

The background image shows a school building with blue doors on the left, a large evergreen tree in the center, and a sign for New Horizons School in the foreground. The sign is wooden with a blue border and features the text 'New Horizons School' in blue and white. The date 'May 17, 2023' is overlaid at the bottom.

# **New Horizons Charter School Society**

## **Board Meeting**

**May 17, 2023**

**AGENDA****Type of Meeting:** Board**Date:** May 17, 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  
MAY 17, 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    | 7:01 pm |
| <p><i>The Board of Directors of the New Horizons Charter School Society respectfully acknowledges that the land on which we meet is Treaty 6 territory, a traditional home, gathering place, 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    | 7:02 pm |
| 4.   | <b>Disclosure of Conflict of Interest</b>             | D. Hanson    | 7:03 pm |
| 5.   | <b>Approval of Minutes</b>                            | D. Hanson    | 7:05 pm |
|  | 5.1 April 19, 2023 – attachment                       |              |         |
| 6.   | <b>Administration Reports</b>                         |              | 7:10 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>                                  |              | 7:20 pm |
|  | 7.1 Board Chair's Report                              | D. Hanson    |         |
|  | 7.2 Other Committee Reports                           | D. Hanson    |         |
| 8.   | <b>New Business</b>                                   |              | 7:30 pm |
|  | 8.1 Approval of Education Plan 2022-23 to 2025-26     | L. Vigfusson |         |
|  | 8.2 Accountability Pillar Results Report - attachment | L. Vigfusson |         |
|  | 8.3 Approve 2023-24 School Budget - attachment        | P. Dundas    |         |
|  | 8.4 Stakeholder Survey Results - attachment           | L. Vigfusson |         |
|  | 8.4.1 Survey Results – attachment                     |              |         |
|  | 8.4.2 Annual Average Results – attachment             |              |         |
|  | 8.5 CASS Conference for Superintendent - attachment   | D. Lindquist |         |

**AGENDA****Type of Meeting:** Board**Date:** May 17, 2023**Page:**2 of 2*"TOWARDS NEW HORIZONS"**Is it in the best interest of our students?**Does it support excellence?*

8.6	Counsellor's Report	L. Vigfusson	
8.7	FANHS Update	T. Stefishen	
9.	<b>Board Work Plan</b> – attachment	D. Hanson	8:25pm
10.	<b>The Association of Alberta Public Charter Schools</b>	D. Hanson	8:28pm
11.	<b>Receipt of Reports</b>	D. Hanson	8:30 pm
12.	<b>Correspondence Sent</b>	D. Hanson	8:30 pm
	● None		
13.	<b>Correspondence Received</b>	D. Hanson	8:32 pm
	● EDC Minister – Collegiate Schools		
14.	<b>In Camera</b>	D. Hanson	8:35 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, June 21, 2023**

NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

<b>Type of Meeting:</b>	Board	<b>Date:</b>	April 19,,2023	<b>Initials:</b>	<b>Chair</b>	
<b>Approved:</b>	DRAFT	<b>Recorded By:</b>	A. DeJong		<b>Secretary</b>	

**April 19, 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	Michelle Smith DIRECTOR	

Board Members Joining During the Meeting:

Ijeoma Ukiwe DIRECTOR		
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Administration Present at Call to Order:

Dean Lindquist SUPERINTENDENT	Patti Dundas SECRETARY-TREASURER	Lori Vigfusson PRINCIPAL
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Members in Attendance:

Ellen Hanna (virtual)	Raena Schindel (virtual)	Chelsee Ladouceur (virtual)
Rebecca Koziak	Praveen Kakkan (virtual)	Krystal Johnson (virtual)
Anita Sanderson (virtual)		

**1. Call to Order**

Chair Hanson called the virtual meeting to order at 7:00 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

<b>Type of Meeting:</b>	Board	<b>Date:</b>	April 19, 2023	<b>Initials:</b>	<b>Chair</b>	
<b>Approved:</b>	DRAFT	<b>Recorded By:</b>	A. DeJong		<b>Secretary</b>	

**3. Adoption of Agenda**

<i>Motion 2023-04-19-01</i>	<p><i>Moved that the agenda for the Board Meeting of April 19, 2023 be adopted as presented.</i></p> <p><i>Moved: Director Guthrie</i>  <i>Seconded: Vice Chair Clarke</i>  <i>Carried</i></p>
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**4. Disclosure of Conflict of Interest**

None.

**5. Approval of Minutes**

**5.1 Minutes of March 15, 2023**

<i>Motion 2023-04-19-02</i>	<p><i>Moved that the Board Meeting minutes of March 15, 2023 be approved as presented.</i></p> <p><i>Moved: Vice Chair Clarke</i>  <i>Seconded: Director Smith</i>  <i>Carried</i></p>
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**5.2 Minutes of March 22, 2023**

<i>Motion 2023-04-19-03</i>	<p><i>Moved that the Special Board Meeting minutes of March 22, 2023 be approved as presented.</i></p> <p><i>Moved: Director Guthrie</i>  <i>Seconded: Vice Chair Clarke</i>  <i>Carried</i></p>
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**6. Administration Reports**

**6.1 Principal's Report**

Principal Vigfusson provided a verbal report and indicated that flood repairs have been completed and students have returned to their classrooms. Six student teachers have been working in the school and will be finishing by the end of April. Vice Principal Watson conducted two volunteer orientations to outline expectations of volunteers and ways for volunteers to support students. Principal

NEW HORIZONS CHARTER SCHOOL SOCIETY  
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<b>Approved:</b>	DRAFT	<b>Recorded By:</b>	A. DeJong		<b>Secretary</b>	

Vigfusson briefly summarized the draft Annual Education Plan and shared the new format. Discussion followed.

Director Ukiwe joined the meeting at this point. 7:04 p.m.

**6.2 Secretary-Treasurer’s Report**

No report, items to be discussed later in the agenda.

**6.3 Superintendent’s Report**

Superintendent Lindquist summarized his written report including an update of his attendance at the CASS Conference, Capital Planning Funding and a flood repair update. He indicated that he is working with other charter school superintendents to submit an article for the CASS journal regarding charter schools and addressing some of the myths. Discussion followed.

**7. Board Reports**

**7.1 Board Chair’s Report**

No report.

**7.2 Committee Reports**

**Finance and Audit Committee**

No report. The committee met in April to review second quarter financials. Details to be presented later in the meeting.

**Policy Guidelines and Bylaws Committee**

Vice Chair Clarke indicated that he met with Superintendent Lindquist to discuss revisions to *Administrative Procedure 207 – Purchasing* and *Administrative Procedure 209 – School Fees*. Both documents have been updated; the revisions were briefly summarized.

Vice Chair Clarke brought *Policy 12 – Role of the Superintendent* forward for discussion. The Board previously discussed and reviewed the document and it was recommended that the Board approve the policy. Item *8.4 – Role of the Superintendent* was added to the agenda.

*Policy 7 – Charter Board Operations* was briefly summarized and will be taken to the Policy Committee for further review and discussion.

NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

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<b>Approved:</b>	DRAFT	<b>Recorded By:</b>	A. DeJong		<b>Secretary</b>	

A motion is required to update all policies to reflect Education Act references from the existing School Act references. *8.5 – Updating Education Act References* was added to the agenda.

Discussion followed.

**Survey Committee**

No report, to be discussed under agenda item 8.2.

**Public Relations Committee**

The committee met on April 3 to prepare and review an election advocacy document. When completed, the document will include political party stances on charter schools and will highlight specific aspects of New Horizons School. Once finalized, it will be shared with New Horizons School Community.

**Personnel Committee**

The committee is meeting on May 8 to prepare for collective agreement negotiations.

**High School Ad Hoc Committee**

No report.

**8. New Business**

**8.1 Quarterly Financial Report for December '22 to February '23**

Secretary-Treasurer Dundas summarized the Quarterly Financial Report for December '22 to February '23. Discussion followed.

**8.2 Stakeholder Survey**

Principal Vigfusson indicated that the survey was circulated to parents, staff and students in grades 4-9. The number of parent respondents is lower than previous years; student and staff responses are nearly 100%. The data is being collated and will be shared at a future board meeting. Discussion followed.

**8.3 High School Expansion Funding**

Secretary-Treasurer Dundas provided information regarding the recently announced High School Expansion Funding. Superintendent Lindquist and Secretary-Treasurer Dundas will be meeting with Capital Planning from Alberta Education on April 20, 2023 for further discussion related to the funding. Discussion followed.

NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

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<b>Approved:</b>	DRAFT	<b>Recorded By:</b>	A. DeJong		<b>Secretary</b>	

**8.4 Policy 12 – Role of the Superintendent**

Vice Chair Clarke summarized the policy, previously reviewed and discussed by the Board. Discussion followed.

<i>Motion 2023-04-19-04</i>	<p><i>Moved that the Board approve Policy 12 – Role of the Superintendent as previously discussed.</i></p> <p><i>Moved: Director Smith</i>  <i>Seconded: Director Guthrie</i>  <i>Carried</i></p>
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**8.5 Updating School Act References to Education Act**

Vice Chair Clarke indicated that the current policy manual contains references to the School Act and requires updating to instead reference the Education Act. Discussion followed.

<i>Motion 2023-04-19-05</i>	<p><i>Moved that the Board approve revision of all School Act references in policy documents to reflect Education Act.</i></p> <p><i>Moved: Director Ukiwe</i>  <i>Seconded: Vice Chair Clarke</i>  <i>Carried</i></p>
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**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)**

A sub-committee meeting was held in April with Directors Smith and Derkson in attendance. Overall, there was very poor attendance at the meeting. The next TAAPCS meeting is scheduled for April 20, 2023.

**11. Receipt of Reports**

<i>Motion 2023-04-19-06</i>	<p><i>Moved that all reports be received as presented during the meeting.</i></p> <p><i>Moved: Director Guthrie</i>  <i>Seconded: Board Secretary and Treasurer Tong</i>  <i>Carried</i></p>
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NEW HORIZONS CHARTER SCHOOL SOCIETY  
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<b>Approved:</b>	DRAFT	<b>Recorded By:</b>	A. DeJong		<b>Secretary</b>	

**12. Correspondence Sent**

None.

**13. Correspondence Received**

- EDC Minister – High School Expansion Funding

Chair Hanson invited public guests to address the Board.

**14. Motion to Move In Camera**

<i>Motion 2023-04-19-07</i>	<p><i>Moved that the meeting move in camera at 7:56 p.m.</i></p> <p><i>Moved: Director Guthrie</i>  <i>Seconded: Vice Chair Clarke</i>  <i>Carried</i></p>
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**Motion to Move Out of Camera:**

<i>Motion 2023-04-19-08</i>	<p><i>Moved that the meeting move out of camera at 8:04 p.m.</i></p> <p><i>Moved: Director Guthrie</i>  <i>Seconded: Vice Chair Clarke</i>  <i>Carried</i></p>
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**15. New Business**

**15.1 Matters Arising from In Camera Meeting**

<i>Motion 2023-04-19-09</i>	<p><i>Moved that the Board ratify the substitute education assistant employment offer for the following:</i></p> <ul style="list-style-type: none"> <li>● <i>Employee #0342</i></li> </ul> <p><i>Moved: Director Guthrie</i>  <i>Seconded: Director Smith</i>  <i>Carried</i></p>
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NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

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<b>Approved:</b>	DRAFT	<b>Recorded By:</b>	A. DeJong		<b>Secretary</b>	

<i>Motion 2023-04-19-10</i>	<p><i>Moved that the Board ratify the substitute teacher employment offers for the following:</i></p> <ul style="list-style-type: none"> <li>● <i>Employee #0343</i></li> <li>● <i>Employee #0345</i></li> </ul> <p><i>Moved: Director Ukiwe</i>  <i>Seconded: Vice Chair Clarke</i>  <i>Carried</i></p>
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<i>Motion 2023-04-19-11</i>	<p><i>Moved that the Board ratify the extension of the temporary full-time teacher employment contract for the following:</i></p> <ul style="list-style-type: none"> <li>● <i>Employee #0287</i></li> </ul> <p><i>Moved: Director Smith</i>  <i>Seconded: Director Guthrie</i>  <i>Carried</i></p>
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<i>Motion 2023-04-19-12</i>	<p><i>Moved that the Board officially appoint Mr. Terry Moghrabi as superintendent for New Horizons Charter School, effective July 1, 2023.</i></p> <p><i>Moved: Director Smith</i>  <i>Seconded: Director Ukiwe</i>  <i>Carried</i></p>
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**16. Adjournment**

Chair Hanson adjourned the meeting at 8:06 p.m.

