

New Horizons Charter School Society Board Meeting

February 21, 2024



NEW HORIZONS CHARTER SCHOOL SOCIETY

AGENDA

Type of Meeting: Board

Date: February 21, 2024

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"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 FEBRUARY 21, 2024 AGENDA

Online streaming available via Zoom, [click here to join](#).

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

1. **Call to Order** A. Asquini 7:00 pm
2. **Statement of Territorial Acknowledgment** A. Asquini 7:02 pm

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.
3. **Adoption of Agenda** A. Asquini 7:05 pm
4. **Disclosure of Conflict of Interest** A. Asquini 7:08 pm
5. **Approval of Minutes** A. Asquini 7:10 pm
 - 5.1 January 24, 2024 – attachment
6. **Administration Reports** 7:15 pm
 - 6.1 Principal's Report - attachment L. Vigfusson
 - 6.2 Secretary Treasurer's Report - attachment P. Dundas
 - 6.3 Superintendent's Report - attachment T. Moghrabi

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"TOWARDS NEW HORIZONS"

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- | | | | |
|-----|--|---------------|---------|
| 7. | Board Reports | | 7:30 pm |
| | 7.1 Board Chair's Report | A. Asquini | |
| | 7.2 Other Committee Reports and Updates | A. Asquini | |
| | 7.2.1 Finance and Audit Committee | V. Tong | |
| | 7.2.2 Policy Guidelines and Bylaws Committee | J. Clarke | |
| | 7.2.3 Survey Committee | T. Panas | |
| | 7.2.4 Public Relations Committee | A. Asquini | |
| | 7.2.5 Personnel Committee | K. Derkson | |
| | 7.2.6 High School Ad Hoc Committee | A. Asquini | |
| | 7.2.7 Board Activities | As applicable | |
| 8. | New Business | | 7:45 pm |
| | 8.1 Approve 2024-25 School Calendar - attachment | T. Moghrabi | |
| | 8.1.1 Draft 2024-25 School Calendar | | |
| | 8.2 Mid-Year Progress Report on Three Year Education Plan | L. Vigfusson | |
| | 8.3 Review Policy 210 and Student Code of Conduct - attachment | T. Moghrabi | |
| | 8.3.1 Policy 210 | | |
| | 8.3.2 Student Code of Conduct | | |
| | 8.4 Request for Superintendent Professional Development | | |
| 9. | Board Work Plan – attachment | A. Asquini | 8:10 pm |
| 10. | The Association of Alberta Public Charter Schools | A. Koziak | 8:15 pm |
| 11. | Receipt of Reports | A. Asquini | 8:25 pm |
| 12. | Correspondence Sent | A. Asquini | 8:27 pm |
| | 12.1 Value Scoping Invitation | | |
| 13. | Correspondence Received | A. Asquini | 8:28 pm |
| | None | | |
| 14. | In Camera | A. Asquini | 8:30 pm |
| 15. | Business Arising from In Camera | A. Asquini | 8:40 pm |
| 16. | Adjournment | A. Asquini | 8:45 pm |

Next Board Meeting – Wednesday, March 20, 2024

NEW HORIZONS CHARTER SCHOOL SOCIETY
MINUTES

Type of Meeting:	Board	Date:	January 24, 2024	Initials:	Chair	
Approved:	DRAFT	Recorded By:	A. DeJong		Secretary	

January 24, 2024, 7:00 p.m.

Board Members Present at Call to Order:

Adam Asquini
CHAIR

Vincent Tong
BOARD SECRETARY-TREASURER

Adam Koziak
DIRECTOR

Jason Clarke
DIRECTOR

Board Members Absent:

Kristie Derkson
VICE CHAIR

Dan Hanson
DIRECTOR

Trevor Panas
DIRECTOR

Administration Present at Call to Order:

Terry Moghrabi
SUPERINTENDENT

Patti Dundas
SECRETARY-TREASURER

Lori Vigfusson
PRINCIPAL

1. Call to Order

Chair Asquini 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.

