/a	91%	77%	71%	78%
<b>School Survey Students 4-6:</b> Percent of students who agree that their teachers encourage them to use at least some of the following in their schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	97%	n/a	88%	82%	84%
<b>School Survey Students 4-6:</b> Percent of students who feel that their school work shows evidence that they use at least some of the following in their schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	93%	96%	91%	78%	69%
<b>School Survey Students 4-6:</b> Percent of students who feel they are being appropriately challenged.	n/a	79%	70%	78%	68%
<p>Overall the positive results for this outcome suggest that New Horizons School is meeting the goal of fostering academic risk-taking.</p> <p>Continued emphasis on learning for transfer pedagogies and increased use of visible thinking routines will continue to provide students with rigor in their programs. Inquiry based approaches and cooperative learning continue in classrooms and across grades to encourage more creativity and innovation in learning. These strategies are in the 2022-2025 Education Plan.</p>					

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

Outcome 1: Students will develop positive interdependence skills.					
Measures: Annual Board Survey	Results				
	2017	2018	2019	2021	2022
<b>School Survey Parents:</b> Percentage of parents who feel that their child is better able to address conflict with others (e.g.	71%	65%	67%	70%	79%

differences of opinion) than they could at the beginning of the year.					
<b>School Survey Parents:</b> Percentage of parents who feel that their child has the opportunity to work with other students to complete a task or accomplish a goal at school.	93%	91%	87%	71%	80%
<b>School Survey Parents:</b> Percentage of parents who feel that their child has the opportunity to work with students in other grades.	n/a	85%	77%	44%	56%
<b>School Survey Parents:</b> Percentage of parents who feel their child is displaying increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.	n/a	n/a	78%	81%	88%
<b>School Survey Students 7-9:</b> Percentage of students who feel that they are better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.	n/a	59%	56%	46%	56%
<b>School Survey Students 7-9:</b> Percentage of students who feel that their school provides opportunities to work with other students to complete a task / accomplish a goal.	n/a	91%	86%	81%	87%
<b>School Survey Students 7-9:</b> Percentage of students who feel that they have the opportunity to work with students in other grades.	n/a	n/a	64%	21%	50%
<b>School Survey Students 7-9:</b> Percentage of students who feel that they are using increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.)	n/a	n/a	76%	81%	71%
<b>School Survey Students 4-6:</b> Percentage of students who feel that they are better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.	n/a	82%	67%	54%	63%
<b>School Survey Students 4-6 :</b> Percentage of students who feel that their school provides them with opportunities to work with other students (a variety of classmates) to complete a	n/a	84%	89%	90%	88%

task/activity/accomplish a goal..					
<b>School Survey Students 4-6:</b> Percentage of students who feel that they have the opportunity to work with students in other grades.	n/a	84%	89%	25%	45%
<b>School Survey Students 4-6:</b> Percentage of students who feel that they are using increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.	n/a	n/a	76%	69%	78%
<p>The cohorting required by the COVID protocols made positive interactions difficult. Staff tried to bridge that gap using technology. For instance, “Buddy Reading” continued with “Remote Buddy Reading” using Google Meet and toward the end of the 2021-2022 school year, outdoor activities allowed some interaction between grades. With restrictions being lifted, cross-grade activities have increased.</p> <p>Strategies to address conflict resolution will continue in the 2022-2025 Education Plan.</p>					

Outcome 2: Students will become creative risk takers socially.					
Measures: Annual Board Survey	Results				
	2017	2018	2019	2021	2022
<b>School Survey Parents:</b> I am satisfied with the opportunities my child has to take on a leadership role if he/she wants one (eg. lead a club; provide an activity for others; take a leadership option; choose leadership as an IPP goal, speak in front of others, etc.)	70%	70%	69%	64%	59%
<b>School Survey Parents:</b> Percentage of parents who feel that the school provides their child opportunities to interact with and get to know students other than those with whom he/she usually associates (eg. play, hang out, interact).	n/a	75%	72%	57%	69%
<b>School Survey Parents:</b> Percentage of parents who feel that their 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.)	85%	86%	78%	80%	76%
<b>School Survey Parents:</b> Percentage of parents who feel that their	n/a	n/a	70%	73%	85%

child is getting better at taking social risks.					
<b>School Survey Students 7-9:</b> Percentage of students who feel they have opportunities to take on a leadership role if they want one (eg. lead a club; provide an activity for others; take a leadership option; choose leadership as an IPP goal, speak in front of others, etc.)	n/a	87%	70%	65%	63%
<b>School Survey Students 7-9:</b> Percentage of students who agree that the school provides them with opportunities to interact with and get to know students other than those with whom they usually associate (eg. play, hang out, interact).	n/a	85%	83%	65%	77%
<b>School Survey Students 7-9:</b> Percentage of students who feel they 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.).	n/a	72%	76%	63%	64%
<b>School Survey Students 7-9:</b> Percentage of students who feel they are becoming better at taking social risks (doing something outside their comfort zone such as initiating discussion with someone they don't usually associate).	n/a	n/a	58%	57%	57%
<b>Survey Students 4-6:</b> Percentage of students who feel they have opportunities to take on a leadership role if they want one (eg. lead a club; provide an activity for others; take a leadership option; choose leadership as an IPP goal, speak in front of others, etc.).	n/a	70%	59%	51%	56%
<b>Survey Students 4-6:</b> Percentage of students who feel that their school provides opportunities for them to interact with and get to know students other than those with whom I usually associate (eg. play, hang out, interact with).	79%	82%	81%	73%	77%
<b>Survey Students 4-6:</b> Percentage of students who feel they 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.).	n/a	86%	68%	67%	60%
<b>Survey Students 4-6:</b> Percentage of students who feel comfortable doing something outside their comfort zone such as initiating discussion with someone they don't usually associate).	n/a	n/a	67%	56%	57%

As with the first outcome of this goal, the cohorting required by the COVID protocols made positive interactions difficult. However, within classrooms, opportunities to take social risks do present themselves. Activities like Independent Studies and Project Based Learning continue to provide students with experiences of moving out of their “comfort zone.”

Opportunities to participate in extracurricular activities (including sports and chess club) also increased toward the end of the year and this continues to be a strategy in the 2022-2025 Education Plan.

**Charter Goal 3: Students’ emotional needs are supported.**

<b>Outcome 1: Students will develop independence, self- direction and self-discipline in learning.</b>					
<b>Measures: Annual Board Survey</b>	<b>Results (in percentages)</b>				
	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2021</b>	<b>2022</b>
<b>School Survey Parents:</b> Percentage of parents who agree that their child finds Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest him/her.	87%	58%	61%	61%	54%
<b>School Survey Parents:</b> Percentage of parents who agree the school is helping their child develop skills to become more independent and self-directed in his/her learning.	80%	77%	76%	91%	89%
<b>School Survey Parents:</b> Percentage of parents who agree that their child is able to apply independence and self-direction in his/her learning to his/her studies in an effective manner.	77%	n/a	70%	79%	79%
<b>School Survey Parents:</b> Percentage of parents who agree that their child is becoming better able to self-regulate (better able to recognize their emotional state and control it.)	n/a	n/a	77%	79%	84%
<b>School Survey Parents:</b> Percentage of parents who agree that their child is able to deal with disappointment or failure in a positive way (eg. trying something new, not giving up, accepting an unexpected event or result).	n/a	n/a	62%	67%	79%
<b>School Survey Students 7-9:</b> Percentage of students who agree that Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest them.	59%	70%	55%	42%	42%

<b>School Survey Students 7-9:</b> Percentage of students who agree that the school is helping them develop skills to become more independent and self-directed in their learning.	89%	72%	80%	72%	76%
<b>School Survey Students 7-9:</b> Percentage of students who agree that they are able to apply the skills of being more independent and self-directed to their studies in an effective manner.	87%	87%	86%	75%	76%
<b>School Survey Students 7-9:</b> Percentage of students who agree that they are better able to self-regulate (better able to recognize my emotional state and control it).	n/a	n/a	73%	72%	66%
<b>School Survey Students 7-9:</b> Percentage of students who agree that they are better able to deal with disappointment or failure in a positive way (eg. trying something new, not giving up, accepting an unexpected event or result).	n/a	n/a	66%	66%	60%
<b>School Survey Students 4-6:</b> Percentage of students who agree that they are able to apply the skills of being more independent and self-directed to their studies in an effective manner.	98%	100%	75%	77%	61%
<b>School Survey Students 4-6:</b> Percentage of students who agree that the school is helping them develop skills to become more independent and self-directed in their learning.	92%	93%	80%	79%	75%
<b>School Survey Students 4-6:</b> Percentage of students who agree that they are able to apply the skills of being more independent and self-directed to their studies in an effective manner.	98%	100%	87%	77%	72%
<b>School Survey Students 4-6:</b> Percentage of students who agree that they are better able to self-regulate (better able to recognize my emotional state and control it).	n/a	n/a	72%	72%	66%
<b>School Survey Students 4-6:</b> Percentage of students who agree that they are better able to deal with disappointment or failure in a positive way (eg. trying something new, not giving up, accepting an unexpected event or result).	n/a	n/a	70%	65%	63%
<p>The emotional well-being of students is vital to their academic success. The greater degree to which the students' emotional needs are addressed and met, the greater the likelihood that this outcome (develop independence, self-direction and self-discipline in learning) will be met. It is for that reason that the 2022-2025 Three-Year Education Plan has strategies such as the following:</p>					

- continued emphasis on developing executive functioning skills( time management skills; improve accountability and responsibility; organization/prioritizing)
- continuing to address resilience: (learning to fail; being able to deal with stressful and ambiguous situations)
- understanding giftedness to better understand oneself

Continued exploration into school-wide Social Emotional Learning continues as a strategy in the 2022-2025 Education Plan.