*Next Board Meeting: Wednesday, May 17, 2023 at 7:00 p.m., to be held virtually via Zoom.*



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

## MEMORANDUM

May 17, 2023

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

### Flood Update:

All repairs have been completed. Final invoices are being collected to send to our insurance for reimbursement – minus the \$10,000 deductible.

### Facilities:

Gym floor will be redone this summer. Will be using EICS IMR funding for this.

Concrete outside the entrance by the garage and the entrance by the gym will be redone this summer as per our risk management assessment.

The height of the fence by the east parking lot and basketball court will be increased 10 feet so the kids aren't running in the parking lot to retrieve balls and cars are not being hit.

Outdoor classroom furniture has arrived.

Landscaping around the playground will be done this summer.

Most of the technology has been purchased and received.

Most of the maker space technology has been received.

Patti Dundas  
Secretary Treasurer



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

**MEMORANDUM**

May 17, 2023

To: Board of Directors

From: Dean Lindquist - Superintendent

Re: Superintendent's Report

**New Superintendent July 1, 2023**

Orientation process is moving forward. Business Operations Administrator Angela DeJong, Secretary Treasurer Patti Dundas and I developed an orientation binder for the new Superintendent. The binder is used to support an effective transition for July 1. The binder also contains information to learn about the organization and also to help guide the Superintendent's work over the first few months (e.g. roadmap of the data filing system).

As of May 4, two meetings have been held with the new Superintendent.

It is particularly exciting to have the opportunity to provide support for Mr. Terry Moghrabi as he acclimates to the new school authority as Superintendent.

**Negotiations**

The Personnel Committee began negotiations with our teachers local on Tuesday, May 9. The Personnel Committee chair will likely have a report on the process.

**TAAPCS**

The TAAPCS Special General Meeting was held on April 27, 2023. The agenda included the following:

- Chair Report
- Executive Director Report
- Financial Report
- Priorities Committee Report

A draft TAAPCS Code of Conduct was also presented at the meeting. Members were asked to read it as it will be discussed at a future meeting.

Sincerely,

Dean Lindquist

# New Horizons School

Education Plan 2023-2026



## Accountability Statement for Three-Year Education Plan 2023/2026

The Education Plan for New Horizons Charter School Society commencing (September 1) 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. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the 2023/2026 Education Plan on

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### Mission Statement

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.

### Vision Statement

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.

### Philosophy and Educational Foundations

New Horizons School was originally established to best serve the learning needs of gifted children. This continues to be its fundamental reason for existence. The goals of the charter and of the school itself are threefold: to address the academic, social, and emotional needs of gifted children.

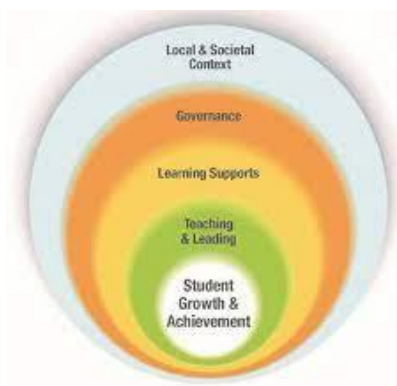
New Horizons School strives to incorporate the best research and innovations from a growing body of professional and research literature on gifted education into the pedagogical and organizational programs of the school. The often-unique academic and social-emotional needs and strengths of gifted children are of primary consideration in the design of educational and support programs at the school. The school strives to be a

renowned centre of excellence that is respected locally, nationally and internationally, and is sought after for its programming and its professional knowledge. It seeks to be a successful centre of best practice, research, and innovation in gifted education, open to partnerships with others within the limits of its resources.

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

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## Assurance Domains



New Horizons Education Plan outlines priorities in alignment with the Alberta Education Assurance Framework.

New Horizons Charter School goals are integrated into the Assurance Domains of this document. Outcomes were measured using local and provincial assessment tools.

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## Stakeholder Engagement

Stakeholder engagement is a priority for New Horizons School. Input from parents, students and staff is valued and guides the development of the Education Plan. Engagement takes place in a variety of ways and data is collected on an ongoing basis throughout the school year.

- Alberta Education Assurance Survey\*
- New Horizons School Board Created Survey\*

- Stakeholder Forum held in January 2023\*
- Provincial Achievement Tests\*
- Alberta Education Curriculum implementation expectations
- Meet the Teacher Evening (September)
- Individual Program Plan (IPP) parent and student input (September and Ongoing)
- Professional growth meetings with staff (twice a year)
- Digital school updates (e-news weekly)
- Monthly Staff meetings
- Monthly Board meetings
- Monthly School Council meetings and communications
- Report Card comments and indicators
- Google Classroom Communications from teachers
- Parent/Teacher/Student Conferences (twice a year)
- Information Night (January)
- Parent information sessions from community experts
- Student focus groups
- Open-door policy to address student, parent and staff concerns

\*results from these measures can be found in our [AERR](#).

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## Provincial Domain: Student Growth and Achievement

<b>Charter Goals and Outcomes</b>	<p><b>Goal 1:</b> Student learning is Improved</p> <p><b>Outcome 1:</b> Students will demonstrate mastery of learner outcomes mandated by the Alberta programs of studies.</p>
<b>Strategies</b>	<ul style="list-style-type: none"> <li>● Implement the new K-3 Science Curriculum</li> <li>● Implement the new 4-6 Language Arts and Math Curriculum</li> <li>● Increase emphasis on financial literacy and career planning. <ul style="list-style-type: none"> <li>○ Review the extent to which the new/current provincial curriculum includes instruction focused on career and financial health education.</li> <li>○ Continue use of Junior Achievement (Junior high) and Junior ATB Financial Literacy (grades 5-6).</li> </ul> </li> </ul>
<b>Measures and Evidence</b>	<p><b>Provincial Measures:</b></p> <ul style="list-style-type: none"> <li>● Provincial Achievement Tests (Grade 6)</li> <li>● Literacy and Numeracy Assessments as directed by Alberta Education</li> </ul> <p><b>Local Measures</b></p>



	<ul style="list-style-type: none"> <li>● Pre-testing for enrichment and remediation</li> <li>● Report Card results and comments</li> <li>● LeNs, CC3 Reading Assessments</li> <li>● Cat4 Assessments</li> <li>● ReadTheory Assessment</li> <li>● Writing Assessments</li> </ul>
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<b>Charter Goals and Outcomes</b>	<p><b>Goal 1:</b> Student learning is Improved</p> <p><b>Outcome Two:</b> Students will become creative risk takers academically.</p> <p><b>Goal 3:</b> Students’ Emotional Needs Are Supported</p> <p><b>Outcome 1:</b> Students will develop independence, self-direction and self-discipline in learning.</p>
<b>Strategies</b>	<ul style="list-style-type: none"> <li>● Continue to inservice staff on a variety of sound pedagogical approaches to ensure they support the development of student competencies as they teach towards the curricular outcomes. <ul style="list-style-type: none"> <li>○ Visible Thinking Routines</li> <li>○ Learning for Transfer</li> <li>○ Project Based Learning/Inquiry/Creative Problem Solving</li> <li>○ Cooperative Learning</li> </ul> </li> <li>● Improve Independent Studies (I.S.) <ul style="list-style-type: none"> <li>○ Independent Learning Models have been explored and teachers are implementing new ways to increase engagement. These include Divisional models of inquiry learning that are developmentally appropriate. <ul style="list-style-type: none"> <li>■ Kindergarten to Grade 3: Wonder Learning</li> <li>■ Grades 4-6 Discovery Learning</li> <li>■ Grades 7-9 Investigations</li> </ul> </li> <li>○ Re-engagement of the school community through Independent Study Fairs</li> </ul> </li> <li>● Individual Program Plans (IPPS) <ul style="list-style-type: none"> <li>○ Increased communication around the IPP planning and reporting process will be provided to parents and caregivers. This will include strategies and tools for supporting students in their goals.</li> </ul> </li> <li>● Increased programming for creative learning <ul style="list-style-type: none"> <li>○ Curricular and Extracurricular activities will be programmed to utilize alternative learning spaces (Makerspace, Outdoor Classroom).</li> </ul> </li> </ul>
<b>Measures and Evidence</b>	<p><b>Local Measures</b></p> <ul style="list-style-type: none"> <li>● Board Surveys: In the 2022 Board Survey, Students indicated the the need for increased creativity, imagination, innovation,</li> </ul>

	<p>risk-taking, ingenuity, originality, inventiveness in their school work</p> <ul style="list-style-type: none"> <li>• Stakeholder Forum: At the 2022 Stakeholder Forum, stakeholders indicated the need for increased experiential learning was needed to engage our gifted learners.</li> <li>• Student Feedback</li> </ul>
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**Provincial Domain: First Nations, Metis and Inuit Student Success**

<b>Charter Goals and Outcomes</b>	<p><b>Goal 1:</b> Student learning is Improved</p> <p><b>Goal 2:</b> Students will Benefit from opportunities for positive interaction</p> <p><b>Goal 3:</b> Student Emotional Needs are Supported</p>
<b>Strategies</b>	<ul style="list-style-type: none"> <li>• Include an “Indigenous Perspectives” portion of staff meetings to explore indigenous culture and issues.</li> <li>• Teachers integrate FNMI “ways of knowing” and their FNMI activities where appropriate into their instruction.</li> <li>• Assign Indigenous Teacher Leads from each division to collaborate, plan and provide resources for teachers and students to increase FNMI Success</li> <li>• Expand FNMI learning and library resources</li> <li>• Connect with local Indigenous groups (ie. Bent Arrow Traditional Healing Society) to increase Indigenous understanding.</li> </ul>
<b>Measures and Evidence</b>	<p><b>Local Measures:</b></p> <ul style="list-style-type: none"> <li>• Board Surveys</li> <li>• Stakeholder Forum</li> </ul>

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**Provincial Domain: Learning Supports**

<b>Charter Goals and Outcomes</b>	<p><b>Goal 2:</b> Students will benefit from opportunities for positive social interaction</p> <p><b>Outcome 1:</b> Students will develop positive interdependence skills.</p>
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	<p><b>Goal 3: Students' Emotional Needs Are Supported</b>  <b>Outcome 2: Students will become creative risk takers emotionally</b></p>
Strategies	<p>Student interaction activities will be increased in a variety of ways including, but not limited to these examples:</p> <ul style="list-style-type: none"> <li>● Buddy Activities <ul style="list-style-type: none"> <li>○ Students engage in cross-grade collaborations in a variety of ways. Students in upper grades are paired with students in lower grades to build relationships, provide academic and social mentoring and foster community.</li> </ul> </li> <li>● Increase House (Air, Fire, Water, Earth) events <ul style="list-style-type: none"> <li>○ All students are members of one of our four House Teams. These teams meet to participate in collaborative and competitive activities throughout the year including STEM activities and intramural events.</li> </ul> </li> <li>● Clubs and Extra-Curricular sports <ul style="list-style-type: none"> <li>○ Students have a variety of clubs and sports that they may participate in throughout the year. These include but are not limited to: Junior High Sports as part of the Elk Island Athletics Association; Chess Club, School Reach, Lego Club.</li> </ul> </li> <li>● Social-Emotional Learning <ul style="list-style-type: none"> <li>○ Teachers utilize a number of social-emotional learning tools including Growth Mindset, Self-Regulation Strategies, Conflict Resolution, and Mindfulness.</li> <li>○ Development of a Scope and Sequence for Social-Emotional Learning to improve consistency of language throughout the grades as well as provide additional support for parents and caregivers in the social-emotional development of their child(ren).</li> </ul> </li> </ul>
Measures and Evidence	<p><b>Local Measures</b></p> <ul style="list-style-type: none"> <li>● Board Surveys</li> <li>● Stakeholder Forum: Stakeholders indicated that additional mental health supports and social emotional support is needed for our students especially following the Pandemic.</li> <li>● Student Feedback</li> </ul>