3. Adoption of Agenda

<i>Motion 2024-01-24-01</i>	<i>Moved that the agenda for the Board Meeting of January 24, 2024 be adopted as presented.</i> <i>Moved: Director Koziak</i> <i>Seconded: Board Secretary and Treasurer Tong</i> <i>Carried</i>
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NEW HORIZONS CHARTER SCHOOL SOCIETY
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4. Disclosure of Conflict of Interest

None.

5. Approval of Minutes

5.1 Minutes of December 20, 2023

<i>Motion 2024-01-24-02</i>	<i>Moved that the Board Meeting minutes December 20, 2023 be approved as presented.</i> <i>Moved: Director Clarke</i> <i>Seconded: Board Secretary and Treasurer Tong</i> <i>Carried</i>
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6. Administration Reports

6.1 Principal's Report

Principal Vigfusson summarized her written report, including the Stakeholder Forum, school counselling support, admissions, information night and Artist in Residence, as included in the meeting package. She suggested inviting former students/alumni to participate in the Stakeholder Forum; the consensus was to proceed. A research project request relating to gifted adolescents who self-identify as perfectionists has been received from Dr. Cormier at the University of Alberta. The link for the Assurance Survey will be posted on the school website. Parents will receive codes by mail from Alberta Education; the deadline to reply is March 1. Discussion followed.

6.2 Secretary-Treasurer's Report

Secretary-Treasurer Dundas summarized her written report, including fogging, furnaces and the reserve request, as included in the meeting package. Discussion followed. Consensus of the Board is that the decision to utilize fogging is an operational decision.

NEW HORIZONS CHARTER SCHOOL SOCIETY
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6.3 Superintendent's Report

Superintendent Moghrabi summarized his written report, including:

- *The Charter Review.* Document feedback from directors is welcome, feedback from Alberta Education will be received after the interviews are completed. Board participation is needed as part of the interview process on February 15, 2024. Directors present at the meeting all indicated availability to participate.
 - *Action: Superintendent Moghrabi to contact absent directors by email regarding their participation on February 15.*
- *The Value Scope.* Board participation is needed as part of the Value Scope process, likely March 4 and 6. Director Clarke indicated availability, others are still confirming availability.
 - *Action: Superintendent Moghrabi to contact directors by email to confirm their participation on March 4 and 6.*
- *Stakeholder Forum.* As shared by Principal Vigfusson, the invitation has been shared with parents and RSVPs are being received. Director participation is encouraged.
- *Inclement Weather.* Transportation, attendance and school heating were all affected. Staff worked above and beyond to attend school temperatures throughout the extreme cold weather. There is a guideline but not an inclement weather policy which is something to consider in future.
- *Board Professional Development and Training.* Being held on January 25 at Suzuki Charter School. All directors are invited to participate. Details have been shared by email. Additional PD and/or training can be pursued if deemed necessary. Decision to be made after the January 25 session.
- *Assurance Survey.* Response guidelines will be shared for increased understanding and consistent responses. As noted in the instructions for the survey, if a question is not applicable or if the respondent does not feel comfortable answering, they should leave the response blank or fill in the circle under "N/A". A blank response or response under the "N/A" category does not count toward the total number of responses.
- *Provincial Satisfaction Surveys.* Information has been sent to directors by email.
- *TAAPCS.* Future meeting dates have been confirmed and shared with directors by email.

Discussion followed.

NEW HORIZONS CHARTER SCHOOL SOCIETY
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7. Board Reports

7.1 Board Chair's Report

Chair Asquini thanked directors for timely responses relating to the Charter Review document. The staff breakfast is planned for January 31.

7.2 Committee Reports

Finance and Audit Committee

Board Secretary and Treasurer Tong indicated that the committee met to review the first quarter financial report. There are no anomalies to highlight; overall, the budget is on track at this point in the year. Details to be presented under New Business.

Policy Guidelines and Bylaws Committee

A committee meeting is being scheduled for mid-February.

Survey Committee

No report.

Public Relations Committee

No report.

Personnel Committee

No report.

High School Ad Hoc Committee

No report.