Outcome 2: Students will become creative risk takers emotionally.					
Measures: Annual Board Survey	Results				
	2017	2018	2019	2021	2022
<b>School Survey Parents:</b> Percentage of parents who agree that their child is able to identify his/her emotions when they feel them.	88%	90%	84%	82%	91%
<b>School Survey Parents:</b> Percentage of parents who agree their child is able to express himself/herself in appropriate ways while feeling different emotions.	74%	76%	71%	71%	74%
<b>School Survey Parents:</b> Percentage of parents who agree their child wants to try again even when things don't go as hoped.	n/a	n/a	61%	68%	77%
<b>School Survey Parents:</b> My child understands it is ok to make a mistake.	n/a	n/a	84%	77%	83%
<b>School Survey Parents:</b> Percentage of parents who agree they are satisfied with the ways in which the school recognizes their child's learning accomplishments.	85%	82%	77%	79%	84%
<b>School Survey Students 7-9:</b> Percentage of students who agree that they are able to identify their emotions when they feel them.	76%	89%	83%	73%	74%
<b>School Survey Students 7-9:</b> Percentage of students who agree that they are able to express themselves in appropriate ways while feeling different emotions.	85%	67%	79%	72%	65%
<b>School Survey Students 7-9:</b> Percentage of students who agree	n/a	n/a	76%	59%	59%

that they want to try again even when things don't go as hoped.					
<b>School Survey Students 7-9:</b> Percentage of students who agree that the school helps them understand that it is ok to make a mistake.	n/a	n/a	65%	71%	56%
<b>School Survey Students 7-9:</b> Percentage of students who agree that they are satisfied with the ways in which the school recognizes their learning accomplishments.	51%	83%	74%	72%	63%
<b>School Survey Students 4-6:</b> Percentage of students who agree that they are able to identify their emotions when they feel them.	87%	95%	79%	81%	71%
<b>School Survey Students 4-6:</b> Percentage of students who agree that they are able to express themselves in appropriate ways while feeling different emotions.	87%	34%	72%	66%	59%
<b>School Survey Students 4-6:</b> Percentage of students who agree that they want to try again even when things don't go as hoped.	n/a	n/a	78%	69%	62%
<b>School Survey Students 4-6:</b> Percentage of students who agree that the school helps them understand that it is ok to make a mistake.	n/a	n/a	79%	71%	75%
<b>School Survey Students 4-6:</b> Percentage of students who agree that they are satisfied with the ways in which the school recognizes their learning accomplishments.	86%	80%	73%	72%	66%
<p>The data suggests there is a continued need to address this goal in alternate ways. The 2022-2025 Three-Year Education Plan continues to support teaching students about emotional health, and social emotional learning by looking at concepts and skills related to Choice Theory, Zones Of Regulation &amp; Resiliency. A school-wide Social Emotional Learning Curriculum is being investigated to provide students with additional strategies to cope with emotions and build resiliency. Strategies in the 2022-2025 Three-Year Education Plan will be to use authentic contexts to help students transfer the concepts and skills they learn in class. For instance, staff will use recess supervision to have students apply concepts and skills such they learned in class (such as empathy) when dealing with an authentic conflict. Toward the end of the 2021-2022 school year, additional outside mental health services were utilized through increased counseling contracted through an external Psychology provider.</p>					



## Student Growth and Achievement

### Overall Provincial Achievement Results

Performance Measure	Results in Percentages				
	2018	2019	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests	93.6%	93.8%	N/A	N/A	96.9%
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests	53.6%	57.1%	N/A	N/A	44.9%

### Provincial Achievement Results By Course and Grade

		New Horizons School				Alberta			
		2022		Prev 3 Year Average		2022		Prev 3 Year Average	
Course	Measure	N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	41	97.6	44	93.2	56,095	76.1	54,820	83.2
	Standard of Excellence	41	48.8	44	47.7	56,095	18.9	54,820	17.8
Mathematics 6	Acceptable Standard	41	95.1	44	95.5	56,019	64.1	54,778	72.5
	Standard of Excellence	41	34.1	44	43.2	56,019	12.6	54,778	15.0
Science 6	Acceptable Standard	41	95.1	44	93.2	56,451	71.5	54,879	77.6
	Standard of Excellence	41	70.7	44	75.0	56,451	23.7	54,879	28.6
Social Studies 6	Acceptable Standard	41	95.1	44	95.5	56,483	67.8	54,802	76.2
	Standard of Excellence	41	46.3	44	59.1	56,483	20.1	54,802	24.4
English Language Arts 9	Acceptable Standard	32	100.0	12	91.7	35,521	69.6	47,465	75.1
	Standard of Excellence	32	25.0	12	50.0	35,521	12.9	47,465	14.7
Mathematics 9	Acceptable Standard	32	93.8	12	91.7	32,890	53.0	46,764	60.0

	Standard of Excellence	32	21.9	12	58.3	32,890	16.7	46,764	19.0
Science 9	Acceptable Standard	32	100.0	12	91.7	31,215	68.0	47,489	75.2
	Standard of Excellence	32	59.4	12	66.7	31,215	22.6	47,489	26.4
Social Studies 9	Acceptable Standard	32	100.0	12	91.7	30,108	60.8	47,496	68.7
	Standard of Excellence	32	46.9	12	66.7	30,108	17.2	47,496	20.6

Due to the Covid-19 Pandemic there were no PAT results for the years 2019-2021.

Results of the 2021-2022 school year PATs are consistent with the high results achieved in previous years. It should be noted that our grade 9 class tripled in size since the 2019 PAT writing. Tracking these assessment results over time will be important in ensuring students continue to excel in their academics.

The data also indicates that students who are gifted First Nation, Metis, or Inuit students experience academic success at New Horizons.

### Citizenship

Measure (AEAM)		Current Result	Previous Year Result	Rolling Three Year Average
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Overall	82.1%	83.9%	83.2%
	Parent	86.1%	85.9%	86.5%
	Student	71.9%	70.3%	71.9%
	Teacher	88.3%	95.5%	91.3%

The data shows that students continue to show citizenship within the school. Education around active citizenship within a school community as we adjust to routines outside the restrictions of the pandemic will be important to ensure students continue to grow in this area.

### Student Learning Engagement

Measure (AEAM)		Current Result	Previous Year	Rolling Three
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			Result	Year Average*
Percentage of teachers, parents and students who agree that students are engaged in their learning at school.	Overall	82%	86.9%	82%
	Parent	91.1%	93.2%	91.1%
	Student	63.8%	67.5%	63.8%
	Teacher	91.2%	100%	91.2%
<p>Strategies to increase student engagement continue to be a priority in the 2022-2025 Three Year Education Plan. Information gathering through stakeholder forums and student focus groups will help to determine steps moving forward to increase student engagement.</p> <p>Data gathered through the Annual Board Survey presented above also indicates areas where engagement can be improved including fostering creativity and innovation. The 2022-2025 Three Year Education Plan include strategies to address this including cross-grade learning activities; increased use of visible thinking routines and inquiry based learning projects; the creation of additional spaces for technology and creative learning such as a maker-space.</p>				

\*The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

## Teaching and Leading

Measure (AEAM)		Current Result	Previous Year Result	RollingThree Year Average
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	Overall	89.3%	93.8%	90.8%
	Parent	87.2%	93.2%	88%
	Student	86.0%	88.4%	86.9%
	Teacher	94.7%	100%	97.3%

Annual Board Survey Measure	Current Result	Previous Year Result	Three Year Average
Percentage of parents satisfied with the communication about students' progress.	81%	79%	80%

Percentage of parents satisfied that concerns are dealt with effectively and efficiently at the school.	84%	86%	83%
Percentage of parents satisfied with the leadership provided by the administration team.	86%	93%	91%
Percentage of parents satisfied with the leadership provided by the Board.	83%	77%	79%
<p>As per our Education Plan, some teachers continue to receive training and support in the area of transfer learning approach (concept based learning).</p> <p>As per the Teacher Growth, Supervision, and Evaluation Policy and associated administrative procedures, all teachers in their first year at NHS with probationary contracts and those teachers who are transitioning from interim to permanent certification are given formal evaluations. Teachers on continuing contracts and with permanent certification are observed as well and given feedback and, when necessary, support in areas of instruction and assessment.</p> <p>Staff submit and provide professional growth plans annually. Their personal growth goals are supported with professional development funds provided by the school as per the Collective Agreement. During the 2021-2022 school year, most professional development opportunities were online.</p> <p>Finding whole-staff professional development time continues to be problematic. In the 2021-2022 school year, much time was dedicated to reviewing COVID protocols and developing engaging lessons for online learning for families who chose the remote learning option offered. As well, two non-instructional days are used each year for non-professional development purposes. The October PD day is set aside for IPP writing, while the March PD day is set aside for intake day (in-school assessment for new student applicants). We are exploring other ways to allow teachers to build capacity and collaborate.</p> <p>Helping staff gain an increased awareness and understanding of First Nation, Metis, and Inuit (FNMI) remains a priority. A portion of each monthly staff meeting is set aside for FNMI whole-staff learning.</p>			

## Learning Supports

Measure (AEAM)		Current Result	Previous Year Result	Rolling Three Year Average
The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.	Overall	86.8%	89.5%	86.8%
	Parent	92.4%	93.1%	92.4%
	Student	78.1%	79.4%	78.1%

	Teacher	90%	96%	90%
The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.	Overall	70.6%	82.6%	70.6%
	Parent	79.7%	82.5%	79.7%
	Student	74.4%	70.9%	74.4%
	Teacher	57.9%	94.4%	57.9%

Annual Board Survey Measure	Current Result	Previous Year Result	Three Year Average
Percentage of parents that are satisfied that concerns are dealt with effectively and efficiently at the school.	84%	86%	83%
Percentage of parents who agree that the school is proactive in promoting positive student behavior.	87%	87%	87%

For the last two years, we have had 8 Educational Assistants and a .6 counsellor for student support. Feedback from parent forums have included a need for increased professional support time, but a decline in overall funding has made it so that we are unable to hire a part-time family liaison worker as we had planned.

The dismantling of the Regional Collaborative Service Deliver negatively impacted us. Rather than having funded access to occupational therapists and speech pathologists, we needed to absorb the cost by creating separate contracts with them. We also seek outside services such as psychological services when needed.

The adjustments made to the SLS funding model in the spring allowed us to access additional supports through an outside contracted psychological service provider. This pilot will continue into the 2022-2023 school year and will provide much needed mental health support.

Our FNMI students are performing well at the NHS. They are achieving at average to above average academically and have access to support if and when they are needed. Helping staff gain an increased awareness and understanding of First Nation, Metis, and Inuit (FNMI) remains a priority. A portion of each monthly staff meeting is set aside for FNMI whole-staff learning.