Charter Goals and Outcomes	<p><b>Goal 2: Students will benefit from opportunities for positive social interaction</b>  <b>Outcome 2: Students will become creative risk takers socially.</b></p>
Strategies	<ul style="list-style-type: none"> <li>● Increase Service-Learning Opportunities <ul style="list-style-type: none"> <li>○ Students are encouraged, through Individual Program Plans (IPPs) to create leadership goals which provide service to students throughout the school. These may</li> </ul> </li> </ul>

	<p>include fundraisers for charitable organizations, peer-to-peer tutoring as part of our Buddy Activities, and lesson plans developed by students and delivered to groups outside their classroom.</p> <ul style="list-style-type: none"> <li>● Junior High Options such as Leadership and Community Helpers. <ul style="list-style-type: none"> <li>○ These options provide opportunities for students to take on leadership roles both within the school and in the greater community.</li> </ul> </li> </ul>
Measures and Evidence	<p><b>Local Measures</b></p> <ul style="list-style-type: none"> <li>● Board Surveys: Students, Parents and Teachers emphasized the importance of opportunities for social interactions both in class and throughout the school.</li> <li>● Stakeholder Forums</li> <li>● IPP input forms</li> </ul>

Charter Goals and Outcomes	<p><b>Goal 3: Students’ Emotional Needs Are Supported</b></p> <p><b>Outcome 1:</b> Students will develop independence, self-direction and self-discipline in learning.</p> <p><b>Outcome 2:</b> Students will become creative risk takers emotionally</p>
Strategies	<ul style="list-style-type: none"> <li>● Maintain full time equivalency (FTE) of School Counselling Services <ul style="list-style-type: none"> <li>○ Continue Pilot with Educational Counselling Support Services</li> </ul> </li> <li>● Maintain human resources to support the more challenging student needs (eg. EA; counsellor; Occupational Therapist; Speech Pathologist, etc)</li> <li>● Maintain Classroom Supports for student needs <ul style="list-style-type: none"> <li>○ Furniture, self-regulations tools, Sensory room items, etc.</li> </ul> </li> <li>● Increase school-wide classroom instruction on Executive Functioning skills that allow us to plan, meet goals and demonstrate self-control.</li> <li>● Increase school-wide classroom instruction on metacognition and giftedness to help students understand their own giftedness and develop strategies to be successful.</li> </ul>
Measures and Evidence	<p><b>Provincial Measures:</b></p> <ul style="list-style-type: none"> <li>● Alberta Education Assurance Survey</li> </ul> <p><b>Local Measures</b></p> <ul style="list-style-type: none"> <li>● Board Survey</li> <li>● Stakeholder Forum: Stakeholders indicated that additional support for high needs students should be a priority.</li> </ul>

## Provincial Domain: Teaching and Leading

<b>Charter Goals and Outcomes</b>	<p><b>Goal 1:</b> Student learning is Improved</p> <p><b>Goal 2:</b> Students will Benefit from opportunities for positive interaction</p> <p><b>Goal 3:</b> Student Emotional Needs are Supported</p>
<b>Strategies</b>	<ul style="list-style-type: none"> <li>• Development of Communication Protocol to ensure communication is effective, timely and multi-directional.</li> <li>• Establishment of Teacher Leads for Curriculum, Indigenous Learning and Student Engagement.</li> <li>• Establishment of Parent/Volunteer Orientation Sessions to ensure understanding around our Code of Conduct, Behaviour Management, IPPs, Assessment and Reporting and Learning Approaches.</li> </ul>
<b>Measures and Evidence</b>	<p><b>Provincial Measures:</b></p> <ul style="list-style-type: none"> <li>• Alberta Education Assurance Survey</li> </ul> <p><b>Local Measures</b></p> <ul style="list-style-type: none"> <li>• Board Survey</li> <li>• Stakeholder Forum: Parents indicated the need to increase engagement and communication regarding student needs and opportunities for students within the school.</li> </ul>

## Provincial Domain: Governance

<b>Charter Goals and Outcomes</b>	<p><b>Goal 1:</b> Student learning is Improved</p> <p><b>Goal 2:</b> Students will Benefit from opportunities for positive interaction</p> <p><b>Goal 3:</b> Student Emotional Needs are Supported</p>
<b>Strategies</b>	<ul style="list-style-type: none"> <li>• Increase Parent/Caregiver Engagement through volunteering, fundraising, School Council, FANHS, and the NHS Board.</li> <li>• The Board High School Task Force will continue to investigate the establishment of a New Horizons high school program.</li> </ul>
<b>Measures and Evidence</b>	<p><b>Provincial Measures:</b></p> <ul style="list-style-type: none"> <li>• Alberta Education Assurance Survey</li> </ul> <p><b>Local Measures</b></p>

	<ul style="list-style-type: none"> <li>• Board Survey</li> <li>• Stakeholder Forum</li> </ul>
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## Implementation Plan

Resources Needed	Professional Learning Required	Process for Monitoring
<ul style="list-style-type: none"> <li>• Targeted funding for Social Emotional Curriculum</li> <li>• Targeted Funding for specialized supports including school counsellor, Speech Language Pathologist, and Occupational Therapist</li> <li>• Targeted funding for literacy and numeracy assessment including teacher release time.</li> <li>• Funding for new curriculum implementation including teacher release time and resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Training for teachers on Social Emotional Learning through a gifted lens</li> <li>• Training for staff on FNMI teaching and learning</li> <li>• Training for staff on pedagogical practices for new curriculum implementation and current curriculum</li> <li>• Remaining current with gifted education research.</li> <li>• Training for staff on best practices with assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Report to Board at monthly meetings</li> <li>• Monthly reports at Senior Admin meetings to review progress of goals</li> <li>• Classroom observations</li> </ul>

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## Budget Summary

Follow the link below for the 2023-2024 budget.

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## Capital Plans

Follow the link below for the 2023/24 to 25/26 capital plan.

<https://newhorizons.ca/wp-content/uploads/2022/06/NHS-Capital-Plan-2023-26-.pdf>

Draft



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

**MEMORANDUM**

May 17, 2023

To: Board of Directors

From: Dean Lindquist - Superintendent

Re: Accountability Pillar Results Report

The Accountability Results Report is normally released in May. However, the report is not available to us (online) at this time. I have emailed Alberta Education to ask if there is an estimated date for releasing the report.

If the report is released prior to May 17, Principal Vigfusson and I will provide a verbal report to the board. Otherwise we will bring it to the Board in June.

Sincerely,

Dean Lindquist



**MEMORANDUM**

May 17, 2023

To: Board of Directors  
From: Patti Dundas – Secretary Treasurer  
Subject: 2023-24 Budget

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

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

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

- ✓ We are projecting a zero increase for students
- ✓ Our funding has increased by \$279,595 after adjustments have been calculated

Incorporating these principles into our budget preparation for the 2023-24 budget, the changes are:

Revenue

Our Alberta Education Revenue has increased \$279,595.  
As of this date, we have not been notified of any federal funding.

Expenditures

Field trip costs will increase to cover the transportation to and from the venue.  
Increased COVID expenses to \$10K as we will need to purchase filters and soap for the dispensers.  
Hired E.C.S.S. at .7.  
Hired two SLP and OT for approximately \$30,000.  
Added substitute \$5K for teacher release time for curriculum  
Increased texts and learning resources for new curriculum  
Increased - insurance, utilities, services, and grid increases  
Reserve spending discussion

**Recommendations:**

1. It is recommended that the Board approve the Budget Principles.
2. It is recommended that the Board approve the 2023-24 budget as presented.

Patti Dundas – Secretary Treasurer

Attachment



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

**MEMORANDUM**

May 17, 2023

To: Board of Directors  
From: Dean Lindquist - Superintendent  
Re: Stakeholder Survey Results Report

Attached is the Stakeholder Survey Results Report (numerical answers only). The written responses will be shared at the August Board Retreat.

As the Board is aware, Director Guthrie serves on the Survey Committee and works with Principal Vigfusson to develop and plan for the administration of the survey. The data from the survey is used to inform school planning and reporting.

Ms. Vigfusson will provide an overview of the survey results. As the results were just collated, a more thorough review of the results will be included in the NHS Annual Education Results Report.

Sincerely,

Dean Lindquist

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New Horizons School  
Annual Board Survey Results  
2022-2023



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# Board Survey 2023 - All Responses

## Goal 1: Student learning is improved.

### Outcome 2: Students will become creative risk takers academically.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is encouraged to use at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	85%	115	153	20	6	21	315
My child's school work shows evidence that he/she uses at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	82%	96	161	22	3	33	315
My child receives classroom work that is appropriately challenging.	73%	67	162	39	11	36	315

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

### Outcome 1: Students will develop positive interdependence skills.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.	53%	54	114	38	18	91	315
My child has the opportunity to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal at school.	87%	115	159	18	4	19	315
My child has opportunities to work with students in other grades.	71%	77	147	40	15	36	315
My child is displaying increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.).	73%	77	152	17	15	54	315

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the opportunities my child has for student leadership at school.	58%	78	105	31	20	81	315
The school provides my child opportunities to interact with and get to know students other than those with whom he/she usually associates (eg. play, hang out, interact).	76%	79	159	26	8	43	315
I agree that my child is becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	68%	68	145	24	26	52	315
My child is becoming better at taking social risks.	63%	48	151	40	28	48	315

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child finds Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest him/her.	50%	63	96	36	44	76	315
The school is helping my child develop skills to become more independent and self-directed in their learning.	73%	81	149	26	14	45	315
My child is able to apply independence and self-direction in their learning and studies in an effective manner.	69%	59	157	20	17	62	315
My child is becoming better able to self-regulate (better able to recognize their emotional state and control it.)	70%	60	159	36	19	41	315
My child is able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accepting an unexpected event or result).	65%	48	154	40	27	44	313

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is able to identify their emotions when they feel them.	77%	73	168	31	11	32	315
My child is able to express themselves in appropriate ways while feeling different emotions.	71%	61	163	39	13	39	315
My child wants to try again even when things don't go as they hoped.	65%	58	146	56	15	40	315
My school helps my child understand it's ok to make a mistake.	73%	94	135	27	22	37	315

**General**

I am satisfied with the ways in which the school recognizes my child's learning accomplishments.	65%	69	137	35	18	56	315
I am satisfied with the effectiveness of my child's Individual Program Plan (IPP).	48%	58	93	50	67	47	315
I am satisfied with the communication about my child's progress.	72%	106	122	37	18	32	315
I am satisfied that my concerns are dealt with effectively and efficiently at the school.	77%	31	31	8	5	6	81
I am satisfied that the school informs parents of its activities and plans in a timely manner.	81%	34	32	8	7	0	81
I agree that agree that the school is proactive in promoting positive student behavior.	83%	37	30	3	5	6	81
I am satisfied with the school's discipline procedures to address inappropriate behaviors.	64%	28	24	8	8	13	81
I am satisfied with the leadership provided by the administration team.	84%	32	36	3	4	6	81
I would take advantage of the opportunities to provide input to the Board if I found it necessary.	85%	29	40	3	0	9	81
I am satisfied with the communication provided by the Board	74%	18	42	5	6	10	81
I am satisfied with the leadership provided by the Board.	67%	15	39	6	8	13	81
I am satisfied with the remote learning that is being offered to my child at this time.	n/a						0