8. New Business

8.1 Quarterly Financial Report for September to November 2023

Secretary-Treasurer Dundas provided an update and overview of the quarterly financial report for September to November 2023, as included in the meeting package. Discussion followed.

NEW HORIZONS CHARTER SCHOOL SOCIETY
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8.2 Review Policy 210 and Student Code of Conduct

Superintendent Moghrabi provided a brief overview of Policy 210, *Welcoming, Caring, Respectful, and Safe Learning and Working Environments*. Consensus is to table review of Policy 210 and the Student Code of Conduct for Board approval to the next board meeting.

- *Action: Policy Committee Chair Clarke to arrange a policy committee meeting to review feedback on Policy 210, Student Code of Conduct and other policy concerns.*

8.3 Approve 2024-25 School Calendar in Principle

Superintendent Moghrabi provided an overview of the proposed 2024-25 School Calendar, as included in the meeting package. Discussion followed. Consensus is to move the May 16th day in lieu to May 2nd and then move the May 2nd PD day to November 1st; this amendment has no impact on the total number of instructional or operational days.

<i>Motion 2024-01-24-03</i>	<i>Moved that the Board approve the 2024-25 School Calendar in principle as amended and that it be taken to staff and School Council for feedback prior to formal approval in February, 2024.</i> <i>Moved: Director Koziak</i> <i>Seconded: Board Secretary and Treasurer Tong</i> <i>Carried</i>
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9. Board Work Plan

The Board reviewed the Work Plan for 2023-24, as included in the meeting package.

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

No report.

11. Receipt of Reports

<i>Motion 2024-01-24-04</i>	<i>Moved that all reports be received as presented during the meeting.</i> <i>Moved: Board Secretary and Treasurer Tong</i> <i>Seconded: Director Clarke</i> <i>Carried</i>
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12. Correspondence Sent

12.1 Thank you letter to MLA Kyle Kasawski

13. Correspondence Received

None.

14. Motion to Move In Camera

No in-camera meeting.

15. Additional Discussion Items

- Director Clarke inquired about bus parking and traffic safety. Discussion followed. Current bus parking has been determined to be safer than previous practices. The current traffic plan is considered an exemplar for other nearby schools.
- Director Clarke inquired about creating a list of board advocacy topics. Examples include nutrition and mental health.
 - *Action: Superintendent Moghrabi to consult with system and school administration to further develop a list of possible advocacy topics.*

16. Adjournment

Chair Asquini adjourned the meeting at 9:09 p.m.

Next Board Meeting: Wednesday, February 21, 2024 at New Horizons School

MEMORANDUM

Date: January 24, 2024

To: Board of Directors

From: Lori Vigfusson, Principal

Re: Principal's Report-January 2024

Information and Highlights:

Stakeholder Forum:

New Horizons' annual Stakeholder Forum took place on February 6. We had great attendance from staff, students and parents with about 40 people attending. There were good conversations and we were able to collect some valuable feedback to use as we plan forward.

School Counselling Support:

Liam McFarlane has taken over the caseload from Shandra Klausing. He is also coming in one extra half day a week for a few weeks to make up some of the time missed before the winter break. I have heard positive feedback from staff, students and parents on the work he is doing with our school.

Admissions:

Admissions will close on Feb. 16. We have a large number of applications. Intake day is March 1st. We have increased our number of Kindergarten assessment spots to accommodate the large number of applications.

Teachers' Convention:

Our teachers attended the NCTCA Teachers' Convention on February 8th and 9th. The convention is held at the Edmonton Convention Centre and other locations throughout the city each year with teachers from the North Central Region of Alberta attending. I spoke to organizers regarding the expectation that Charter School attendees check in at the start of the convention. Other school boards do not have this mandate and it causes some inconvenience as teachers may be attending sessions away from the convention centre. The organizer I spoke to said she would bring it to their next meeting.

Alberta Assurance Surveys:

We have sent an email to all parents regarding the Assurance Surveys and the link has been posted on our website for staff, students and parents to access. As we considered a small school, all students in grades 4-9 will complete the surveys at school. These are to be completed before March 1st.