## Governance

Measure (AEAM)		Current Result	Previous Year Result	Rolling Three Year Average
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	Overall	78.6%	91.1%	82.9%
	Parent	81.9%	83.4%	78.1%
	Teacher	75.3%	98.9%	87.6%
<p>New Horizons School offered a hybrid model of remote learning and in-person learning in the 2021-2022 school year. This model created challenges and contributed to the teacher satisfaction decreasing so drastically from previous years. As we adjust to routines following the pandemic and through informal surveys sent at the end of the school year, strategies have been put in place to address this including a school-wide communication policy and increased collaboration time for teachers.</p>				

## Budget-Actual Comparison

TOTAL EXPENSES: Actual	\$4,580,098
Budgeted	\$4,342,045
Variance Amount	(\$238,053) (5%)
Explanation:	
<p>We received an additional \$81,000 from Alberta Education for our new Grade 9 class that was not in the budget. Plus an additional \$41,809 for new curriculum implementation. We also received an additional \$376,004 in Specialized Learning Support funding and \$143,694 in COVID Mitigation Funding.</p>	
<p>Operations and maintenance was over budget as we received extra funding and we completed some projects in the school.</p>	
<p>Transportation was under-budget as more parents began using the bus service.</p>	
<p>There were fewer extracurricular activities and field trips due to the pandemic. As a result, some option funding was not utilized and these funds were returned to the parents.</p>	
<p>Total expenses were higher than budgeted because of the completion of several projects and technology purchases due to the unexpected increase in funding.</p>	
Expenses:	

## Summary of Financial Results

New Horizons Charter School (NHCS) shares the gymnasium and playground space with Ecole Claudette-Et-Denis-Tardif (ECDT), a francophone school that is situated on the same site.

NHCS shares janitorial, school maintenance, electricity, heating, water and sewer and property repairs with ECSD as well.

NHCS also collaborated with the County of Strathcona, ECDT, Friends of New Horizons Charter School and the provincial government to purchase and install a new playground for use by both schools and the community at large. This project was approximately \$95,000 which we received from stakeholders and the government. This project has been completed.

We were approved for two new modular units to accommodate two classes per grade. Both units were installed.

<https://newhorizons.ca/nhs-society-board-news-and-information-2/>

## Stakeholder Engagement

The annual stakeholder forum is held each year in late January or early February. The committee consisting of at least one board member and the principal determine the forum topics that are needed to address areas that the school requires or needs parent input. As an example, this past year the topic areas were around what New Horizons is doing well to support students and learning as well as areas requiring improvement.

Specific points within the AEP and AERR where stakeholder input is solicited is numerous. Colour coding is used for tracking information gathered at the stakeholder forum and other data strategies. Charter goals within the AEP show results over a 5-year period.

## Accountability/Assurance

Board Policy #102 provides the framework for system assurance and board accountability.

As identified in policy, the framework includes parent membership on board committees, board surveys of parents, providing stakeholders with the opportunity to participate in school, based decision making through annual stakeholder forums (e.g. IPP analysis at forum in 2022), participation in issue discussions (e.g. COVID-19 health and safety measure discussion and input), parent participation in monthly board meetings as a few examples.

The Board also have multiple opportunities to review data and exemplars from the AEP at the annual report and regularly scheduled review times at board meetings (see Board Annual Work Plan). Student input is gathered through surveys.

Key to the success of the school is ongoing monitoring of assurance data through disaggregating the data to determine areas of strength and areas requiring further supports.

### Whistleblower Protection

There were no disclosures made in the 2021-2022 school year.

### Local and Societal Contexts

New Horizons School is a public charter school serving 427 students from Kindergarten through Grade 9. Located in Sherwood Park, just minutes east of the City of Edmonton, the school serves students primarily from Sherwood Park and rural Strathcona County, although a growing number of students commute from other communities throughout the Greater Edmonton area.

Like all charter schools in Alberta, New Horizons is designed to address the needs of a particular group of students through a specific program or teaching/learning approach, while following the Alberta Program of Studies. In our case, we focus on meeting the needs of intellectually-gifted children in a congregated setting and on providing our students with an environment that supports their unique intellectual, social and emotional needs.

New Horizons School was established in 1995 as Canada's first public charter school. Operated by the New Horizons Charter School Society (a non-profit charitable society comprised of parents, teachers and interested community members) and governed by an elected Board of Directors, the school is funded by the Government of Alberta and therefore does not charge tuition fees.

The Society operates under the terms of a charter, or agreement, with the Minister of Education for the Province of Alberta. Since its first year, New Horizons School has been on a path of continued growth. In 1995, its first year of operation, New Horizons School had a population of 79 students. In the 25+ years since that time, our school has grown by 328 students and currently serves the needs of 427 gifted learners.







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

**MEMORANDUM**

Date: March 15, 2023

To: Board of Directors

From: Dean Lindquist - Superintendent

Re: Revised 2023/2024 School Year Calendar

**Background:**

The 2023/24 school year calendar was approved at the February board meeting. One of the key principles is to align the NHS calendar with Elk Island Public Schools calendar as they provide transportation services for our students.

In an effort to move a non-instructional day to October 19 to allow for staff to travel to Calgary to attend the Charter School Conference on October 20, a decision was made at the February Board Meeting to move the October 6 IPP Writing Day to October 19. This was done after many other options were considered, however, this decision resulted in NHS being open for students on a day that EIPS has scheduled a PD Day and does not offer transportation services.

The board responded quickly to the issue and agreed to move the November 13 PD Day to October 6. This shift ensures that NHS instructional days have transportation services provided. The previous February 15 resolution needs to be amended.

**Recommendations:**

As noted in the below reference:

A motion to Rescind or to Amend Something Previously Adopted

- Can't interrupt a speaker who has the floor.
- Must be seconded.
- Is debatable.
- Can be amended. If the proposed amendment is to change the motion to rescind to one of amend something previously adopted (or vice versa), you must propose the change by offering a primary amendment to substitute the preferred form for the other.
- Requires a two-thirds vote without notice, a majority vote with notice, or a majority of the entire membership with no notice.
- Can be reconsidered if it fails.

Reference: <https://www.dummies.com/article/business-careers-money/business/general-business/roberts-rules-for-rescinding-or-amending-something-previously-adopted-171764/>

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

1. That the board move to amend Resolution #2023-02-15-04 to include moving the November 13 PD Day to become October 6 IPP Writing Day.

Respectfully,

A handwritten signature in blue ink, appearing to read "Dean Lindquist". The signature is fluid and cursive, with the first name "Dean" and last name "Lindquist" clearly distinguishable.

Dean Lindquist

Attachments:

Revised 2023/24 Calendar

Communication (email) to parents



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

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**Fwd: Revised 2023/24 NHS School Calendar**

1 message

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**Lisa Richardson** <lrichardson@newhorizons.ca>  
Bcc: dlindquist@newhorizons.ca

Fri, Feb 24, 2023 at 3:16 PM

Dear Parents and Staff,

The development of the 2023/24 school year calendar has been challenging as NHS strives to match the EIPS calendar for transportation purposes and must include the October 20, 2023 Charter School Conference (held every 2 years). In addition as is always the case, the calendar needs to meet the needs of students. Many dates were shifted during board discussion in trying to achieve the best possible school year calendar for students and families while also addressing transportation, important PD Days and the Charter School Conference. The result was that the calendar passed by resolution at the February 15 Board meeting resulted in October 6 being an instructional day without EIPS bus transportation. When the board learned of this issue, the board immediately reviewed ways to resolve the issue.

The agreed upon resolution is to move the November 13, 2023 PD Day to October 6, 2023. October 6, as identified on the Important Dates section of the calendar, will become an IPP Writing Day. October 19 will be a PD Day and will enable our teachers to travel later in the day to attend the Charter School Conference in Calgary on October 20.

The total number of operational days and instructional days does not change.

Attached is the revised calendar that reflects the above changes. It will be posted on the school website and will receive approval through amendment at the March 15, 2023 board meeting.

The board's goal is to arrive at the best decisions possible to support students and staff at NHS. When an issue is identified, the board strives to correct the matter in a quick and expedient manner.

Thank you,  
Dean Lindquist

--

Dean Lindquist, Ed.D.  
Superintendent  
New Horizons Charter School  
[1000 Strathcona Drive](#)  
[Sherwood Park, AB](#)  
[T8A 3R6](#)

Phone: 780-416-2353

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 **2023-24 REVISED and Approved School Calendar.pdf**  
271K

# 2023/24 School Calendar

Approved February 23, 2023

August 2023						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2023						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2023						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2023						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2023						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

January 2024						
Su	Mo	Tu	We	Th	Fr	Sa
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2024						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March 2024						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

April 2024						
Su	Mo	Tu	We	Th	Fr	Sa
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2024						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2024						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

July 2024						
Su	Mo	Tu	We	Th	Fr	Sa
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- School Closed/ Holidays
- Day in Lieu of Conferences (school closed for students and staff)
- PD / Organizational Day / School closed for students
- First and Last Day of School
- Early Dismissal – Staff Meeting

Important Dates	
Organizational /PD Days	August 29 & 30
Classes Begin for Students	August 31
Labour Day	September 4
Truth and Reconciliation Day	September 30
IPP Writing Day	October 6
Thanksgiving Day	October 9
Professional Development Day	October 19
Charter School Teachers' Conference	October 20
Fall Break	November 6 - 10
Days in Lieu of P/T Conferences	November 9
Remembrance Day	November 11 Day-in-lieu November 10
Classes Resume	November 13
Winter Break	December 23 – January 7 Inclusive
Classes Resume	January 8
Professional Development Day	January 31
Teachers' Convention	February 8 - 9
Family Day	February 19
Intake Day	March 1
Days in Lieu of P/T Conferences	March 22
Spring Break	March 23 – April 1 Inclusive
Good Friday	March 29
Easter Monday	April 1
Classes Resume	April 2
Professional Development Day	May 3
Professional Development Day	May 16
Days in Lieu of P/T Conferences	May 17
Victoria Day	May 20
National Indigenous Peoples Day No Exams	June 21
Final Day for Students	June 26
Organizational Day	June 27

EIPS bus transportation is available for all student instructional days.

Operational and Instructional Days		
Month	Days of School Operation	Days of Student Instruction
August	3	1
September	20	20
October	21	18
November	17	17
December	16	16
January	18	17
February	20	18
March	15	14
April	21	21
May	21	19
June	19	18
<b>Total</b>	<b>191</b>	<b>179</b>



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

**MEMORANDUM**

March 15, 2023

To: Board of Directors  
From: Dean Lindquist - Superintendent  
Re: March Board Retreat

The March Retreat Agenda is attached for review and final editing.

The March Retreat is used to begin preparation for the next school year's Annual Education Plan, Board Work Plan as well as discussing information received from the stakeholder forum and how this information will inform the development of the AEP. In addition, the day is also used to advance ideas that the board should discuss prior to making decisions about their implementation. As one example, it is recommended that the board support discussing the perceived benefits and issues of a social media strategy.