# Board Survey 2023 - All Parent Responses

**Goal 1: Student learning is improved.**

**Outcome 2: Students will become creative risk takers academically.**

	Percent Who Agree 2021	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is encouraged to use at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	88%	39	38	6	1	4	88
My child's school work shows evidence that he/she uses at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	91%	35	45	6	1	1	88
My child receives classroom work that is appropriately challenging.	78%	27	42	9	5	5	88

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

**Outcome 1: Students will develop positive interdependence skills.**

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.	63%	19	36	15	4	14	88
My child has the opportunity to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal at school.	86%	34	42	1	1	10	88
My child has opportunities to work with students in other grades.	85%	31	44	0	1	12	88
My child is displaying increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.).	85%	31	44	5	3	5	88



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

**Outcome 2: Students will become creative risk takers socially**

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the opportunities my child has for student leadership at school.	78%	19	50	3	2	14	88
The school provides my child opportunities to interact with and get to know students other than those with whom he/she usually associates (eg. play, hang out, interact).	78%	19	50	3	2	14	88
I agree that my child is becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	74%	23	42	5	3	15	88
My child is becoming better at taking social risks.	70%	16	46	10	3	13	88

**Goal 3: Students' emotional needs are supported.**

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child finds Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest him/her.	51%	21	24	3	8	32	88
The school is helping my child develop skills to become more independent and self-directed in their learning.	74%	23	42	8	5	10	88
My child is able to apply independence and self-direction in their learning and studies in an effective manner.	66%	19	39	10	8	12	88
My child is becoming better able to self-regulate (better able to recognize their emotional state and control it.)	75%	15	51	13	5	4	88
My child is able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accepting an unexpected event or result).	76%	13	54	14	5	2	88

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is able to identify their emotions when they feel them.	82%	24	48	12	1	3	88
My child is able to express themselves in appropriate ways while feeling different emotions.	77%	20	48	15	3	2	88
My child wants to try again even when things don't go as they hoped.	72%	9	54	21	1	3	88
My school helps my child understand it's ok to make a mistake.	77%	23	45	8	3	9	88
<b>General</b>							
I am satisfied with the ways in which the school recognizes my child's learning accomplishments.	68%	21	39	11	5	12	88
I am satisfied with the effectiveness of my child's Individual Program Plan (IPP).	57%	20	30	13	11	14	88
I am satisfied with the communication about my child's progress.	69%	23	38	16	8	3	88
I am satisfied that my concerns are dealt with effectively and efficiently at the school.	70%	17	25	7	5	6	60
I am satisfied that the school informs parents of its activities and plans in a timely manner.	75%	21	24	8	7	0	60
I agree that agree that the school is proactive in promoting positive student behavior.	78%	20	27	3	5	5	60
I am satisfied with the school's discipline procedures to address inappropriate behaviors.	53%	14	18	7	8	13	60
I am satisfied with the leadership provided by the administration team.	80%	18	30	3	4	5	60
I would take advantage of the opportunities to provide input to the Board if I found it necessary.	85%	23	28	3	0	6	60
I am satisfied with the communication provided by the Board	75%	13	32	4	6	5	60
I am satisfied with the leadership provided by the Board.	65%	11	28	6	8	7	60
I am satisfied with the remote learning that is being offered to my child at this time.	n/a						0

# Board Survey 2023 - Parents (Division One)

**Goal 1: Student learning is improved.**

**Outcome 2: Students will become creative risk takers academically.**

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is encouraged to use at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	<b>85%</b>	23	12	2	0	4	41
My child's school work shows evidence that he/she uses at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	<b>90%</b>	20	17	3	0	1	41
My child receives classroom work that is appropriately challenging.	<b>73%</b>	13	17	4	4	3	41

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

**Outcome 1: Students will develop positive interdependence skills.**

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.	<b>61%</b>	11	14	10	0	6	41
My child has the opportunity to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal at school.	<b>83%</b>	15	19	1	0	6	41
My child has opportunities to work with students in other grades.	<b>88%</b>	19	17	0	0	5	41
My child is displaying increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.).	<b>88%</b>	16	20	3	0	2	41

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

**Outcome 2: Students will become creative risk takers socially**

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the opportunities my child has for student leadership at school.	54%	9	13	3	1	15	41
The school provides my child opportunities to interact with and get to know students other than those with whom he/she usually associates (eg. play, hang out, interact).	78%	13	19	2	1	6	41
I agree that my child is becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	63%	15	11	1	1	13	41
My child is becoming better at taking social risks.	68%	8	20	4	1	8	41

**Goal 3: Students' emotional needs are supported.**

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child finds Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest him/her.	27%	7	4	0	2	28	41
The school is helping my child develop skills to become more independent and self-directed in their learning.	66%	11	16	4	2	8	41
My child is able to apply independence and self-direction in their learning and studies in an effective manner.	63%	8	18	5	3	7	41
My child is becoming better able to self-regulate (better able to recognize their emotional state and control it.)	68%	8	20	8	3	2	41
My child is able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accepting an unexpected event or result).	68%	8	20	10	3	0	41

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is able to identify their emotions when they feel them.	78%	9	23	7	1	1	41
My child is able to express themselves in appropriate ways while feeling different emotions.	73%	8	22	9	2	0	41
My child wants to try again even when things don't go as they hoped.	68%	6	22	10	1	2	41
My school helps my child understand it's ok to make a mistake.	78%	10	22	2	1	6	41

**General**

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the ways in which the school recognizes my child's learning accomplishments.	63%	10	16	5	2	8	41
I am satisfied with the effectiveness of my child's Individual Program Plan (IPP).	51%	12	9	8	4	8	41
I am satisfied with the communication about my child's progress.	66%	12	15	8	5	1	41
I am satisfied that my concerns are dealt with effectively and efficiently at the school.	71%	9	11	3	2	3	28
I am satisfied that the school informs parents of its activities and plans in a timely manner.	75%	13	8	3	4	0	28
I agree that the school is proactive in promoting positive student behavior.	82%	10	13	2	1	2	28
I am satisfied with the school's discipline procedures to address inappropriate behaviors.	64%	9	9	1	3	6	28
I am satisfied with the leadership provided by the administration team.	86%	10	14	2	1	1	28
I would take advantage of the opportunities to provide input to the Board if I found it necessary.	79%	12	10	3	0	3	28
I am satisfied with the communication provided by the Board.	75%	6	15	2	2	3	28
I am satisfied with the leadership provided by the Board.	64%	6	12	4	3	3	28
I am satisfied with the remote learning that is being offered to my child at this time.	n/a						0

## Board Survey 2023 - Parents (Division Two)

**Goal 1: Student learning is improved.**

**Outcome 2: Students will become creative risk takers academically.**

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is encouraged to use at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	93%	10	15	1	1	0	27
My child's school work shows evidence that he/she uses at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	93%	11	14	1	1	0	27
My child receives classroom work that is appropriately	93%	10	15	1	0	1	27

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

**Outcome 1: Students will develop positive interdependence skills.**

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.	67%	7	11	3	2	4	27
My child has the opportunity to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal at school.	89%	12	12	0	1	2	27
My child has opportunities to work with students in other grades.	78%	6	15	0	1	5	27
My child is displaying increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.).	85%	10	13	1	2	1	27

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

**Outcome 2: Students will become creative risk takers socially**

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the opportunities my child has for student leadership at school.	59%	7	9	2	3	6	27
The school provides my child opportunities to interact with and get to know students other than those with whom he/she usually associates (eg. play, hang out, interact).	81%	4	18	0	1	4	27
I agree that my child is becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	81%	5	17	2	1	2	27
My child is becoming better at taking social risks.	70%	5	14	4	1	3	27

**Goal 3: Students' emotional needs are supported.**

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child finds Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest him/her.	70%	10	9	2	3	3	27
The school is helping my child develop skills to become more independent and self-directed in their learning.	89%	9	15	0	2	1	27
My child is able to apply independence and self-direction in their learning and studies in an effective manner.	78%	7	14	2	2	2	27
My child is becoming better able to self-regulate (better able to recognize their emotional state and control it.)	74%	4	16	5	1	1	27
My child is able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accepting an unexpected event or result).	74%	1	19	3	2	2	27

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is able to identify their emotions when they feel them.	85%	8	15	3	0	1	27
My child is able to express themselves in appropriate ways while feeling different emotions.	81%	6	16	5	0	0	27
My child wants to try again even when things don't go as they hoped.	78%	2	19	5	0	1	27
My school helps my child understand it's ok to make a mistake.	85%	8	15	3	0	1	27

**General**

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the ways in which the school recognizes my child's learning accomplishments.	85%	7	16	2	2	0	27
I am satisfied with the effectiveness of my child's Individual Program Plan (IPP).	81%	4	18	1	2	2	27
I am satisfied with the communication about my child's progress.	85%	8	15	3	1	0	27
I am satisfied that my concerns are dealt with effectively and efficiently at the school.	83%	7	8	1	2	0	18
I am satisfied that the school informs parents of its activities and plans in a timely manner.	83%	5	10	1	2	0	18
I agree that agree that the school is proactive in promoting positive student behavior.	72%	8	5	1	2	2	18
I am satisfied with the school's discipline procedures to address inappropriate behaviors.	50%	5	4	3	2	4	18
I am satisfied with the leadership provided by the administration team.	83%	7	8	1	1	1	18
I would take advantage of the opportunities to provide input to the Board if I found it necessary.	94%	8	9	0	0	1	18
I am satisfied with the communication provided by the Board	83%	5	10	0	2	1	18
I am satisfied with the leadership provided by the Board.	72%	5	8	1	2	2	18
I am satisfied with the remote learning that is being offered to my child at this time.	n/a						0



# Board Survey 2023 - Parents (Division Three)

**Goal 1: Student learning is improved.**  
**Outcome 2: Students will become creative risk takers academically.**

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is encouraged to use at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	<b>88%</b>	5	9	2	0	0	16
My child's school work shows evidence that he/she uses at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	<b>94%</b>	3	12	1	0	0	16
My child receives classroom work that is appropriately challenging.	<b>81%</b>	3	10	3	0	0	16

**Goal 2: Students will benefit from opportunities for positive interaction.**  
**Outcome 1: Students will develop positive interdependence skills.**

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.	<b>63%</b>	1	9	1	1	4	16
My child has the opportunity to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal at school.	<b>100%</b>	5	11	0	0	0	16
My child has opportunities to work with students in other grades.	<b>88%</b>	5	9	0	0	2	16
My child is displaying increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.).	<b>75%</b>	4	8	1	1	2	16

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

**Outcome 2: Students will become creative risk takers socially**

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the opportunities my child has for student leadership at school.	63%	3	7	2	1	3	16
The school provides my child opportunities to interact with and get to know students other than those with whom he/she usually associates (eg. play, hang out, interact).	69%	2	9	1	0	4	16
I agree that my child is becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	88%	3	11	1	1	0	16
My child is becoming better at taking social risks.	75%	3	9	2	1	1	16

**Goal 3: Students' emotional needs are supported.**

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child finds Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest him/her.	81%	3	10	1	2	0	16
The school is helping my child develop skills to become more independent and self-directed in their learning.	75%	3	9	3	1	0	16
My child is able to apply independence and self-direction in their learning and studies in an effective manner.	56%	4	5	2	3	2	16
My child is becoming better able to self-regulate (better able to recognize their emotional state and control it.)	88%	3	11	0	1	1	16
My child is able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accepting an unexpected event or result).	100%	4	12	0	0	0	16

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is able to identify their emotions when they feel them.	88%	7	7	1	0	1	16
My child is able to express themselves in appropriate ways while feeling different emotions.	81%	6	7	0	1	2	16
My child wants to try again even when things don't go as they hoped.	75%	1	11	4	0	0	16
My school helps my child understand it's ok to make a mistake.	69%	5	6	2	1	2	16