Lori Vigfusson



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

MEMORANDUM

February 21, 2024

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

Financial Profile Master

Please find attached an interim Five Year Comparative Financial Reporting Profile for the school years between 2018-2019 and 2022-2023, inclusive. This information is compiled by Alberta Education to show how your financial information compares province-wide and with other jurisdictions of comparable size.

Recommendations:

It is recommended that this report be received as information.

Patti Dundas – Secretary-Treasurer

Attachment

New Horizons Charter School Society
FINANCIAL REPORTING PROFILE
2018/2019 to 2022/2023 School Years

GRC: Password

	2018/2019 Actuals*	2019/2020 Actuals*	2020/2021 Actuals*	2021/2022 Actuals*	2022/2023 Actuals*
TOTAL FTE ENROLLED (ECS - 12)	334	373	388	425	445
ANNUAL OPERATIONS					
Total Revenues	\$4,051,095	\$4,005,414	\$4,163,801	\$4,780,857	\$4,698,309
Total Expenses	\$3,918,987	\$3,822,891	\$4,099,219	\$4,580,098	\$5,037,638
Excess (Deficiency) of Revenues over Expenses	\$132,108	\$182,523	\$64,582	\$200,759	(\$339,329)
Add (Deduct) Board-funded Capital & Unsupported Debt Transactions	(\$36,577)	\$22,959	\$24,725	(\$90,599)	\$15,575
Net Change to A.S.O. (A.D.O.)	\$95,531	\$205,482	\$89,307	\$110,160	(\$323,754)
ADJUSTED ACCUMULATED SURPLUS (DEFICIT) FROM OPERATIONS A.S.O. (A.D.O.); AND CAPITAL RESERVES (Note 1)					
Adjusted A.S.O. (A.D.O.)	\$524,995	\$730,477	\$819,784	\$929,944	\$606,190
Adjusted A.S.O. (A.D.O.) To Expenses Ratio:					
New Horizons Charter School Society	13.40%	19.11%	20.00%	20.30%	12.03%
Average of All Jurisdictions	4.54%	5.00%	5.93%	5.01%	3.75%
Median of All Jurisdictions	5.43%	5.15%	7.01%	5.89%	3.88%
Average of Jurisdictions having Comparable FTE Enrolment Size	16.02%	17.74%	11.22%	10.29%	9.59%
Median of Jurisdictions having Comparable FTE Enrolment Size	13.40%	11.39%	10.86%	8.30%	3.66%
Adjusted A.S.O. (A.D.O.) Per Student FTE:					
New Horizons Charter School Society	\$1,574	\$1,958	\$2,113	\$2,188	\$1,362
Average of All Jurisdictions	\$574	\$599	\$731	\$629	\$471
Average of Jurisdictions having Comparable FTE Enrolment Size	\$2,969	\$3,204	\$1,749	\$1,577	\$1,573
Adjusted A.S.O. (A.D.O.) - Days of Operation (Note 1):					
New Horizons Charter School Society	33.49	47.77	50.00	50.76	30.08
Average of All Jurisdictions	11.35	12.51	14.83	12.52	9.38
Average of Jurisdictions having Comparable FTE Enrolment Size	40.05	44.35	28.04	25.73	23.99
Capital Reserves	\$560,355	\$128,875	\$57,109	\$157,109	\$157,109
Capital Reserves Per Student:					
New Horizons Charter School Society	\$1,680	\$346	\$147	\$370	\$353
Average of All Jurisdictions	\$306	\$343	\$389	\$420	\$428
Average of Jurisdictions having Comparable FTE Enrolment Size	\$630	\$626	\$716	\$567	\$273

LIQUIDITY

Adjusted Net Financial Assets (Debt) Ratio (Note 2):

New Horizons Charter School Society	20.71	2.91	3.95	7.54	5.91
Average of All Jurisdictions	1.63	1.55	1.63	1.63	0.98
Average of Jurisdictions having Comparable FTE Enrolment Size	2.45	2.31	2.46	2.01	1.48

Adjusted Net Financial Assets per Student (Note 3):