Direction from the board is required to finalize the March Board Retreat Agenda (Draft Agenda Attached).

Please also note that the Board will meet with Dr. Sloan to shortlist superintendent applications immediately following the conclusion of the Retreat. It is anticipated that we will need to meet from approximately 2pm-4pm depending on the number of applications to be shortlisted.

Sincerely,

Dean Lindquist

**AGENDA****Type of Meeting:** Board Retreat**Date:** March 18, 2023**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 RETREAT  
March 18, 2023**

**AGENDA****In Person**

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

- |  |  |                            |          |
|--|--|----------------------------|----------|
| 1.   | <b>Call to Order</b>   | D. Hanson                  | 9:00 am  |
| 2.   | <b>Statement of Territorial Acknowledgment</b>                           | D. Hanson                  | 9:01 am  |
| <p><i>The Board of Directors of the New Horizons Charter School Society respectfully acknowledges that the land on which we meet is Treaty 6 territory, a traditional home, gathering place, and travelling route for diverse Indigenous Peoples, including Cree, Saulteaux, Blackfoot, Nakota, and Sioux, as well as the homeland of the Métis Nation. We recognize our responsibility as Treaty members and honour the heritage and gifts of the First Peoples of this land.</i></p> |  |                            |          |
| 3.   | <b>Adoption of Agenda</b>  | D. Hanson                  | 9:02 am  |
| 4.   | <b>Stakeholder Forum Results</b>   |                            | 9:05 am  |
|  | 4.1 Summary of Results Discussion (provided at meeting)                  | L. Vigfusson /D. Lindquist |          |
| 5.   | <b>Break</b>   |                            | 10:00 am |
| 6.   | <b>Annual Education Plan (setting priorities)</b>                        | L. Vigfusson               | 10:20 am |
| 7.   | <b>2023/24 Provincial Budget and Implications for NHS</b>                | P. Dundas                  | 11:30 pm |
| 8.   | <b>Lunch</b>   |                            | 12:00 pm |
| 9.   | <b>Board Work Plan Development for 23/24</b>                             | D. Hanson                  | 1:00 pm  |
|  | 9.1 2022/23 Board Work Plan attached to guide discussion<br>- attachment |                            |          |
| 10.  | <b>Social Media Discussion (SWOT Analysis)</b>                           | D. Lindquist               | 1:30 pm  |



**AGENDA**

**Type of Meeting:** Board Retreat

**Date:** March 18, 2023

**Page:**2 of 2

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

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- 11. **Questions & Matters of Interest to Directors** D. Hanson 2:00 pm
- 12. **Adjournment** D. Hanson 2:15 pm

**Immediately following adjournment, the Board will meet with Dr. Leroy Sloan to shortlist superintendent applications.**

**Next Board Meeting – Wednesday, April 19, 2023, at 7:00 p.m.**

## Board Annual Work Plan 2022-23 – Approved – 2022-09-21



### Board of Directors – Work Plan for 2022/23

<b>September</b>	<ul style="list-style-type: none"> <li>▪ Adopt Board Work Plan for 2022-23 <input checked="" type="checkbox"/></li> <li>▪ Set date for October Board meeting <input checked="" type="checkbox"/></li> <li>▪ Receive report on provincial achievement test results (closed meeting) <input checked="" type="checkbox"/></li> </ul>
<b>October</b>	<ul style="list-style-type: none"> <li>▪ Complete Board Organizational Actions                             <ul style="list-style-type: none"> <li>- Conduct Special General Meeting; hold Board elections <input checked="" type="checkbox"/></li> <li>- Elect Board executive officers (must be within one week of SGM) <input checked="" type="checkbox"/></li> <li>- Select members for Board standing committees <input checked="" type="checkbox"/></li> <li>- Set dates for Board meetings (motion required) <input checked="" type="checkbox"/></li> <li>- Notify Service Alberta of change in executive officers <input checked="" type="checkbox"/></li> <li>- Identify Board signing authorities <input checked="" type="checkbox"/></li> <li>- Sign Board Member Code of Conduct – Policy #101 <input checked="" type="checkbox"/></li> </ul> </li> <li>▪ Receive Accountability Pillar Results Report for October 2022 <input checked="" type="checkbox"/></li> <li>▪ Attend TAAPCS Annual General Meeting <input checked="" type="checkbox"/></li> <li>▪ Receive enrolment report for September 30, 2022 <input checked="" type="checkbox"/></li> <li>▪ Conduct initial orientation session for new Board members <input checked="" type="checkbox"/></li> <li>▪ Set date for NHCS Society Annual General Meeting <input checked="" type="checkbox"/></li> </ul>
<b>November</b>	<ul style="list-style-type: none"> <li>▪ Conduct AGM of NHCS Society <input checked="" type="checkbox"/></li> <li>▪ Approve revised budget for 2022-23 <input checked="" type="checkbox"/></li> <li>▪ Approve Annual Education Results Report 2021-22 <input checked="" type="checkbox"/></li> <li>▪ Approve Audited Financial Statement Year Ending Aug 31/22 <input checked="" type="checkbox"/></li> <li>▪ Receive Report #1 from School Council <input checked="" type="checkbox"/></li> <li>▪ Determine priorities, possible date for Stakeholder Forum <input checked="" type="checkbox"/></li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li>▪ Set date for March Board Planning Retreat <input checked="" type="checkbox"/></li> <li>▪ Receive Counsellor’s Report #1 <input checked="" type="checkbox"/></li> </ul>
<b>January</b>	<ul style="list-style-type: none"> <li>▪ Receive Quarterly Financial Report for Sep - Nov 2022 <input checked="" type="checkbox"/></li> <li>▪ Review Policy 210 and associated Student Code of Conduct <input checked="" type="checkbox"/></li> <li>▪ Approve school calendar for 2023-24 in principle <input checked="" type="checkbox"/></li> <li>▪ Stakeholder Forum – Gather input on possible Education Plan priorities <input checked="" type="checkbox"/></li> </ul>
<b>February</b>	<ul style="list-style-type: none"> <li>▪ Provide final approval of school calendar for 2023-24 <input checked="" type="checkbox"/></li> <li>▪ Prepare breakfast for school staff – deferred to May 5, 2023 <input checked="" type="checkbox"/></li> <li>▪ Receive mid-year progress report on Three-Year Education Plan 2022-25 <input checked="" type="checkbox"/></li> </ul>
<b>March</b>	<ul style="list-style-type: none"> <li>▪ Board Retreat – Identify priorities for upcoming Education Plan <input type="checkbox"/></li> <li>▪ Approve Three-Year Capital Plan for 2023-24 to 2025-26 <input type="checkbox"/></li> <li>▪ Administer Board-developed Stakeholder Survey <input type="checkbox"/></li> </ul>

## Board Annual Work Plan 2022-23 – Approved – 2022-09-21

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

From: **EDC System Assurance** <[EDC.SystemAssurance@gov.ab.ca](mailto:EDC.SystemAssurance@gov.ab.ca)>

Date: Wed, Feb 15, 2023 at 3:07 PM

Subject: 2023 Alberta Education Assurance Survey – deadline extension to March 17 / La date limite du sondage sur l'assurance de la qualité 2023 d'Alberta Education est reportée au 17 mars

To:

Cc: EDC System Assurance <[EDC.SystemAssurance@gov.ab.ca](mailto:EDC.SystemAssurance@gov.ab.ca)>

**To: Superintendents of Public, Separate, Francophone and Charter School Boards  
Provincially Accredited Independent (Private) School Authorities**

**Subject: 2023 Alberta Education Assurance Survey – deadline extension to March 17**

Good afternoon,

We are extending the deadline for the completion of the Alberta Education Assurance (AEA) survey to **Friday, March 17, 2023**. This extension applies to student, teacher, and parent surveys.

This extension is necessary due to an unexpected delay in the mail out of the parent survey invitation packages. The packages will still be mailed out in the coming weeks and the extension provides parents with adequate time to complete the survey.

It is important that schools communicate this extension to their parents. The attached flyer can assist schools with their communication. We recommend that schools remind parents that they will receive survey invitation packages in the mail.

Please note that Alberta Education provided information yesterday on the start of the *Satisfaction with Education in Alberta* telephone surveys. The extension applies only to the AEA survey, which provides the data for school authority planning and reporting.

A similar email will be sent to principals, however, since the contact list used by Alberta Education may be incomplete, we ask that you share this message with your school principals. We appreciate everyone's efforts in encouraging completion of the survey.

If you have any questions or concerns, please contact System Assurance Branch at 780- 643-9193 [toll free using 310-0000] or by email at [EDC.SystemAssurance@gov.ab.ca](mailto:EDC.SystemAssurance@gov.ab.ca).

Thank you,  
Reginia Yan

Reginia Yan  
Manager, School Authority Performance Measurement & Reporting  
Alberta Education  
780-427-6893





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

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## Budget 2023

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

Tue, Feb 28, 2023 at 3:26 PM

To: **Board Chairs of Public, Separate, Francophone and Charter School Authorities**  
**Independent (Private) School Authorities**

**Early Childhood Services Operators**

**First Nations Chiefs**

**Presidents of Stakeholder Associations**

Alberta Catholic School Trustees' Association (ACSTA)

Alberta Educational Facilities Administrators Association (AEFAA)

Alberta Homeschooling Association (AHA)

Alberta Home Education Association (AHEA)

Alberta School Boards Association (ASBA)

Alberta School Councils' Association (ASCA)

Alberta Teachers' Association (ATA)

Association canadienne-française de l'Alberta (ACFA)

Association of Independent Schools & Colleges in Alberta (AISCA)

Association of School Business Officials of Alberta (ASBOA)

College of Alberta School Superintendents (CASS)

Council of Catholic Superintendents of Alberta (CCSSA)

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

Fédération des parents francophones de l'Alberta (FPFA)

Public School Boards' Association of Alberta (PSBAA)

The Association of Alberta Public Charter Schools (TAAPCS)

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

**Subject: Budget 2023**

Earlier today, the Honourable Travis Toews, Minister of Finance and President of Treasury Board, delivered Alberta's Budget 2023 address. I am pleased to provide you with additional information regarding the 2023 Education budget.

Our government is securing Alberta's future by making record investments in education. We are increasing education funding by almost \$2 billion over the next three years. This unprecedented investment in education addresses rising enrolment growth in schools and combats the affordability and inflation crises facing parents and school authorities. It also delivers on Education's mandate, including priorities such as addressing gaps in mental health and wellness support for our youth, addressing learning loss and the increasing complexity of learning needs, and strengthening choice in education to ensure parents are able to select the path they feel will best help their children reach their full potential.