**General**

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the ways in which the school recognizes my child's learning accomplishments.	56%	4	5	3	1	3	16
I am satisfied with the effectiveness of my child's Individual Program Plan (IPP).	38%	4	2	4	4	2	16
I am satisfied with the communication about my child's progress.	44%	3	4	5	2	2	16
I am satisfied that my concerns are dealt with effectively and efficiently at the school.	40%	0	4	3	0	3	10
I am satisfied that the school informs parents of its activities and plans in a timely manner.	70%	1	6	3	0	0	10
I agree that agree that the school is proactive in promoting positive student behavior.	80%	2	6	0	1	1	10
I am satisfied with the school's discipline procedures to address inappropriate behaviors.	40%	0	4	2	2	2	10
I am satisfied with the leadership provided by the administration team.	60%	1	5	0	1	3	10
I would take advantage of the opportunities to provide input to the Board if I found it necessary.	90%	3	6	0	0	1	10
I am satisfied with the communication provided by the Board	80%	2	6	1	0	1	10
I am satisfied with the leadership provided by the Board.	70%	0	7	0	1	2	10
I am satisfied with the remote learning that is being offered to my child at this time.	n/a						0

# Board Survey 2023 - All Teacher Responses

## Goal 1: Student learning is improved.

### Outcome 2: Students will become creative risk takers academically.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My students are encouraged to use at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	100%	14	7	0	0	0	21
My students' school work shows evidence that they use	100%	7	14	0	0	0	21
My students receive classroom work that is appropriately challenging.	100%	11	10	0	0	0	21

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

### Outcome 1: Students will develop positive interdependence skills.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My students are better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.	100%	4	17	0	0	0	21
My students have the opportunity to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal at school.	100%	13	8	0	0	0	21
My students have opportunities to work with students in other grades.	100%	12	9	0	0	0	21
My students are displaying increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.).	95%	3	17	1	0	0	21

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

**Outcome 2: Students will become creative risk takers socially**

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the opportunities my students have for leadership at school.	90%	8	11	2	0	0	21
I provide my students opportunities to interact with and get to know students other than those with whom he/she usually associates (eg. play, hang out, interact).	100%	12	9	0	0	0	21
I agree that my students are becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	100%	7	14	0	0	0	21
My students are becoming better at taking social risks.	100%	4	17	0	0	0	21

**Goal 3: Students' emotional needs are supported.**

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My students find Independent Studies (Grade K-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest them.	67%	3	11	4	0	3	21
I am helping my students develop skills to become more independent and self-directed in their learning.	100%	13	8	0	0	0	21
My students are able to apply independence and self-direction in their learning and studies in an effective manner.	100%	6	15	0	0	0	21
My students are becoming better able to self-regulate (better able to recognize their emotional state and control it).	95%	6	14	1	0	0	21
My students are able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accepting an unexpected event or result).	95%	2	17	1	0	0	20

**Goal 3: Students' emotional needs are supported.**

**Outcome 2: Students will become creative risk takers emotionally.**

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My students are able to identify their emotions when they feel them.	100%	3	18	0	0	0	21
My students are able to express themselves in appropriate ways while feeling different emotions.	81%	0	17	2	0	2	21
My students want to try again even when things don't go as they hoped.	76%	3	13	4	0	1	21
I help my students understand it's okay to make a mistake.	100%	15	6	0	0	0	21

**General**

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the ways in which I recognize my students' learning accomplishments.	100%	7	14	0	0	0	21
I am satisfied with the effectiveness of my students' Individual Program Plan (IPP).	67%	2	12	4	0	3	21
I am satisfied with the communication about my students' progress.	100%	8	13	0	0	0	21
I am satisfied that my concerns are dealt with effectively and efficiently by the administration team.	95%	14	6	1	0	0	21
I am satisfied with the communication provided by administration.	100%	13	8	0	0	0	21
I agree that agree that the school is proactive in promoting positive student behavior.	95%	17	3	0	0	1	21
I am satisfied with the school's discipline procedures to address inappropriate behaviors.	95%	14	6	1	0	0	21
I am satisfied with the leadership provided by the administration team.	95%	14	6	0	0	1	21
I would take advantage of the opportunities to provide input to the Board if I found it necessary.	86%	6	12	0	0	3	21
I am satisfied with the communication provided by the Board	71%	5	10	1	0	5	21
I am satisfied with the leadership provided by the Board.	71%	4	11	0	0	6	21

# Board Survey 2023 - All Students

**Goal 1: Student learning is improved.**

**Outcome 2: Students will become creative risk takers academically.**

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My teachers encourage me to use at least some of the following in my schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	83%	62	108	14	5	17	206
My school work shows evidence that I use at least some of the following in my schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	76%	54	102	16	2	32	206
My school work challenges me appropriately (not too hard - not too easy).	67%	29	110	30	6	31	206

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

**Outcome 1: Students will develop positive interdependence skills.**

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I feel that I am better able to address conflicts with others (e.g. differences of opinion) than I could at the beginning of the year.	45%	31	61	23	14	77	206
My school provides me with opportunities to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal.	86%	68	109	17	3	9	206
I have the opportunity to work with students in other grades.	62%	34	94	40	14	24	206
I am getting better at using positive interdependence skills (working with others, being inclusive, resolving conflict with others, etc.).	65%	43	91	11	12	49	206

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

**Outcome 2: Students will become creative risk takers socially**

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
At school, I have opportunities to take on a leadership role if I want one (eg. lead a club; provide an activity for others; etc.)	<b>55%</b>	51	63	21	14	57	206
The school provides me with opportunities to interact with and get to know students other than those with whom I usually associate (eg. play, hang out, interact).	<b>72%</b>	48	100	23	6	29	206
I am becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	<b>62%</b>	38	89	19	23	37	206
I am becoming better at taking social risks (doing something outside my comfort zone such as initiating discussions with someone you don't usually associate with, etc.).	<b>56%</b>	28	88	30	25	35	206

**Goal 3: Students' emotional needs are supported.**

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I find Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest me.	<b>49%</b>	39	61	29	36	41	206
My school is helping me develop skills to become more independent and self-directed in my learning.	<b>70%</b>	45	99	18	9	35	206
I am able to apply the skills of being more independent and self-directed to my learning and studies in an effective manner.	<b>67%</b>	34	103	10	9	50	206
I am able to or becoming better able to self-regulate ( better able to recognize my emotional state and control it.)	<b>65%</b>	39	94	22	14	37	206
I am able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accept an unexpected event or result).	<b>57%</b>	33	83	25	22	42	205



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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am able to identify my emotions when I feel them.	72%	46	102	19	10	29	206
I am able to express myself in appropriate ways while feeling different emotions.	67%	41	98	22	10	35	206
I want to try again even when things don't go as I hoped.	61%	46	79	31	14	36	206
My school helps me understand it's ok to make a mistake.	68%	56	84	19	19	28	206

**General**

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the ways in which the school recognizes my learning accomplishments.	61%	41	84	24	13	44	206
My IPP is helpful in my learning.	42%	36	51	33	56	30	206
I like my school.	71%	75	71	21	10	29	206

	Male	Female	Other	Total
I identify as:	121	76	9	206

## Board Survey 2023 - Students (Division Two)

**Goal 1: Student learning is improved.**

**Outcome 2: Students will become creative risk takers academically.**

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My teachers encourage me to use at least some of the following in my schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	<b>86%</b>	41	61	5	1	10	118
My school work shows evidence that I use at least some of the following in my schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	<b>81%</b>	36	59	5	1	17	118
My school work challenges me appropriately (not too hard - not too easy).	<b>68%</b>	18	62	14	3	21	118

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

**Outcome 1: Students will develop positive interdependence skills.**

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I feel that I am better able to address conflicts with others (e.g. differences of opinion) than I could at the beginning of the year.	<b>53%</b>	22	41	5	5	45	118
My school provides me with opportunities to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal.	<b>90%</b>	47	59	9	1	2	118
I have the opportunity to work with students in other grades.	<b>70%</b>	23	60	17	5	13	118
I am getting better at using positive interdependence skills (working with others, being inclusive, resolving conflict with others, etc.).	<b>74%</b>	36	51	3	4	24	118

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

**Outcome 2: Students will become creative risk takers socially**

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
At school, I have opportunities to take on a leadership role if I want one (eg. lead a club; provide an activity for others; etc.)	<b>56%</b>	37	29	13	8	31	118
The school provides me with opportunities to interact with and get to know students other than those with whom I usually associate (eg. play, hang out, interact).	<b>75%</b>	36	53	11	2	16	118
I am becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	<b>66%</b>	28	50	9	12	19	118
I am becoming better at taking social risks (doing something outside my comfort zone such as initiating discussions with someone you don't usually associate with, etc.).	<b>61%</b>	19	53	16	9	21	118

**Goal 3: Students' emotional needs are supported.**

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I find Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest me.	<b>58%</b>	30	38	8	9	33	118
My school is helping me develop skills to become more independent and self-directed in my learning.	<b>83%</b>	38	60	4	1	15	118
I am able to apply the skills of being more independent and self-directed to my learning and studies in an effective manner.	<b>75%</b>	24	64	1	0	29	118
I am able to or becoming better able to self-regulate ( better able to recognize my emotional state and control it.)	<b>64%</b>	25	51	13	7	22	118
I am able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accept an unexpected event or result).	<b>65%</b>	24	52	10	3	28	117

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am able to identify my emotions when I feel them.	72%	34	51	9	4	20	118
I am able to express myself in appropriate ways while feeling different emotions.	69%	28	54	10	5	21	118
I want to try again even when things don't go as I hoped.	71%	34	50	9	5	20	118
My school helps me understand it's ok to make a mistake.	80%	46	48	6	7	11	118

**General**

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the ways in which the school recognizes my learning accomplishments.	70%	31	52	5	3	27	118
My IPP is helpful in my learning.	61%	32	40	15	10	21	118
I like my school.	80%	57	37	8	3	13	118

		Male	Female	Other			Total
I identify as:		66	47	5			118

# Board Survey 2023 - Students (Division Three)

**Goal 1: Student learning is improved.**

**Outcome 2: Students will become creative risk takers academically.**

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My teachers encourage me to use at least some of the following in my schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	77%	21	47	9	4	7	88
My school work shows evidence that I use at least some of the following in my schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	69%	18	43	11	1	15	88
My school work challenges me appropriately (not too hard - not too easy).	67%	11	48	16	3	10	88

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

**Outcome 1: Students will develop positive interdependence skills.**

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I feel that I am better able to address conflicts with others (e.g. differences of opinion) than I could at the beginning of the year.	33%	9	20	18	9	32	88
My school provides me with opportunities to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal.	81%	21	50	8	2	7	88
I have the opportunity to work with students in other grades.	51%	11	34	23	9	11	88
I am getting better at using positive interdependence skills (working with others, being inclusive, resolving conflict with others, etc.).	53%	7	40	8	8	25	88

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

**Outcome 2: Students will become creative risk takers socially**

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
At school, I have opportunities to take on a leadership role if I want one (eg. lead a club; provide an activity for others; etc.)	55%	14	34	8	6	26	88
The school provides me with opportunities to interact with and get to know students other than those with whom I usually associate (eg. play, hang out, interact).	67%	12	47	12	4	13	88
I am becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	56%	10	39	10	11	18	88
I am becoming better at taking social risks (doing something outside my comfort zone such as initiating discussions with someone you don't usually associate with, etc.).	50%	9	35	14	16	14	88

**Goal 3: Students' emotional needs are supported.**

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I find Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest me.	36%	9	23	21	27	8	88
My school is helping me develop skills to become more independent and self-directed in my learning.	52%	7	39	14	8	20	88
I am able to apply the skills of being more independent and self-directed to my learning and studies in an effective manner.	56%	10	39	9	9	21	88
I am able to or becoming better able to self-regulate ( better able to recognize my emotional state and control it.)	65%	14	43	9	7	15	88
I am able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accept an unexpected event or result).	45%	9	31	15	19	14	88