New Horizons Charter School Society	\$3,223	\$2,182	\$2,141	\$2,528	\$1,735
Average of All Jurisdictions	\$818	\$803	\$987	\$913	(\$46)
Average of Jurisdictions having Comparable FTE Enrolment Size	\$3,212	\$3,449	\$2,288	\$1,882	\$1,525

CAPITAL ASSETS

Schools and Other Buildings - NBV to Historical Cost:

New Horizons Charter School Society	87.16%	83.69%	81.03%	78.26%	74.60%
Average of All Jurisdictions	61.67%	60.94%	60.43%	59.70%	56.35%
Average of Jurisdictions having Comparable FTE Enrolment Size	66.33%	66.89%	65.01%	62.00%	59.34%

Equipment & Vehicles - NBV to Historical Cost:

New Horizons Charter School Society	58.72%	46.97%	37.58%	30.06%	24.05%
Average of All Jurisdictions	29.96%	26.54%	25.04%	23.51%	23.99%
Average of Jurisdictions having Comparable FTE Enrolment Size	26.05%	21.56%	20.50%	21.76%	26.37%

A.S.O. - Days of Operation = A.S.O. (adjusted for SGF) / (Total

1. Expenses / 250 Operating Days)

2. Adjusted Net Financial Assets (Debt) Ratio: Financial Assets / (Liabilities)

3. Adjusted Net Financial Assets = Financial Assets - (Liabilities)

MEMORANDUM

Date: February 21 2024

To: Board of Directors

From: Terry Moghrabi- Superintendent

Re: Memo

Background:

Information and Highlights:

- **Stakeholder Forum** - I wish to recognize the efforts of school administrators in facilitating a highly successful stakeholder engagement session. We had an increase in attendance of students, staff, parents and board members. The information collected allows for the student, parent and staff voices to be considered when planning forward. This event was well planned and well timed as the Charter Review team would be interviewing some individuals who attended the stakeholder meeting.
- **Charter Review** - Details pertaining to the Government of Alberta review team sessions were emailed to the board on February 8th. The visiting team will include various educational managers and analysts including representation from Capital Planning and Business Operations. Scheduled sessions with Board members were held on February 15th. Other interviews included students, staff, administration and the central office over the two days. An early verbal summary of the two days was shared with me from the GOA team, and they were extremely enthusiastic and encouraged to share many positive comments from each of the group sessions. More formal feedback will be provided in the coming weeks, and a board briefing by the committee will be scheduled for the next. Thank you to the school administration for assisting with meeting arrangements and hospitality.
- **Value Scope Update** - invitations were sent through START Architecture, and the location and lunch details were handled through the Secretary-Treasurer. Both Elk Island Catholic and Public Systems confirmed they will be available to attend. Representatives from the School Council and Board of Directors are also confirmed, along with Alberta Education and Alberta Infrastructure. I've extended an invitation to the executive director of TAAPCS. Location confirmation at Festival Place in the main floor meeting room on March 4 and 6.
- **Board PD Event at Suzuki** - I attended the Charter Board PD event along with Director Koziak and Secretary-Treasurer Patti Dundas. Superintendent Lynne Paradis provided a general overview of the Suzuki Charter governance model with reference to the Ed Act. There were fewer Charter Schools represented than anticipated; however, TAPPS executive director Kelley Charlebois attended from Calgary to support the event. I sent a card extending my appreciation to Lynne for her volunteer session and hospitality. A more formal letter from the board may be appreciated. If there is further board training required, the Superintendent can make arrangements. Options include another session with Lynne Paradis or [Edmonton Chamber of Voluntary Organizations](#) (ECVO) has a number of opportunities on the horizon for non-profit Board Members in Strathcona County. A list of

upcoming events can be found [here](#). We have parent representatives from our FANHS committee attending some of the Professional Development sessions, and board of directors representation would be an asset. There are various “on-demand” sessions that can also be coordinated.