Education's budget will reach an all-time high of over \$8.8 billion in 2023/24, an increase of over \$430 million, or over five per cent, from the previous year. With this budget, the education system will spend over \$44 million each day students are in school.

The rising cost of living affects everyone across the world. For our part, we are providing targeted increases to areas where we know they will have the most impact:

- We are providing more than \$820 million over the next three years to hire additional teachers and classroom support staff, so school authorities can manage class sizes and the growing number of students.
- We are providing \$126 million over three years so school authorities can add staffing supports to complex classrooms and give students the focused time and attention they need. This funding will enhance experiences and have positive effects on students' personal and social development.
- School authorities will receive \$80 million over the next three years to address increased costs from rising inflation pressures on utilities, insurance and supplies.
- School authorities will be given an additional \$414 million over the next three years to support school busing improvements and address rising costs like insurance, fuel and driver training. Budget 2023 support for student transportation will ensure more children and students are eligible for government funded transportation and will save families millions of dollars in fees. Under the new funding model, K-6 students residing 1 km or further from their school will be eligible for funding; and Grades 7-12 students residing 2 km or further will be eligible for funding.

Implementing new Kindergarten to Grade 12 curriculum continues to be a priority for Alberta's government. We continue to make investments in curriculum implementation with \$47 million in 2023/24 to support teacher professional learning opportunities and the acquisition of quality teaching and learning resources, which are both critical to successful implementation. The new curriculum has a renewed focus on literacy, numeracy and practical skills that give students a strong foundation of essential knowledge to support future learning and prepare youth for the jobs of tomorrow.

Government is also committing \$110 million over the next three years to support students experiencing academic challenges and create school environments that support student well-being and mental health. This continued funding will provide \$50 million over two years for the 60 mental health pilot projects underway and the addition of 20 more recently approved projects. As part of this commitment, targeted funding of \$40 million in 2023/24 will provide additional learning loss support, continue to fund these mental health pilot projects in schools, and ensure children and students can access specialized assessments by qualified professionals.

Base instruction and Supports and Services grant rates will be increased to help school authorities manage enrolment growth and inflationary cost pressures.

As part of Budget 2023, Alberta's government is committed to providing new and modernized schools that provide state-of-the-art learning spaces for today's students and help address growing classroom needs for years to come. This includes investing \$2.3 billion over three years to increase the number of schools in growing communities, continue work on previously announced projects, maintain existing schools and support collegiate school and public charter school infrastructure. I will provide more information on capital projects later this week.

An email from Deputy Minister Andre Tremblay will be sent to school authorities with additional information and further detail will be provided in early March with the release of the updated *Funding Manual for School Authorities*. I would like to express my gratitude for your tremendous commitment to Alberta's students and the education system. Thank you all for the work you do to make Alberta's education system world class.

I have also attached a letter to parents and guardians about Budget 2023, and I would ask that you please share with your school communities.

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  
First Nations Education Directors  
Executive Directors of Stakeholder Associations  
Communications Contacts at School Authorities

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À l'attention de : **Présidences des autorités scolaires des écoles publiques, séparées, francophones et à charte**  
**Autorités scolaires indépendantes (privées)**  
**Administrations de services préscolaires**  
**Chefs des Premières Nations**  
**Présidences des associations des parties prenantes**  
Alberta Catholic School Trustees' Association (ACSTA)  
Alberta Educational Facilities Administrators Association (AEFAA)  
Alberta Homeschooling Association (AHA)  
Alberta Home Education Association (AHEA)  
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Fédération des parents francophones de l'Alberta (FPFA)

Public School Boards' Association of Alberta (PSBAA)

The Association of Alberta Public Charter Schools (TAAPCS)

## Objet : Budget 2023

Plus tôt aujourd'hui, l'honorable Travis Toews, ministre des Finances et président du Conseil du Trésor, a prononcé le discours du budget 2023 de l'Alberta. Je suis heureuse de vous fournir des renseignements supplémentaires sur le budget de l'éducation 2023.

Notre gouvernement assure l'avenir de l'Alberta en faisant des investissements records dans l'éducation. Nous augmentons le financement de l'éducation de près de 2 milliards de dollars au cours des trois prochaines années. Cet investissement sans précédent dans l'éducation permet de faire face à la croissance des inscriptions dans les écoles et de combattre les crises d'abordabilité et d'inflation auxquelles sont confrontés les parents et les autorités scolaires. Il permet également de réaliser le mandat de l'Éducation, y compris des priorités telles que combler les lacunes en matière de soutien à la santé mentale et au bien-être de nos jeunes, aborder les pertes d'apprentissage et répondre à la complexité croissante des besoins d'apprentissage et renforcer le choix en matière d'éducation afin que les parents puissent opter pour la voie qui, selon eux, aidera le mieux leurs enfants à s'épanouir pleinement.

Le budget de l'éducation atteindra un sommet historique de plus de 8,8 milliards de dollars en 2023-2024, soit une augmentation de plus de 430 millions de dollars, ou plus de 5 pour cent, par rapport à l'année précédente. Avec ce budget, le système d'éducation dépensera plus de 44 millions de dollars par jour passé à l'école.

La hausse du coût de la vie touche toutes les personnes à travers le monde. Pour notre part, nous accordons des augmentations ciblées aux secteurs où nous savons qu'elles auront le plus d'impact :

- Nous fournissons plus de 820 millions de dollars au cours des trois prochaines années pour embaucher des enseignants supplémentaires et du personnel de soutien en classe, afin que les autorités scolaires puissent gérer la taille des classes et le nombre croissant d'élèves.
- Nous fournissons 126 millions de dollars sur trois ans pour que les autorités scolaires puissent ajouter du personnel de soutien dans les classes complexes et accorder aux élèves le temps et l'attention dont ils ont besoin. Ce financement permettra d'améliorer les expériences et aura des effets positifs sur le développement personnel et social des élèves.



- Les autorités scolaires recevront 80 millions de dollars au cours des trois prochaines années pour faire face à l'augmentation des coûts découlant des pressions inflationnistes sur les services publics, les assurances et les fournitures.
- Les autorités scolaires recevront 414 millions de dollars supplémentaires au cours des trois prochaines années pour soutenir l'amélioration du transport scolaire et faire face à la hausse des coûts tels que les assurances, le carburant et la formation des chauffeurs. L'appui du budget 2023 au transport scolaire fera en sorte qu'un plus grand nombre d'enfants et d'élèves sont admissibles au transport financé par le gouvernement et permettra aux familles d'économiser des millions de dollars en frais. En vertu du nouveau modèle de financement, les élèves de la maternelle à la 6<sup>e</sup> année résidant à 1 km ou plus de leur école seront admissibles au financement et les élèves de la 7<sup>e</sup> à la 12<sup>e</sup> année résidant à 2 km ou plus seront admissibles au financement.

La mise en œuvre du nouveau curriculum de la maternelle à la 12<sup>e</sup> année demeure une priorité pour le gouvernement de l'Alberta. Nous continuons d'investir dans la mise en œuvre du curriculum, avec 47 millions de dollars en 2023-2024 pour soutenir les occasions de perfectionnement professionnel des enseignants et l'acquisition de ressources d'enseignement et d'apprentissage de qualité, qui sont toutes deux essentielles à une mise en œuvre réussie. Le nouveau curriculum met de nouveau l'accent sur la littératie, la numératie et les compétences pratiques qui donnent aux élèves une base solide de connaissances essentielles pour appuyer l'apprentissage tout au long de leur vie et pour préparer les jeunes aux emplois de demain.

Le gouvernement s'engage également à verser 110 millions de dollars au cours des trois prochaines années pour soutenir les élèves qui éprouvent des difficultés scolaires et créer des environnements scolaires qui favorisent le bien-être et la santé mentale des élèves. Ce financement continu fournira 50 millions de dollars sur deux ans pour les 60 projets pilotes en cours pour la santé mentale et pour les 20 autres projets récemment approuvés. Dans le cadre de cet engagement, un financement ciblé de 40 millions de dollars en 2023-2024 permettra de fournir un soutien supplémentaire pour combler les pertes d'apprentissage, de continuer à financer des projets de santé mentale dans les écoles et de veiller à ce que les enfants et les élèves puissent avoir accès à des évaluations spécialisées effectuées par des professionnels qualifiés.

Les taux de financement de base pour l'enseignement et pour les soutiens et services seront augmentés pour aider les autorités scolaires à gérer la croissance des inscriptions et les pressions inflationnistes sur les coûts.

Dans le cadre du budget 2023, le gouvernement de l'Alberta s'est engagé à fournir des écoles nouvelles et modernisées qui offrent des espaces d'apprentissage de pointe aux élèves d'aujourd'hui et aident à répondre aux besoins croissants en matière de salles de classe pour les années à venir. Cela comprend un investissement de 2,3 milliards de dollars sur trois ans pour augmenter le nombre d'écoles dans les communautés en croissance, poursuivre les travaux sur les projets annoncés précédemment, entretenir les écoles existantes et soutenir l'infrastructure des écoles collégiales et des écoles publiques à charte. Je fournirai plus d'information sur les projets d'immobilisations plus tard cette semaine.

Un courriel du sous-ministre Andre Tremblay sera envoyé aux autorités scolaires avec des renseignements supplémentaires et d'autres détails seront fournis au début de mars avec la publication de la mise à jour du *Funding Manual for School Authorities*. Je tiens à vous exprimer ma gratitude pour votre dévouement formidable envers les élèves et le système d'éducation de l'Alberta. Je vous remercie tous pour le travail que vous accomplissez afin que le système d'éducation de l'Alberta soit de calibre mondial.

J'ai également en pièce jointe une lettre aux parents et tuteurs concernant le budget 2023. Je vous demanderais de la partager avec vos communautés scolaires.

Sincèrement,

Adriana LaGrange

Ministre de l'Éducation

Cc: Directions générales des autorités scolaires administrant les écoles publiques, séparées, francophones et à charte

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

Directions de l'éducation des Premières Nations  
Directions exécutives des associations de parties prenantes  
Personnes-ressources en communications des autorités scolaires

Classification: Protected A

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**2 attachments**

 **Minister letter to parents - budget 2023.pdf**  
102K

 **Ministre de l'Éducation lettre aux parents - budget 2023.pdf**  
131K



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

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## Budget 2023

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EDC Deputy Minister &lt;EducationDeputyMinister@gov.ab.ca&gt;

Tue, Feb 28, 2023 at 3:46 PM

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

**Independent (Private) School Authorities**

**Early Childhood Services Operators**

**First Nations Education Directors**

**Executive Directors of Stakeholder Associations**

Alberta Catholic School Trustees' Association (ACSTA)

Alberta Educational Facilities Administrators Association (AEFAA)

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

**Subject: Budget 2023**

Earlier today, the Honourable Adriana LaGrange, Minister of Education, provided school board chairs with Education's Budget 2023. I am pleased to provide you with additional information.