**Goal 3: Students' emotional needs are supported.**

**Outcome 2: Students will become creative risk takers emotionally.**

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am able to identify my emotions when I feel them.	<b>72%</b>	12	51	10	6	9	88
I am able to express myself in appropriate ways while feeling different emotions.	<b>65%</b>	13	44	12	5	14	88
I want to try again even when things don't go as I hoped.	<b>47%</b>	12	29	22	9	16	88
My school helps me understand it's ok to make a mistake.	<b>52%</b>	10	36	13	12	17	88

**General**

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the ways in which the school recognizes my learning accomplishments.	<b>48%</b>	10	32	19	10	17	88
My IPP is helpful in my learning.	<b>17%</b>	4	11	18	46	9	88
I like my school.	<b>59%</b>	18	34	13	7	16	88

	Male	Female	Other	Total
I identify as:	55	29	4	88

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# New Horizons School Summary of Board Survey Results 2019 to 2023





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# Board Survey 2020-2023 (All Responses)

2023	2022	2021	2020
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1. My child is enrolled in ( Division 1. Division II, Division III)

<b>Goal 1: Student learning is improved.</b>					
<b>Outcome 2: Students will become creative risk takers academically.</b>					
	<b>3.18</b>	<b>3.25</b>	<b>3.30</b>	<b>3.23</b>	
2	My child is encouraged to use at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	3.28	3.37	3.41	3.31
3	My child's school work shows evidence that he/she uses at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	3.24	3.29	3.36	3.28
4	My child receives classroom work that is appropriately challenging.	3.02	3.09	3.13	3.09
<b>Goal 2: Students will benefit from opportunities for positive interaction.</b>					
<b>Outcome 1: Students will develop positive interdependence skills.</b>					
	<b>3.09</b>	<b>3.08</b>	<b>2.91</b>	<b>3.12</b>	
5	My child is better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.	2.91	3.07	2.99	3.00
6	My child has the opportunity to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal at school.	3.30	3.31	3.25	3.32
7	My child has opportunities to work with students in other grades.	3.03	2.74	2.26	3.00
8	My child is displaying increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.).	3.11	3.18	3.14	3.15
<b>Goal 2: Students will benefit from opportunities for positive interaction.</b>					
<b>Outcome 2: Students will become creative risk takers socially</b>					
	<b>2.99</b>	<b>3.01</b>	<b>2.96</b>	<b>3.02</b>	
9	I am satisfied with the opportunities my child has for student leadership at school.	3.03	3.02	2.92	3.00
10	The school provides my child opportunities to interact with and get to know students other than those with whom he/she usually associates (eg. play, hang out, interact).	3.14	3.11	2.97	3.10
11	I agree that my child is becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	2.97	3.01	3.04	3.05
12	My child is becoming better at taking social risks.	2.82	2.88	2.89	2.91
<b>Goal 3: Students' emotional needs are supported.</b>					
<b>Outcome 1: Students will develop independence, self-direction and self-discipline in learning.</b>					
	<b>2.93</b>	<b>3.05</b>	<b>3.09</b>	<b>3.03</b>	
13	My child finds Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest him/her.	2.74	2.98	3.10	2.99
14	The school is helping my child develop skills to become more independent and self-directed in their learning.	3.10	3.23	3.22	3.14
15	My child is able to apply independence and self-direction in their learning and studies in an effective manner.	3.02	3.12	3.17	3.12
16	My child is becoming better able to self-regulate (better able to recognize their emotional state and control it.)	2.95	3.06	3.06	3.01
17	My child is able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accepting an unexpected event or result).	2.83	2.87	2.91	2.90
<b>Goal 3: Students' emotional needs are supported.</b>					
<b>Outcome 2: Students will become creative risk takers emotionally.</b>					
	<b>3.01</b>	<b>3.03</b>	<b>3.04</b>	<b>3.10</b>	
18	My child is able to identify their emotions when they feel them.	3.07	3.16	3.21	3.22
19	My child is able to express themselves in appropriate ways while feeling different emotions.	2.99	2.92	2.96	3.05
20	My child wants to try again even when things don't go as they hoped.	2.90	2.90	2.91	3.01
21	My school helps my child understand it's ok to make a mistake.	3.08	3.12	3.07	3.13

## Board Survey 2020-2023 (All Responses)

		2023	2022	2021	2020
<b>General</b>		<b>3.08</b>	<b>3.20</b>	<b>3.28</b>	<b>3.22</b>
22	I am satisfied with the ways in which the school recognizes my child's learning accomplishments.	2.99	3.06	3.10	3.04
23	I am satisfied with the effectiveness of my child's Individual Program Plan (IPP).	2.53	2.66	2.75	2.71
24	I am satisfied with the communication about my child's progress.	3.12	3.29	3.25	3.27
25	I am satisfied that my concerns are dealt with effectively and efficiently at the school.	3.17	3.20	3.34	3.20
26	I am satisfied that the school informs parents of its activities and plans in a timely manner.	3.15	3.23	3.40	3.37
27	I agree that agree that the school is proactive in promoting positive student behavior.	3.32	3.43	3.48	3.40
28	I am satisfied with the school's discipline procedures to address inappropriate behaviors.	3.06	2.93	3.21	3.25
29	I am satisfied with the leadership provided by the administration team.	3.28	3.37	3.56	3.42
30	I would take advantage of the opportunities to provide input to the Board if I found it necessary.	3.36	3.32	3.30	3.16
31	I am satisfied with the communication provided by the Board	3.01	3.36	3.32	3.28
32	I am satisfied with the leadership provided by the Board.	2.90	3.33	3.37	3.32

# Board Survey 2019-2023 (Parent-All)

2023	2022	2021	2020	2019
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1. My child is enrolled in ( Division 1. Division II, Division III)

<b>Goal 1: Student learning is improved.</b>						
<b>Outcome 2: Students will become creative risk takers academically.</b>						
		<b>3.26</b>	<b>3.40</b>	<b>3.45</b>	<b>3.34</b>	<b>3.23</b>
2	My child is encouraged to use at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	3.37	3.47	3.58	3.44	3.29
3	My child's school work shows evidence that he/she uses at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	3.31	3.45	3.47	3.34	3.26
4	My child receives classroom work that is appropriately challenging.	3.10	3.27	3.29	3.24	3.15
<b>Goal 2: Students will benefit from opportunities for positive interaction.</b>						
<b>Outcome 1: Students will develop positive interdependence skills.</b>						
		<b>3.24</b>	<b>3.26</b>	<b>3.04</b>	<b>3.22</b>	<b>3.20</b>
5	My child is better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.	2.95	3.22	3.13	3.03	2.93
6	My child has the opportunity to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal at school.	3.40	3.30	3.17	3.37	3.38
7	My child has opportunities to work with students in other grades.	3.38	3.15	2.66	3.27	3.28
8	My child is displaying increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.).	3.24	3.35	3.21	3.22	
<b>Goal 2: Students will benefit from opportunities for positive interaction.</b>						
<b>Outcome 2: Students will become creative risk takers socially</b>						
		<b>3.12</b>	<b>3.16</b>	<b>3.06</b>	<b>3.06</b>	<b>3.09</b>
9	I am satisfied with the opportunities my child has for student leadership at school.	3.16	3.16	3.04	3.10	3.04
10	The school provides my child opportunities to interact with and get to know students other than those with whom he/she usually associates (eg. play, hang out, interact).	3.16	3.08	2.84	3.03	3.06
11	I agree that my child is becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	3.16	3.28	3.23	3.13	3.18
12	My child is becoming better at taking social risks.	3.00	3.13	3.12	2.96	
<b>Goal 3: Students' emotional needs are supported.</b>						
<b>Outcome 1: Students will develop independence, self-direction and self-discipline in learning.</b>						
		<b>2.96</b>	<b>3.19</b>	<b>3.13</b>	<b>3.01</b>	<b>3.05</b>
13	My child finds Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest him/her.	3.04	3.31	3.29	3.11	3.29
14	The school is helping my child develop skills to become more independent and self-directed in their learning.	3.06	3.41	3.30	3.15	3.09
15	My child is able to apply independence and self-direction in their learning and studies in an effective manner.	2.91	3.17	3.17	2.99	
16	My child is becoming better able to self-regulate (better able to recognize their emotional state and control it.)	2.90	3.07	3.05	2.99	
17	My child is able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accepting an unexpected event or result).	2.87	3.01	2.84	2.79	2.77
<b>Goal 3: Students' emotional needs are supported.</b>						
<b>Outcome 2: Students will become creative risk takers emotionally.</b>						
		<b>3.02</b>	<b>3.12</b>	<b>3.03</b>	<b>3.02</b>	<b>3.06</b>
18	My child is able to identify their emotions when they feel them.	3.12	3.23	3.18	3.16	3.17
19	My child is able to express themselves in appropriate ways while feeling different emotions.	2.99	2.96	2.91	2.97	2.94
20	My child wants to try again even when things don't go as they hoped.	2.84	2.93	2.86	2.77	
21	My school helps my child understand it's ok to make a mistake.	3.11	3.36	3.16	3.19	

## Board Survey 2019-2023 (Parent-All)

	2023	2022	2021	2020	2019
<b>General</b>	<b>2.99</b>	<b>3.29</b>	<b>3.32</b>	<b>3.22</b>	<b>3.14</b>
22 I am satisfied with the ways in which the school recognizes my child's learning accomplishments.	3.00	3.23	3.25	3.12	2.99
23 I am satisfied with the effectiveness of my child's Individual Program Plan (IPP).	2.80	3.06	3.11	2.83	2.88
24 I am satisfied with the communication about my child's progress.	2.89	3.13	3.18	3.06	2.87
25 I am satisfied that my concerns are dealt with effectively and efficiently at the school.	3.00	3.26	3.34	3.20	3.40
26 I am satisfied that the school informs parents of its activities and plans in a timely manner.	2.98	3.29	3.40	3.37	3.20
27 I agree that agree that the school is proactive in promoting positive student behavior.	3.13	3.52	3.48	3.40	3.36
28 I am satisfied with the school's discipline procedures to address inappropriate behaviors.	2.81	3.09	3.21	3.25	2.99
29 I am satisfied with the leadership provided by the administration team.	3.13	3.44	3.56	3.42	3.31
30 I would take advantage of the opportunities to provide input to the Board if I found it necessary.	3.37	3.36	3.30	3.16	3.23
31 I am satisfied with the communication provided by the Board	2.95	3.41	3.32	3.28	3.16
32 I am satisfied with the leadership provided by the Board.	2.79	3.38	3.37	3.32	3.19

# Board Survey 2019-2023 (Teacher)

2023 2022 2021 2020 2019

1.