- **Staff Breakfast** - I wish to acknowledge the Board Directors Panas, Tong, and Koziak, who managed the cooking and culinary artistry of an excellent and hearty breakfast served for the staff. Thanks also to Angela and Patti for the prepping and shopping necessary to make this event successful. I appreciated the board interactions as much as the meal. As quoted, it was another “well-executed event” although having a team of six is minimally needed. May 16th is the next opportunity for another event, and I would like to consider several new recommendations to be discussed at the board meeting.

Governance Implications:

The audience with the GOA charter review team provided representation and opinions from various stakeholders of New Horizons Charter School. This process left a lasting positive impression of our school at a provincial level. The additional session through the value scope will strengthen those impressions and continue to promote New Horizons improvement plans. Further advocacy in this current time is important as our Charter receives greater exposure throughout February and March.

Sincerely,

A handwritten signature in black ink, appearing to read 'Terry Moghrabi', with a stylized flourish at the end.

Terry Moghrabi

MEMORANDUM

Date: February 21, 2024

To: Board of Directors

From: Terry Moghrabi- Superintendent

Re: Draft School Year Calendar 2024/2025

Background:

The attached document presents the draft school calendar for the 2024/2025 school year, as approved in principle on January 24, 2024. Pending considerations and amendments, the adoption of the 2024 2025 school Calendar should be completed at the February 2024 meeting of the Board of Directors.

Key features of the draft proposed calendar address the following pieces of legislation, regulation, and collective agreement articles:

1. Section 60 of the Province of Alberta Education Act establishes that “a board shall determine and make publicly available for each school year the days, dates and number of days of school operation.”
2. As per the Funding Manual for School Authorities, and to allow for a balanced program that leads to the student learning outcomes outlined in the Ministerial Order on Student Learning, schools are required to ensure that Grade 1 to Grade 9 students have access to a minimum of 950 hours of instruction per year in each grade.
3. As per the Funding Manual for School Authorities, ECS operators shall provide access to a minimum of 475 hours of instruction for each child during a school year.
4. According to Article 8.12 of the collective agreement with the Alberta Teachers’ Association, “Teachers will render service for the number of teaching days designated by the Board up to 200 teaching days, commencing the opening day of school in each school year, exclusive of vacation periods, weekends and general holidays of the Province of Alberta.”

The specifics of the calendar are as follows:

1. The draft calendar provides for 189 days of school operation. Of these, 180 are instructional days.
2. The draft calendar is designed to be consistent, in substantial measure, with the calendar of Elk Island Public Schools (EIPS), although not necessarily in perfect alignment. The need for consistency is prompted by our school’s agreement with EIPS with respect to bus transportation services and by an acknowledgment that some families with children enrolled in our school have other children who are enrolled in EIPS schools.
3. As outlined in greater detail below, three of the non-instructional days are identified as days-in-lieu for “... parent-teacher meetings related to report cards and Individual Program Plans,” as per the collective

agreement (clauses 8.13 and 9.5) with the Alberta Teachers' Association.

4. Of the 180 instructional days in the proposed calendar, 170 are full days, and 10 provide for early dismissal on staff meeting days. When combined with the school's current daily schedule, this generates a total of 965 hours of instructional time, which is above the minimum of 950 hours specified in the Funding Manual.
5. Classes for students begin on August 29, 2024, and conclude on June 25, 2025. These start and end dates are consistent with EIPS. Teachers begin their school year on August 27, 2024 and finish on June 26, 2025.
6. The draft calendar includes a Fall Break in November (incorporating one in-lieu day), a two-week Winter Break with students returning on January 6, and a Spring Break (incorporating one in-lieu day) that begins on Friday, March 21 (Day in lieu for teachers), with classes resuming on Monday, March 31st.
7. Additional holidays (i.e. those not included in other vacation periods) are Labour Day, Truth and Reconciliation Day, Thanksgiving Day, Family Day, Good Friday, Easter Monday, and Victoria Day.
8. The proposed calendar includes 12 non-instructional days.
9. Intake Day (1) - a day on which prospective students will be assessed for possible enrolment at New Horizons School; scheduled for March 7, 2025.
10. The staff extended their appreciation for the additional travel day granted by the board for the TAAPCS conference in Calgary in November 2023.