## Overview of Budget 2023

Budget 2023 will provide almost \$2 billion over the next three years to support enrolment growth, address affordability and the inflation crisis impacting school authorities and parents, and meet students' increasingly diverse needs. Alberta Education's consolidated expense will increase by over five per cent, or over \$430 million, to more than \$8.8 billion in 2023/24.

### Enrolment growth

To accommodate growing enrolment, Budget 2023 will provide more than \$820 million over the next three years.

Base instruction rates will increase by six per cent to support the hiring of additional teachers and classroom support staff and ensure that school authorities are able to accommodate additional students.

### Learning Support Funding

Budget 2023 includes \$1.5 billion in learning support funding in 2023/24 which is an increase of \$84 million from 2022/23.

Starting in September 2023, Supports and Services grants including the Specialized Learning supports, Program Unit Funding, English as an Additional Language, Refugee, First Nations, Métis and Inuit grants will increase by 10 per cent and the School Nutrition Grant will increase by 20 per cent to help with the high cost of food.

### Classroom complexity

Included in learning support funding is \$42 million per year for the next three years, a total of \$126 million, to address complex classrooms and give students the time and attention they need.

School authorities will be able to use this funding to hire more educational assistants or increase their hours, provide more training opportunities for staff and/or hire specialists, such as counsellors, psychologists, interpreters and even more teachers.

Details on the grant allocation for classroom complexity will be shared shortly. Funding criteria will be established through the *2023/24 Funding Manual for School Authorities* in early March and school authorities can begin the planning process to hire classroom supports, such as teachers, educational assistants and specialists.

### Student well-being support

Budget 2023 includes \$110 million over the next three years to support students experiencing academic challenges and create school environments supporting student well-being and mental health. This continued funding will provide \$50 million over two years for the 60 mental health pilot projects underway and the addition of 20 more recently approved projects.

In 2023/24, targeted funding of \$40 million will fund mental health pilot projects in schools, provide learning loss support for students, and increase children and student access to specialized assessments by qualified professionals.

## **Operations and maintenance**

School authorities will receive an additional \$18 million in 2023/24 and an additional \$30.9 million in the following two years to address inflationary pressures impacting school operations, such as increases in utilities, insurance and supplies. A funding rate increase of five per cent will be applied to the Operations and Maintenance Grant for the 2023/24 school year.

## **Transportation**

In Budget 2023, the government will increase funding for school bus transportation by \$414 million over the next three years to make systemic improvements and offset rising costs.

For the 2023/24 fiscal year, transportation funding will increase by over \$101 million, from \$319 million to \$421 million. This increase in funding – 32 per cent – will improve student access to transportation services, including transportation funding to schools of choice, as well as address inflationary pressures.

The new funding model will provide funding for K-6 students residing 1 km or further from their school and Grades 7-12 students residing 2 km or further from their school. This is estimated to provide funding for an additional 80,000 students; 47,000 of which are already accessing services (typically by paying a fee).

In addition to the transportation funding model's grant rate increases in support of rural, urban, metro and specialized services, new transportation grants have been introduced for the continuation of the Fuel Price Contingency Program and more funding to support new driver training.

The Fuel Price Contingency Program was reinstated in June 2022 to recognize the pressure of escalating fuel prices from March 2022 through to June 2023 which meant school authorities will receive fuel relief funding of over \$23 million for the 2022/23 year. The program will now be established in the funding manual and provide for fuel relief as prices remain above \$1.25 per litre.

Further details about the grant to support new school bus drivers will be included in the *2023/24 Funding Manual for School Authorities*. Beginning in April, school authorities will be able to apply for this funding. Funding will assist school authorities with hiring and training school bus drivers.

## **Teacher's salary settlement**

The teachers' salary agreement that was ratified in June 2022 will be funded with over \$140 million in the 2023/24 school year through the new Teacher Salary Settlement Grant. Under the settlement, teachers will receive a two per cent salary increase starting in September 2023.

## **Home education for Kindergarten**

Kindergarten children will now be eligible for home education funding through the Kindergarten Home Education pilot grant. The supervising school authority and legal guardians of the child(ren) would each be eligible for \$450.50 per child. This reflects half of the home education grant rate, which increased by 6 per cent to help families with rising costs.

## Curriculum

For the 2023/24 fiscal year, \$47 million will be invested towards teacher professional learning and quality teaching and learning student resources. The funding continues the commitment of \$211 million since 2021/22 for the implementation of new subjects.

## 2023/24 funding profiles and funding manual

The *2023/24 Funding Manual for School Authorities* and school authority's preliminary funding profiles for the 2023/24 school year will be available in early March.

After the release of the funding profiles and funding manual, the department will host stakeholder sessions to further discuss funding changes for the 2023/24 school year.

## 2023–26 Business Plan

Along with Budget 2023, Alberta Education has released its 2023–26 Business Plan, which is available [online](#). The 2023–26 Business Plan plays an important role in improving the performance of the education system, as it outlines the high-level direction for both Alberta Education and school authorities in meeting the needs of students.

I look forward to continuing our work together throughout this school year.

Sincerely,

Andre Tremblay

Deputy Minister of Education

cc: Board Chairs of Public, Separate, Francophone and Charter School Jurisdictions  
Secretary-Treasurers of Public, Separate, Francophone and Charter School Jurisdictions  
First Nations Chiefs  
Presidents of Stakeholder Associations

Communications Contacts at School Divisions



**À l'attention de :** Directions générales des autorités scolaires administrant les écoles publiques, séparées, francophones et à charte

**Autorités scolaires indépendantes (privées)**

**Administrations de services préscolaires**

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

**Directions exécutives des associations de parties prenantes**

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The Association of Alberta Public Charter Schools (TAAPCS)

**Objet : Budget 2023**

Plus tôt aujourd'hui, l'honorable Adriana LaGrange, ministre de l'Éducation, a remis aux présidences des conseils scolaires le budget 2023 de l'Éducation. Je suis heureux de vous fournir des renseignements supplémentaires.

**Aperçu du budget 2023**

Le budget 2023 fournira près de 2 milliards de dollars au cours des trois prochaines années afin de soutenir la croissance des inscriptions, d'affronter l'abordabilité et la crise de l'inflation qui touchent les autorités scolaires et les parents ainsi que de répondre aux besoins de plus en plus diversifiés des élèves. Les dépenses consolidées du ministère de l'Éducation augmenteront de plus de 5 pour cent, soit plus de 430 millions de dollars, pour atteindre plus de 8,8 milliards de dollars en 2023-2024.

### **Croissance des inscriptions**

Pour répondre à la croissance des inscriptions, le budget 2023 prévoit plus de 820 millions de dollars au cours des trois prochaines années.

Les taux de financement de base pour l'enseignement augmenteront de 6 pour cent pour soutenir l'embauche d'enseignants et de personnel de soutien en classe supplémentaires et faire en sorte que les autorités scolaires soient en mesure d'accueillir des élèves supplémentaires.

### **Financement des soutiens à l'apprentissage**

Le budget 2023 prévoit 1,5 milliard de dollars pour le financement des soutiens à l'apprentissage en 2023-2024, soit une augmentation de 84 millions de dollars par rapport à 2022-2023.

À partir de septembre 2023, les subventions pour les soutiens et les services, y compris les aides à l'apprentissage spécialisées, le financement par unité de programmation et les subventions pour l'anglais comme langue additionnelle, pour les réfugiés et pour les Premières Nations, les Métis et les Inuits augmenteront de 10 pour cent et la subvention pour le programme de nutrition scolaire augmentera de 20 pour cent pour aider à faire face au coût élevé des aliments.

### **Complexité des classes**

Le financement des soutiens à l'apprentissage comprend 42 millions de dollars par année pour les trois prochaines années, soit un total de 126 millions de dollars, afin de faire face à la complexité des classes et d'accorder aux élèves le temps et l'attention dont ils ont besoin.

Les autorités scolaires pourront utiliser ce financement pour embaucher davantage d'aides-élèves ou augmenter leurs heures de travail, offrir davantage de possibilités de formation au personnel et/ou embaucher des spécialistes tels que des conseillers, des psychologues, des interprètes et même un plus grand nombre d'enseignants.

Des détails sur l'allocation des subventions pour la complexité des classes seront communiqués prochainement. Les critères de financement seront établis au début de mars par le biais du *Funding Manual for School Authorities* pour l'année scolaire 2023-2024 et les autorités scolaires peuvent commencer le processus de planification pour embaucher des soutiens dans les classes, tels que des enseignants, des aides-élèves et des spécialistes.

### **Soutien au bien-être des élèves**

Le budget 2023 comprend 110 millions de dollars sur les trois prochaines années pour soutenir les élèves qui éprouvent des difficultés scolaires et pour créer des environnements scolaires favorisant le bien-être et la santé mentale des élèves.



Ce financement continu fournira 50 millions de dollars sur deux ans pour les 60 projets pilotes de santé mentale en cours et pour les 20 autres projets récemment approuvés.

En 2023-2024, un financement ciblé de 40 millions de dollars permettra de financer des projets pilotes de santé mentale dans les écoles, de fournir un soutien aux élèves ayant subi des pertes d'apprentissage et d'accroître l'accès des enfants et des élèves aux évaluations spécialisées effectuées par des professionnels qualifiés.

## **Fonctionnement et entretien**

Les autorités scolaires recevront 18 millions de dollars supplémentaires en 2023-2024 et 30,9 millions de dollars supplémentaires au cours des deux années suivantes pour faire face aux pressions inflationnistes ayant une incidence sur le fonctionnement des écoles, telles que les augmentations du coût des services publics, des assurances et des fournitures. Une augmentation du taux de financement de 5 pour cent sera appliquée à la subvention de fonctionnement et d'entretien pour l'année scolaire 2023-2024.

## **Transport**

Dans le budget 2023, le gouvernement augmentera le financement du transport par autobus scolaire de 414 millions de dollars au cours des trois prochaines années afin d'apporter des améliorations systémiques et de compenser la hausse des coûts.