Goal 1: Student learning is improved.						
<b>Outcome 2: Students will become creative risk takers academically.</b>		<b>3.51</b>	<b>3.51</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
2	My students are encouraged to use at least some of the following in their schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	3.67	3.62			
3	My students demonstrate least some of the following in their schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	3.33	3.54			
4	My students receive class work that is appropriately challenging.	3.52	3.38			
Goal 2: Students will benefit from opportunities for positive interaction.						
<b>Outcome 1: Students will develop positive interdependence skills.</b>		<b>3.37</b>	<b>3.32</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
5	My students are better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.	3.19	3.50			
6	My students have the opportunity to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal at school.	3.62	3.54			
7	My students have opportunities to work with students in other grades.	3.57	3.17			
8	My students are displaying increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.).	3.10	3.08			
<b>Goal 2: Students will benefit from opportunities for positive interaction.</b>						
<b>Outcome 2: Students will become creative risk takers socially</b>		<b>3.35</b>	<b>3.24</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
9	I provide student leadership opportunities at school.	3.29	3.25			
10	I provide my students opportunities to interact with and get to know students other than those with whom they usually associates (eg. play, hang out, interact).	3.57	3.23			
11	I agree that my students are becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	3.33	3.23			
12	My students are becoming better at taking social risks.	3.19	3.23			
Goal 3: Students' emotional needs are supported.						
<b>Outcome 1: Students will develop independence, self-direction and self-discipline in learning.</b>		<b>3.23</b>	<b>3.18</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
13	My students find Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest them.	2.94	3.00			
14	I am helping my students develop skills to become more independent and self-directed in their learning.	3.62	3.46			
15	My students are able to apply independence and self-direction in their learning and studies in an effective manner.	3.29	3.00			
16	My students are becoming better able to self-regulate (better able to recognize their emotional state and control it.)	3.24	3.38			
17	My students are able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accepting an unexpected event or result).	3.05	3.08			
Goal 3: Students' emotional needs are supported.						
<b>Outcome 2: Students will become creative risk takers emotionally.</b>		<b>3.17</b>	<b>3.04</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
18	My students are able to identify their emotions when they feel them.	3.14	3.08			
19	My students are able to express themselves in appropriate ways while feeling different emotions.	2.89	2.85			
20	My students want to try again even when things don't go as they hoped.	2.95	2.69			
21	I help my students understand it's ok to make a mistake.	3.71	3.54			

# Board Survey 2019-2023 (Teacher)

2023 2022 2021 2020 2019

General		3.44	2.90	0.00	0.00	0.00
22	I am satisfied with the ways in which the school recognizes student learning accomplishments.	3.33	3.33			
23	I am satisfied with the effectiveness of my students' Individual Program Plans (IPP).	2.89	2.85			
24	I am satisfied with the communication I make about my students' progress.	3.38	3.23			
25	I am satisfied that my concerns are dealt with effectively and efficiently by the administration team	3.62	2.83			
26	I am satisfied with the communication provided by administration.	3.62	2.85			
27	I agree that the school is proactive in promoting positive student behavior.	3.85	2.83			
28	I am satisfied with the school's discipline procedures to address inappropriate behaviors.	3.62	2.00			
29	I am satisfied with the leadership provided by the administration team.	3.70	2.92			
30	I would take advantage of the opportunities to provide input to the Board if I found it necessary.	3.33	3.09			
31	I am satisfied with the communication provided by the Board	3.25	3.00			
32	I am satisfied with the leadership provided by the Board.	3.27	3.00			

# Board Survey 2019-2023 - Student (4-6)

2023	2022	2021	2020	2019
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1. What Division are you in?

## Goal 1: Student learning is improved.

### Outcome 2: Students will become creative risk takers academically.

**3.19      3.16      3.23      3.17      3.24**

2	My teachers encourage me to use at least some of the following in my schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	3.31	3.38	3.25	3.24	
3	My school work shows evidence that I use at least some of the following in my schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	3.29	3.16	3.34	3.26	3.39
4	My school work challenges me appropriately (not too hard - not too easy).	2.98	2.95	3.09	3.02	3.09

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

### Outcome 1: Students will develop positive interdependence skills.

**3.16      3.04      2.86      3.09      3.12**

5	I feel that I am better able to address conflicts with others (e.g. differences of opinion) than I could at the beginning of the year.	3.10	3.08	2.96	3.05	3.00
6	My school provides me with opportunities to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal.	3.31	3.34	3.36	3.33	3.27
7	I have the opportunity to work with students in other grades.	2.96	2.55	2.04	2.87	3.09
8	I am getting better at using positive interdependence skills (working with others, being inclusive, resolving conflict with others, etc.).	3.27	3.20	3.08	3.12	

### Outcome 2: Students will become creative risk takers socially

**3.03      2.94      2.88      3.00      3.07**

9	At school, I have opportunities to take on a leadership role if I want one (eg. lead a club; provide an activity for others; etc.)	3.09	2.92	2.71	2.89	2.86
10	The school provides me with opportunities to interact with and get to know students other than those with whom I usually associate (eg. play, hang out, interact).	3.21	3.18	3.22	3.15	3.15
11	I am becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	2.95	2.92	2.90	3.00	3.21
12	I am becoming better at taking social risks (doing something outside my comfort zone such as initiating discussions with someone you don't usually associate with, etc.).	2.85	2.74	2.69	2.97	



## Board Survey 2019-2023 - Student (4-6)

2023	2022	2021	2020	2019
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### Goal 3: Students' emotional needs are supported.

Outcome 1: Students will develop independence, self-direction and self-discipline in learning.		3.14	3.11	3.15	3.12	3.40
13	I find Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest me.	3.05	3.19	3.31	3.22	3.36
14	My school is helping me develop skills to become more independent and self-directed in my	3.31	3.19	3.29	3.18	3.41
15	I am able to apply the skills of being more independent and self-directed to my learning and studies in an effective manner.	3.26	3.21	3.20	3.15	3.54
16	I am able to or becoming better able to self-regulate ( better able to recognize my emotional state and control it.)	2.98	3.10	2.99	3.00	
17	I am able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accept an unexpected event or result).	3.09	2.88	2.95	3.07	3.29
Outcome 2: Students will become creative risk takers emotionally.		3.16	3.03	3.07	3.22	3.01
18	I am able to identify my emotions when I feel them.	3.17	3.12	3.26	3.25	3.48
19	I am able to express myself in appropriate ways while feeling different emotions.	3.08	2.88	2.95	3.10	2.11
20	I want to try again even when things don't go as I hoped.	3.15	3.00	3.00	3.26	3.30
21	My school helps me understand it's ok to make a mistake.	3.24	3.11	3.06	3.25	3.15
General		3.20	3.10	3.02	3.17	3.23
22	I am satisfied with the ways in which the school recognizes my learning accomplishments.	3.22	3.06	3.11	3.08	3.04
23	My IPP is helping my learning.	2.97	2.75	2.57	2.88	
24	I like my school.	3.41	3.48	3.39	3.56	3.41

# Board Survey 2019-2023 - Student (7-9)

2023	2022	2021	2020	2019
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1. What Division are you in?

## Goal 1: Student learning is improved.

### Outcome 2: Students will become creative risk takers academically.

	2023	2022	2021	2020	2019
2 My teachers encourage me to use at least some of the following in my schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	3.05	3.18	3.34	3.21	
3 My school work shows evidence that I use at least some of the following in my schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	3.07	3.19	3.19	3.20	3.13
4 My school work challenges me appropriately (not too hard - not too easy).	2.86	2.98	2.90	2.94	3.09

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

### Outcome 1: Students will develop positive interdependence skills.

	2023	2022	2021	2020	2019
5 I feel that I am better able to address conflicts with others (e.g. differences of opinion) than I could at the beginning of the year.	2.52	2.74	2.76	2.88	2.59
6 My school provides me with opportunities to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal.	3.11	3.25	3.22	3.24	3.11
7 I have the opportunity to work with students in other grades.	2.61	2.56	1.93	2.77	3.00
8 I am getting better at using positive interdependence skills (working with others, being inclusive, resolving conflict with others, etc.).	2.73	2.92	3.12	3.07	

### Outcome 2: Students will become creative risk takers socially

	2023	2022	2021	2020	2019
9 At school, I have opportunities to take on a leadership role if I want one (eg. lead a club; provide an activity for others; etc.)	2.90	2.97	3.02	3.00	3.13
10 The school provides me with opportunities to interact with and get to know students other than those with whom I usually associate (eg. play, hang out, interact).	2.89	3.04	2.87	3.13	3.00
11 I am becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	2.69	2.75	2.89	2.98	2.89
12 I am becoming better at taking social risks (doing something outside my comfort zone such as initiating discussions with someone you don't usually associate with, etc.).	2.50	2.70	2.78	2.75	

## Board Survey 2019-2023 - Student (7-9)

2023	2022	2021	2020	2019
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### Goal 3: Students' emotional needs are supported.

Outcome 1: Students will develop independence, self-direction and self-discipline in learning.		2.58	2.79	2.95	2.95	2.90
13	I find Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest me.	2.18	2.41	2.48	2.49	2.78
14	My school is helping me develop skills to become more independent and self-directed in my	2.66	3.01	2.97	3.08	2.85
15	I am able to apply the skills of being more independent and self-directed to my learning and studies in an effective manner.	2.75	2.96	3.13	3.28	3.00
16	I am able to or becoming better able to self-regulate ( better able to recognize my emotional state and control it.)	2.88	2.94	3.17	3.05	
17	I am able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accept an unexpected event or result).	2.41	2.64	2.98	2.83	2.98
Outcome 2: Students will become creative risk takers emotionally.		2.75	2.89	3.02	3.07	2.88
18	I am able to identify my emotions when I feel them.	2.87	3.14	3.19	3.26	3.15
19	I am able to express myself in appropriate ways while feeling different emotions.	2.88	2.94	3.08	3.11	2.43
20	I want to try again even when things don't go as I hoped.	2.61	2.74	2.88	3.05	3.09
21	My school helps me understand it's ok to make a mistake.	2.62	2.74	2.92	2.84	2.83
General		2.38	2.64	2.79	2.77	3.04
22	I am satisfied with the ways in which the school recognizes my learning accomplishments.	2.59	2.75	2.83	2.87	2.98
23	My IPP is helping my learning.	1.66	1.93	2.34	2.24	
24	I like my school.	2.88	3.23	3.19	3.21	3.09



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

**MEMORANDUM**

Date: May 17, 2023

To: Board of Directors

From: Dean Lindquist - Superintendent

Re: Permission to For New Superintendent to Attend CASS / ASBOA Summer Conference

**Background:**

It is important for the superintendent to engage with CASS professional development opportunities in order to remain current in the profession. Through these events, where many other school authorities and Alberta Education representatives are in attendance, there are significant learning opportunities.

With Mr. Terry Moghrabi taking on the Superintendent role effective July 1, 2023, it is particularly important for him to attend the CASS / ASBOA Summer Conference. This opportunity will enable him to meet many of the Charter School Superintendents as well continue to network with all Alberta School Superintendents.

Conference dates are August 15 – 17, 2023. The conference is scheduled to be held in Red Deer. Conference specifics have not been released. However, year over year, the conference is organized as follows:

**The CASS/ASBOA Summer Learning Conference will offer the opportunity to attend one of the following Professional Learning Modules:**

- Leading Learning (with a focus on supporting implementation of new curriculum)
- Supporting Effective Governance
- Visionary Leadership
- Employment Law and Employment Agreements

Professional Learning Modules are designed to deepen and apply system education leaders' professional practice with opportunities to examine Alberta context through an inquiry approach based on research. Learning will be aligned with the SLQS and LQS professional practice standards and/or the ASBOA areas of practice. Learning modules begin with a focus on personal capacity leading to the valuable role system education leaders play in supporting quality school leadership and teaching to create optimum learning for all students in Alberta.

The learning modules will be designed based on the needs of CASS and ASBOA members, and the role they collectively have in leading Alberta school authorities. Many districts choose to attend a professional learning module together (e.g., CASS and ASBOA school authority leadership teams) and others choose to attend different opportunities and build system coherence based on individual learning that occurs. Time for system leadership teams to meet and build school authority plans will be provided.

As Mr. Moghrabi will be unable to bring this agenda item to the board, due to there not being any summer board meetings, I am requesting authorization and funding (conference fee, lodging, mileage and per diems) for Mr. Moghrabi to attend the conference.

**Recommendations:**

It is recommended that the Board provide authorization for Mr. Terry Moghrabi to attend the CASS Summer Conference for professional development purposes.

Respectfully,

A handwritten signature in blue ink, appearing to read "Dean Lindquist". The signature is fluid and cursive, with a large initial "D" and "L".