Pour l'année financière 2023-2024, le financement du transport augmentera de plus de 101 millions de dollars, passant de 319 millions à 421 millions. Cette augmentation du financement – 32 pour cent – permettra d'améliorer l'accès des élèves aux services de transport, y compris le financement du transport vers les écoles de leur choix, ainsi que de faire face aux pressions inflationnistes.

Le nouveau modèle de financement permettra de financer les élèves de la maternelle à la 6<sup>e</sup> année qui résident à 1 km ou plus de leur école et les élèves de la 7<sup>e</sup> à la 12<sup>e</sup> année qui résident à 2 km ou plus de leur école. On estime que cela aidera à financer 80 000 élèves supplémentaires, dont 47 000 qui ont déjà accès aux services (généralement en payant des frais).

En plus des augmentations des taux de subvention du modèle de financement du transport à l'appui des services ruraux, urbains, métropolitains et spécialisés, de nouvelles subventions au transport ont été créées pour le maintien du programme de contingence relatif au prix du carburant et un financement accru pour la formation des nouveaux chauffeurs.

Le programme de contingence relatif au prix du carburant a été rétabli en juin 2022 pour tenir compte de la pression exercée par l'escalade des prix du carburant entre mars 2022 et juin 2023, ce qui signifie que les autorités scolaires recevront un financement de plus de 23 millions de dollars pour l'année 2022-2023. Le programme sera désormais établi dans le manuel de financement et prévoira un allègement pour le coût du carburant lorsque les prix resteront supérieurs à 1,25 \$ le litre.

De plus amples détails sur la subvention visant à soutenir les nouveaux chauffeurs d'autobus scolaires seront inclus dans le *Funding Manual for School Authorities* pour l'année scolaire 2023-2024. À partir d'avril, les autorités scolaires pourront faire une demande pour recevoir ce financement. Le financement aidera les autorités scolaires à embaucher et à former des chauffeurs d'autobus scolaires.

## Entente sur les salaires des enseignants

L'entente salariale des enseignants qui a été ratifiée en juin 2022 sera financée par plus de 140 millions de dollars pour l'année scolaire 2023-2024 grâce à la nouvelle subvention pour l'entente salariale des enseignants. En vertu de cette entente, les enseignants recevront une augmentation de salaire de 2 pour cent à partir de septembre 2023.

## Enseignement à domicile pour les enfants de la maternelle

Les enfants de maternelle pourront désormais bénéficier d'un financement pour l'enseignement à domicile grâce à la subvention pilote pour l'enseignement à domicile en maternelle. L'autorité scolaire qui supervise et les tuteurs légaux de l'enfant ou des enfants auront tous les deux droit à 450,50 \$ par enfant. Ce montant correspond à la moitié du taux de la subvention pour l'enseignement à domicile, qui a augmenté de 6 pour cent pour aider les familles à faire face à la hausse des coûts.

## Curriculum

Pour l'année financière 2023-2024, 47 millions de dollars seront investis dans le perfectionnement professionnel des enseignants et dans des ressources de qualité pour l'enseignement et l'apprentissage des élèves. Ce financement maintient l'engagement de 211 millions de dollars depuis 2021-2022 envers la mise en œuvre de nouvelles matières scolaires.

## Profils de financement 2023-2024 et manuel de financement

Le *Funding Manual for School Authorities* pour l'année scolaire 2023-2024 et les profils de financement préliminaires des autorités scolaires pour l'année scolaire 2023-2024 seront disponibles au début mars.

Après la publication des profils de financement et du manuel de financement, le ministère organisera des séances avec les parties prenantes pour discuter plus en détail des changements de financement pour l'année scolaire 2023-2024.

## Plan d'activités 2023-2026

Parallèlement au budget 2023, Alberta Education a publié son plan d'activités 2023-2026, qui est disponible [en ligne](#). Le plan d'activités 2023-2026 joue un rôle important dans l'amélioration du rendement du système d'éducation, car il décrit l'orientation de haut niveau que doivent suivre Alberta Education et les autorités scolaires pour répondre aux besoins des élèves.

Je me réjouis de poursuivre notre travail ensemble tout au long de cette année scolaire.

Sincèrement,

Andre Tremblay

Sous-ministre de l'Éducation

cc: Présidences des autorités scolaires des écoles publiques, séparées, francophones et à charte  
Secrétaires-trésoriers des autorités scolaires administrant les écoles publiques, séparées,  
francophones et publiques à charte  
Chefs des Premières Nations.  
Présidences des associations des parties prenantes  
Personnes-ressources en communications des autorités scolaires

Classification: Protected A



ALBERTA  
EDUCATION

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*Office of the Minister  
MLA, Red Deer-North*

February 28, 2023

## **Letter to parents – historic education investments in Budget 2023**

Dear Alberta parents:

Today, the Government of Alberta released its annual budget, and as the Minister of Education, I wanted to tell you directly about our plan to set your children up for lifelong success.

The theme of this year's budget is securing the future. The budget shows how the government is going to make sure Albertans have good and well-paying jobs, and how we will improve our healthcare system, keep communities safe and ensure people have the supports they need to be successful in their lives. It also shows how we are going to help your children reach their full potential.

### Record-breaking funding for education

Through Budget 2023, the government is providing a historic level of funding to the school system—more money than ever before. At the same time, know that our goal is to drive as much of this money as possible directly to the classroom and away from administrative costs, to help ensure taxpayer dollars achieve maximum benefit for students.

The department of Education's consolidated budget will be about \$8.8 billion; that's equal to \$44 million every day students are in school. It's also an increase of almost half a billion dollars over last year. Your children are the province's future leaders and innovators; it's our job to help them be all they can be, and we take that very seriously.

In total, we will increase the Education budget by nearly \$2 billion over the next three years. These significant increases will empower your local school authorities to hire more teachers and rein in growing class sizes. In total, the funding we are providing is enough for school authorities across Alberta to hire up to 3,000 education staff, including not only teachers, but educational assistants, bus drivers and school support staff too. This means students in every corner of the province will benefit from more focused time and attention at school.

### Supporting diverse classrooms

We recognize Alberta's classrooms are becoming increasingly complex and diverse. A growing number of students have unique cognitive, social and emotional needs, and an increasing number of newcomers need support learning English as an additional language. Budget 2023 includes a new grant to help with these things. The government will provide \$126 million over three years, which your local school authorities will use to hire and train more support staff, including

specialists like counsellors, psychologists and interpreters.

### Mental health supports

On a similar note, we know the pandemic has taken a toll on students' mental health, and some students also fell behind in school because of the COVID-19 disruptions. We are going to keep our promise to provide \$110 million over three years to address these issues. With the government's funding support, local school authorities and mental health service providers are collaborating to develop innovative ways to support student mental health at school. And because of the funding we have already provided, as well as the excellent work of Alberta's teachers, tens of thousands of elementary students have already managed to take back the learning and development they previously lost to the pandemic.

### Affordability

Another issue that we are determined to help resolve through Budget 2023 is the rising cost of living. We are providing an additional \$414 million over the next three years to the funding your local school authorities receive for transporting students to and from school. With this substantial increase, more students will be able to take the bus to school and ride times will be shortened. What's more, we expect this funding will help school authorities reduce the fees they charge you for transportation.

Currently, for students to be eligible for government-funded busing service, the student must reside at least 2.4 kilometres from their designated school. Beginning in 2024, this will be reduced to one kilometre for kindergarten to Grade 6 students and two kilometres for grades 7 to 12 students. By lowering the distance eligibility, more families will benefit from provincial support.

Almost 33,000 students who are not currently using bus services will become eligible. About 47,000 students who are currently paying a fee to use bus services will also become eligible for provincial support, eliminating the current gap in service delivery and saving parents over \$20 million.

School authorities will need time to transition to the new criteria, so the changes will officially take effect September 1, 2024. However, any school authorities that can start transporting students under the new eligibility criteria this school year will be fully supported through Budget 2023.

### Quality education for all students

I strongly believe that parents deserve a wide variety of options and a high standard of quality when it comes to their child's education. With this year's budget, the government has worked hard to incorporate the many different perspectives and opinions we've been hearing from parents. You play an integral role in your children's education and your viewpoints will always be valuable to the government.

Our increased investments in education will help enrich students' lives and prepare them for success beyond school. Budget 2023 is about securing Alberta's future, and in that same vein, the foundations for a rewarding career begin early in life, which means the education system is a critical starting point for all Albertans.

Sincerely,

A handwritten signature in black ink, appearing to read "Adriana LaGrange". The signature is fluid and cursive, with the first name "Adriana" being more prominent and the last name "LaGrange" following in a similar style.

Adriana LaGrange  
Minister of Education



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

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**Subject: School Capital Project Planning Process**

1 message

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

Fri, Mar 3, 2023 at 5:36 PM

**To: Superintendents of Public, Separate, Francophone and Charter School Boards****Executive Directors of Stakeholder Associations**

Alberta Educational Facilities Administrators Association (AEFAA)

Alberta School Boards Association (ASBA)

Association of School Business Officials of Alberta (ASBOA)

College of Alberta School Superintendents (CASS)

Council of Catholic Superintendents of Alberta (CCSSA)

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

Public School Boards' Association of Alberta (PSBAA)

The Association of Alberta Public Charter Schools (TAAPCS)

**Subject: School Capital Project Planning Process**

Dear colleagues:

Following the March 1 school capital project announcement, several school jurisdictions raised questions about pre-planning funding and planning funding and how they are different.

**Pre-planning funding** is intended for projects that are anticipated to be high priorities in the coming years. It includes projects in new or developing neighbourhoods or projects that are still reasonably affordable to maintain but have systems nearing the end of their lifespan. The goal of pre-planning funding is to support school jurisdictions with identifying the best value options for meeting their long-term needs.

**Planning funding** is intended to support site readiness for priority projects, with the goal of clarifying the anticipated scope, schedule and cost of a project. The approval of planning funding demonstrates a commitment to the project as an upcoming priority and may be approved to proceed to further design and construction stages, pending the development of a comprehensive business case or preliminary study.

The planning stage should not be considered an extra step in the approval process, and not every project will need to go through pre-planning and planning as distinct phases. In working with their local municipality and communities, some school jurisdictions may move their project readiness activities forward on their own. In these cases, it is possible some project requests will skip the planning stage and move straight to design or full funding approvals.

Please note that with projects approved for design and construction funding, the activities that funds can be used toward remain the same.

To help explain these two funding programs and how they fit into the overall process, an infographic has been added to the Planning and Building Schools web page:

<https://www.alberta.ca/planning-and-building-schools.aspx>.