Dean Lindquist

## 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 <span style="float: right;"><input checked="" type="checkbox"/></span></li> <li>▪ Set date for October Board meeting <span style="float: right;"><input checked="" type="checkbox"/></span></li> <li>▪ Receive report on provincial achievement test results (closed meeting) <span style="float: right;"><input checked="" type="checkbox"/></span></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 <span style="float: right;"><input checked="" type="checkbox"/></span></li> <li>- Elect Board executive officers (must be within one week of SGM) <span style="float: right;"><input checked="" type="checkbox"/></span></li> <li>- Select members for Board standing committees <span style="float: right;"><input checked="" type="checkbox"/></span></li> <li>- Set dates for Board meetings (motion required) <span style="float: right;"><input checked="" type="checkbox"/></span></li> <li>- Notify Service Alberta of change in executive officers <span style="float: right;"><input checked="" type="checkbox"/></span></li> <li>- Identify Board signing authorities <span style="float: right;"><input checked="" type="checkbox"/></span></li> <li>- Sign Board Member Code of Conduct – Policy #101 <span style="float: right;"><input checked="" type="checkbox"/></span></li> </ul> </li> <li>▪ Receive Accountability Pillar Results Report for October 2022 <span style="float: right;"><input checked="" type="checkbox"/></span></li> <li>▪ Attend TAAPCS Annual General Meeting <span style="float: right;"><input checked="" type="checkbox"/></span></li> <li>▪ Receive enrolment report for September 30, 2022 <span style="float: right;"><input checked="" type="checkbox"/></span></li> <li>▪ Conduct initial orientation session for new Board members <span style="float: right;"><input checked="" type="checkbox"/></span></li> <li>▪ Set date for NHCS Society Annual General Meeting <span style="float: right;"><input checked="" type="checkbox"/></span></li> </ul>
<b>November</b>	<ul style="list-style-type: none"> <li>▪ Conduct AGM of NHCS Society <span style="float: right;"><input checked="" type="checkbox"/></span></li> <li>▪ Approve revised budget for 2022-23 <span style="float: right;"><input checked="" type="checkbox"/></span></li> <li>▪ Approve Annual Education Results Report 2021-22 <span style="float: right;"><input checked="" type="checkbox"/></span></li> <li>▪ Approve Audited Financial Statement Year Ending Aug 31/22 <span style="float: right;"><input checked="" type="checkbox"/></span></li> <li>▪ Receive Report #1 from School Council <span style="float: right;"><input checked="" type="checkbox"/></span></li> <li>▪ Determine priorities, possible date for Stakeholder Forum <span style="float: right;"><input checked="" type="checkbox"/></span></li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li>▪ Set date for March Board Planning Retreat <span style="float: right;"><input checked="" type="checkbox"/></span></li> <li>▪ Receive Counsellor’s Report #1 <span style="float: right;"><input checked="" type="checkbox"/></span></li> </ul>
<b>January</b>	<ul style="list-style-type: none"> <li>▪ Receive Quarterly Financial Report for Sep - Nov 2022 <span style="float: right;"><input checked="" type="checkbox"/></span></li> <li>▪ Review Policy 210 and associated Student Code of Conduct <span style="float: right;"><input checked="" type="checkbox"/></span></li> <li>▪ Approve school calendar for 2023-24 in principle <span style="float: right;"><input checked="" type="checkbox"/></span></li> <li>▪ Stakeholder Forum – Gather input on possible Education Plan priorities <span style="float: right;"><input checked="" type="checkbox"/></span></li> </ul>
<b>February</b>	<ul style="list-style-type: none"> <li>▪ Provide final approval of school calendar for 2023-24 <span style="float: right;"><input checked="" type="checkbox"/></span></li> <li>▪ Prepare breakfast for school staff – deferred to May 5, 2023 <span style="float: right;"><input checked="" type="checkbox"/></span></li> <li>▪ Receive mid-year progress report on Three-Year Education Plan 2022-25 <span style="float: right;"><input checked="" type="checkbox"/></span></li> </ul>
<b>March</b>	<ul style="list-style-type: none"> <li>▪ Board Retreat – Identify priorities for upcoming Education Plan <span style="float: right;"><input checked="" type="checkbox"/></span></li> <li>▪ Approve Three-Year Capital Plan for 2023-24 to 2025-26 <span style="float: right;"><input checked="" type="checkbox"/></span></li> <li>▪ Administer Board-developed Stakeholder Survey, deferred to April <span style="float: right;"><input checked="" type="checkbox"/></span></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 <input checked="" type="checkbox"/></li> <li>▪ Administer Board-developed Stakeholder Survey, deferred from April <input checked="" type="checkbox"/></li> </ul>
<b>May</b>	<ul style="list-style-type: none"> <li>▪ Provide approval to Education Plan 2022-23 to 2025-26 <input type="checkbox"/></li> <li>▪ Attend TAAPCS Spring General Meeting <input type="checkbox"/></li> <li>▪ Approve Budget for 2023-24 <input type="checkbox"/></li> <li>▪ Receive Accountability Pillar Results Report for May 2023 <input type="checkbox"/></li> <li>▪ Receive Board-developed stakeholder survey results <input type="checkbox"/></li> <li>▪ Consider salary adjustment for support staff, senior administration <input type="checkbox"/></li> <li>▪ Receive report from FANHS <input type="checkbox"/></li> <li>▪ Receive Counsellor's Report #2 <input type="checkbox"/></li> <li>▪ Prepare breakfast for school staff – deferred from February <input type="checkbox"/></li> </ul>
<b>June</b>	<ul style="list-style-type: none"> <li>▪ Assess Board Work Plan progress for 2022-23 <input type="checkbox"/></li> <li>▪ Receive Quarterly Financial Report for Mar – May 2023 <input type="checkbox"/></li> <li>▪ Schedule SGM of NHCS Society (requires 21 days' notice; must be on or before Oct 10) <input type="checkbox"/></li> <li>▪ Schedule September 2022 Board meeting (set for September 20, 2023) <input checked="" type="checkbox"/></li> <li>▪ Set date for Summer Board Housekeeping Retreat <input type="checkbox"/></li> <li>▪ Receive Report #2 from School Council <input type="checkbox"/></li> </ul>
<b>Ongoing</b>	<ul style="list-style-type: none"> <li>▪ Consider proposals for new or amended Board policies <input type="checkbox"/></li> <li>▪ Receive recommendations from Board committees <input type="checkbox"/></li> </ul>
<b>Annually</b>	<ul style="list-style-type: none"> <li>▪ Negotiate collective agreement with ATA (as needed) <input type="checkbox"/></li> </ul>
<b>As Needed</b>	<ul style="list-style-type: none"> <li>▪ Meet with: <input type="checkbox"/></li> <li style="padding-left: 20px;">- County Council <input type="checkbox"/></li> <li style="padding-left: 20px;">- MLAs <input type="checkbox"/></li> </ul>



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

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## Collegiate Schools / Écoles collégiales

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

Wed, Apr 26, 2023 at 2:16 PM

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

**Presidents of Stakeholder Associations**

AISCA (Association of Independent Schools & Colleges in Alberta)

ASBA (Alberta School Boards Association)

ASBOA (Association of School Business Officials of Alberta)

ASCA (Alberta School Councils' Association)

ATA (Alberta Teachers' Association)

CASS (College of Alberta School Superintendents)

FPFA (Fédération des parents francophones de l'Alberta)

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

PSBAA (Public School Boards' Association of Alberta)

TAAPCS (The Association of Alberta Public Charter Schools)

**Subject: Collegiate Schools**

Dear colleagues,

I am pleased to share with you that the Ministry of Education is continuing to expand choice in education and that 12 collegiates will be opening across our province, some as early as this fall.

These collegiates will create pathways for students to post-secondary or their chosen fields in the workforce.

These 12 collegiates have strong collaboration with post-secondary and industry partners across the province:



<u>Collegiate School</u>	<u>Authority</u>
Calmar Secondary Collegiate School	Black Gold School Division
CBE Digital Futures Pathway	Calgary School Division
Central Alberta Collegiate Institute	Chinook's Edge School Division
	Red Deer Catholic Separate School Division
	Red Deer School Division
	Wolf Creek School Division
Connecting Futures Collegiate School	Fort Vermilion School Division
Fusion Collegiate	Fusion Collegiate
North Peace Commercial Driving Academy	Peace River School Division
Our Lady of the Rockies High School / St. Mary's High School	Calgary Roman Catholic Separate School Division
PEAKS Collegiate Campus	Livingstone Range School Division
STAND (ST&)	Strathcona - Tweedsmuir School
STEM Collegiate	STEM Collegiate Canada Society
Southern Alberta Collegiate Institute	Holy Spirit Roman Catholic Separate School Division
	Horizon School Division
	Lethbridge School Division
	Livingstone Range School Division
	Palliser School Division

The Southern Alberta Flight Academy

Westwind School Division

Prairie Rose School Division

Collegiate partnerships will bring together students in grades 7-12 with similar interests to benefit from enriched programming, specialized facilities, and enhanced learning opportunities through a unique delivery model.

Thank you for your continued work to support student learning in Alberta.

Sincerely,

Adriana LaGrange

Minister of Education

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

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

Communications Contacts of Public, Separate, Francophone and Charter School Authorities

Executive Directors of Stakeholder Associations



**Destinataires: Présidence des autorités scolaires publiques, séparées, francophones et à charte**

**Présidence des associations des parties prenantes**

AISCA (Association of Independent Schools & Colleges in Alberta)

ASBA (Alberta School Boards Association)

ASBOA (Association of School Business Officials of Alberta)

ASCA (Alberta School Councils' Association)

ATA (Alberta Teachers' Association)

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

PSBAA (Public School Boards' Association of Alberta)

TAAPCS (The Association of Alberta Public Charter Schools)

**Objet: Écoles collégiales**

Chers collègues,

J'ai le plaisir de vous informer que le ministère de l'Éducation continue d'élargir les choix en matière d'éducation et que 12 écoles collégiales ouvriront leurs portes dans la province, certaines dès cet automne. Ces écoles collégiales offriront aux élèves un cheminement vers des études postsecondaires ou une carrière dans le domaine de leur choix.

Ces 12 écoles collégiales collaborent étroitement avec des partenaires de l'enseignement postsecondaire et de l'industrie dans toute la province.

<b><u>École collégiale</u></b>	<b><u>Autorité</u></b>
Calmar Secondary Collegiate School	Black Gold School Division
CBE Digital Futures Pathway	Calgary School Division
Central Alberta Collegiate Institute	Chinook's Edge School Division
	Red Deer Catholic Separate School Division
	Red Deer School Division
	Wolf Creek School Division
Connecting Futures Collegiate School	Fort Vermilion School Division
Fusion Collegiate	Fusion Collegiate
North Peace Commercial Driving Academy	Peace River School Division

Our Lady of the Rockies High School / St. Mary's High School	Calgary Roman Catholic Separate School Division
PEAKS Collegiate Campus	Livingstone Range School Division
STAND (ST&)	Strathcona - Tweedsmuir School
STEM Collegiate	STEM Collegiate Canada Society
Southern Alberta Collegiate Institute	Holy Spirit Roman Catholic Separate School Division
	Horizon School Division
	Lethbridge School Division
	Livingstone Range School Division
	Palliser School Division
	Westwind School Division
The Southern Alberta Flight Academy	Prairie Rose School Division

Ces partenariats collégiaux réuniront des élèves de la 7<sup>e</sup> à la 12<sup>e</sup> année ayant des intérêts similaires et leur permettront de bénéficier d'une programmation enrichie, d'installations spécialisées et de meilleures possibilités d'apprentissage grâce à un modèle de prestation unique.

Je vous remercie de votre travail continu pour soutenir l'apprentissage des élèves en Alberta.

Cordialement,

Adriana LaGrange

Ministre de l'Éducation

cc: Directions générales des autorités scolaires publiques, séparées, francophones et à charte

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

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

Directions générales des associations des parties prenantes

Classification: Protected A