If you have questions or would like additional information, please contact your Capital Planning manager.

Sincerely,

Andre Tremblay

Deputy Minister of Education

cc: Secretary-Treasurers of Public, Separate, Francophone and Charter School Jurisdictions  
Communications Contacts at School Divisions

Classification: Protected A





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

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## Additional Funding for Literacy and Numeracy Interventions for Grade One Students, 2022/23 / Financement supplémentaire de 2022-2023 pour les interventions en littératie et en numératie destinées aux élèves de la 1re année

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Matthew Hebert &lt;Matthew.Hebert@gov.ab.ca&gt;

Tue, Feb 14, 2023 at 4:09 PM

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

Dear colleagues,

I am pleased to share that Alberta Education is providing additional funding this school year to meet the needs of students in Grade 1 struggling with literacy and numeracy.

As stated in the Minister's announcement on February 14, 2023, Alberta Education is providing an additional \$10 million in funding to support students currently in Grade 1 who were identified as being at risk in literacy and/or numeracy based on the results of their literacy and/or numeracy assessments.

Screening for struggling learners, monitoring skill development, and providing targeted interventions are critical to students' academic success in the long term. This funding is intended to provide targeted programming during this school year to Grade 1 students identified as being at risk in literacy and/or numeracy.

If your school authority would like to apply for this funding, please complete this [application form](#).

Similar to previous applications for learning disruption funding, you will be asked to:

- provide the total number of students assessed and number of students identified as being at risk in Grade 1 in literacy and/or numeracy;
- list Alberta Education-approved screening assessments used to assess students;
- identify key performance measures you will use to assess Grade 1 students at risk in literacy and/or numeracy; and
- summarize planned support strategies and interventions to help at-risk students in Grade 1 improve in literacy and/or numeracy.

In your application, you can use the same performance measures and interventions as those identified on your previous Learning Loss Funding Application(s):

- in fall 2022 for at-risk students in Grades 2 to 4; or
- during the last school year (2021/22) for at-risk students in Grades 1 to 3.

Alberta Education will use the information provided in the application form to determine school authorities' funding eligibility.

The deadline for submitting the application is February 28, 2023.

Alberta Education will notify school authorities in March 2023 of the amount of funding that they will receive, along with related reporting requirements and deadlines.

If you have any questions regarding the application process, please contact Nicole Lamarre (Director) at [LitNumScreening@gov.ab.ca](mailto:LitNumScreening@gov.ab.ca).

Thank you for your ongoing commitment to supporting the success of Alberta students.

Sincerely,

Matthew Hebert

Assistant Deputy Minister, System Excellence

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Chers et chères collègues,

J'ai le plaisir de vous informer qu'Alberta Education fournit un financement supplémentaire pour répondre aux besoins des élèves de 1<sup>re</sup> année qui éprouvent des difficultés pendant l'année scolaire 2022-2023.

Tel qu'annoncé par la ministre le 14 février 2023, Alberta Education offre un financement supplémentaire de 10 millions de dollars pour soutenir les élèves présentement en 1<sup>re</sup> année qui ont été identifiés comme étant à risque en littératie ou en numératie en fonction de leurs résultats aux tests de dépistage en littératie ou en numératie.

L'identification des élèves en difficulté, le suivi du développement de leurs habiletés et la prestation d'interventions ciblées sont essentiels pour la réussite scolaire des élèves à long terme. Ce financement vise la prestation d'une programmation ciblée au cours de l'année scolaire en cours destinée aux élèves de 1<sup>re</sup> année qui ont été identifiés comme étant à risque en littératie ou en numératie.

Si votre autorité scolaire veut demander une partie de ce financement, veuillez remplir ce [formulaire de demande](#).

Tout comme dans d'autres formulaires de demande, vous devrez :

- fournir le nombre total d'élèves de 1<sup>re</sup> année identifiés comme étant à risque en littératie ou en numératie;
- fournir la liste des tests de dépistage approuvés par Alberta Education qui ont été utilisés pour évaluer les élèves;

- identifier les mesures clés de rendement que vous utiliserez pour évaluer les élèves à risque de 1<sup>re</sup> année en littératie ou en numératie; et
- présenter un sommaire des stratégies de soutien et d'intervention planifiées pour aider les élèves à risque de 1<sup>re</sup> année à améliorer leur rendement en littératie ou en numératie.

Pour cette demande, vous pouvez utiliser les mêmes mesures de rendement et interventions que celles :

- indiquées dans votre demande de financement à l'automne 2022 reliée aux élèves à risque de la 2<sup>e</sup> à la 4<sup>e</sup> année; ou
- indiquées dans votre demande de financement de la dernière année scolaire (2021-2022) pour les élèves à risque de la 1<sup>re</sup> à la 3<sup>e</sup> année.

Alberta Education utilisera l'information indiquée dans le formulaire de demande pour déterminer l'admissibilité de l'autorité scolaire au financement.

La date limite pour soumettre la demande est le 28 février 2023.

Alberta Education informera les autorités scolaires en mars 2023 du montant du financement qu'elles recevront, ainsi que des exigences reliées aux rapports et aux dates limites.

Si vous avez des questions concernant le processus de demande, veuillez communiquer avec Nicole Lamarre, directrice, à [LitNumScreening@gov.ab.ca](mailto:LitNumScreening@gov.ab.ca).

Merci de l'engagement continu dont vous faites preuve pour soutenir la réussite des élèves de l'Alberta.

Cordialement,

Matthew Hebert

Sous-ministre adjoint, System Excellence



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

## Brainstorming an Alberta Public Charter Schools' Journal of Educational Research and Innovation - includes recent feedback

Paul Wozny &lt;pwozny@auroraschool.ca&gt;

Tue, Feb 28, 2023 at 1:03 PM

To: Ian Gray <igray@auroraschool.ca>, Jamal El-Rafih <jamale@esl-almadina.com>, Mavis Averill <maverill@bsec.ab.ca>, mstonehouse@caaschool.com, john.picard@classicalacademy.ca, michelle.brennick@mycgcs.ca, Teresa Di Ninno <tdininno@capeisgreat.org>, Chris Gilmour <chris.g@connectcharter.ca>, Roger Nippard <roger.nippard@ffca-calgary.com>, Superintendent@holdenra.ca, Ed Wittchen <ed.wittchen@telus.net>, Dean Lindquist <dlindquist@newhorizons.ca>, joey.bouchard@newhumbleschool.ca, j.higgins@stemia.ca, Lynne Paradis <paradislynn@gmail.com>, drpeat@gmail.com, myra.c.hood@westmountcharter.com, Eugene Kowch <ekowch@ucalgary.ca>, Damien Cormier <dcormier@ualberta.ca>, Lynn McGarvey <lmcg@ualberta.ca>, Denise J Larsen <djlarsen@ualberta.ca>, Belina Caissie <Belina.Caissie@gov.ab.ca>, Jacqueline Harman <jharman@auroraschool.ca>, Peter Dang <pdang@auroraschool.ca>, Mary Healy <mhealy@auroraschool.ca>, Kelly Laffin <klaffin@auroraschool.ca>, Elizabeth Lund <elund@auroraschool.ca>, Ada Luk <aluk@auroraschool.ca>, mkruessel@ucalgary.ca, Barbara Brown <babrown@ucalgary.ca>

Cc: Paul Wozny &lt;pwozny@auroraschool.ca&gt;

Hello Alberta Public Charter Schools' Research teams and University Partners:

We are currently brainstorming the establishment of an **"Alberta Public Charter Schools' Journal of Educational Research and Innovation."**

This scholarly journal would allow for a central repository of the many exemplary research and innovation projects within our public charter schools and numerous research partners (inclusive of multiple school authorities and universities) across Alberta. This journal could be accessible via our TAPCS website and allow for hyperlinking with every public charter school authority and research partner organizations. This scholarly journal could be published on a biennial basis and allow the opportunity for university participation/collaboration and greater dissemination/knowledge mobilization of our public charter system's research and innovation longitudinally with all Alberta stakeholders. Please feel welcome to email or call me directly with your thoughts on the establishment of this scholarly research journal and opportunity to optimize the sharing of our exemplary research, innovation, and practices with stakeholders from local to international.

**Thank you for the valuable feedback over the last month (February 2023) that included:**

- research focus could be broad-based on educational research and inquiry as evidenced in our diverse and plural public charter school system and multiple research partners in Alberta;
- the editor and referees could be a combination of public charter school researchers, school authorities partners, university partners, and others as the journal concept develops;
- utilize APA formatting consistent with post-secondary scholarly educational journals along with established quantitative and qualitative research expectations and scholarly standards;
- establish a broad range of educational inquiry and innovation to highlight the unique aspects of our public charter schools and research partners across Alberta; encourage and nurture a culture of research, evidence, innovation and sharing;
- include Alberta universities/academic staff in partnership with public charter authorities in the journal design, implementation, and refereeing of articles to further bridge research, innovation and publication between public charter school authorities, universities and all education stakeholders (and all school authorities) in Alberta;
- encourage and nurture a climate and culture of integrating and sharing research and innovation among our staff, stakeholders, and partners coupled with supports with post-secondary research and optimize grant opportunities/collaborations;
- utilize this journal and related processes as an **incubator for research support and knowledge mobilization** with our public charter school staff/research teams across Alberta. This may include provincial research professional development with educators across Alberta along with our TAPCS teams optimizing our provincial scale of resources and coordination of research and grants to further grow our capacity in this key aspect of public charter schools in Alberta as educational centres of research, innovation, dissemination, and evidence-based practice.
- optimize efficiency and efficacy of research, innovation, and knowledge mobilization in a centralized scholarly journal (and online repository of research resources) that would encourage and support research collaboration with multiple school authorities in Alberta. This process may provide a central research and innovation repository for TAPCS longitudinally and through an economy of scale build upon the strong research and innovation knowledge, skills and competencies across public charters, Alberta school authorities, and research partners in Alberta.

Look forward to further collaborative brainstorming and feedback on this exciting opportunity to further support research processes and knowledge mobilization with our education colleagues and stakeholders across Alberta and beyond!

Sincerely  
Paul Wozny  
Dr. Paul Wozny  
Research and Grant Manager  
Aurora Academic Charter School Division  
12245 - 131 Street  
Edmonton, Alberta, T5L 1M8  
Phone: 587 598 4314  
Email: [pwozny@auroraschool.ca](mailto:pwozny@auroraschool.ca)  
<https://www.auroraschool.ca/research>

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