Recommendations and Governance Implications:

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

1. Resource allocation and the impact on learning/instruction are drivers in the conversation when considerations about the school calendar are discussed.
2. The draft calendar for the 2024-25 school year was approved in principle on January 24, 2024. It should be approved as final by the Board of Directors (motion required).
3. It is essential to have engagement from various stakeholders regarding the calendar, including staff, school council, and Board directors, to ensure consistency in planning. Unforeseen circumstances may impact the operational and instructional days we may need to adapt or be flexible if necessary.
4. Communication of the finalized calendar will be necessary to share as soon as possible as family/staff personal plans for the next school year could be impacted.

Respectfully,



Terry Moghrabi

2024-25 School Calendar

Draft at January 25, 2024

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

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

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

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

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

January 2025						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

April 2025						
Su	Mo	Tu	We	Th	Fr	Sa
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July 2025						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		



School Closed



Day in Lieu of P/T Meetings. School closed.



PD / Organizational Day
School closed for students



First and Last Day of School



Early Dismissal - Staff Meeting

EIPS bus transportation is available for all student instructional days.
180 Days of Student Instruction
189 Days of School Operation

Important Dates	
Organizational /PD Days	August 27 & 28
First Day of Classes for Students	August 29
Labour Day	September 2
Truth and Reconciliation Day	September 30
IPP Writing Day	October 4
Thanksgiving Day	October 14
Professional Development Day	November 1
Fall Break	November 11 - 14
Day in Lieu of P/T Meetings	November 15
Remembrance Day	November 11
Classes Resume	November 18
Winter Break	December 23 – January 3
Classes Resume	January 6
Professional Development Day	January 29
Teachers' Convention	February 6 – 7
Family Day	February 17
Intake Day	March 7
Day in Lieu of P/T Meetings	March 21
Spring Break	March 24 – 28
Classes Resume	March 31
Good Friday	April 18
Easter Monday	April 21
Day in Lieu of P/T Meetings	May 2
Victoria Day	May 19
National Indigenous Peoples Day	June 21
No Exams	
Final Day for Students	June 25
Organizational Day	June 26

EIPS bus transportation is available for all student instructional days.

Operational and Instructional Days		
Month	Days of School Operation	Days of Student Instruction
August	4	2
September	19	19
October	22	21
November	16	15
December	15	15
January	20	19
February	19	17
March	15	14
April	20	20
May	20	20
June	19	18
Total	189	180

MEMORANDUM

Date: February 21, 2024

To: Board of Directors

From: Terry Moghrabi- Superintendent

Re: Required Annual Review of Policy 210 and the Student Code of Conduct

Background:

The Board has a legislated responsibility to provide students with a welcoming, respectful and safe learning environment.

Section 33 (2) of The Education Act states:

A board shall establish, implement and maintain a policy respecting the board's obligation under subsection (1)(d) to provide a welcoming, caring, respectful and safe learning environment that includes the establishment of a code of conduct for students that addresses bullying behaviour.

Section 33 (3) provides the following as a direction for establishing the code of conduct. Section 33 (3) states:

A code of conduct established under subsection (2) must (a) be made publicly available, (b) be reviewed every year, (c) be provided to all staff of the board, students of the board and parents of students of the board, (d) contain the following elements: (i) a statement of purpose that provides a rationale for the code of conduct, with a focus on welcoming, caring, respectful and safe learning environments; (ii) one or more statements that address the prohibited grounds of discrimination set out in the Alberta Human Rights Act; (iii) one or more statements about what is acceptable behaviour and what is unacceptable behaviour, whether or not it occurs within the school building, during the school day or by electronic means; (iv) one or more statements about the consequences of unacceptable behaviour, which must take account of the student's age, maturity and individual circumstances, and which must ensure that support is provided for students who are impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour, and (e) be in accordance with any further requirements established by the Minister by order.

The current policy and code of student conduct is publicly available on the district website under Quick Links. This fulfills the requirement established in 33 (3) a) of the Act. To meet the requirements of annually reviewing the policy and code of conduct, as established in Section 33 (3) b) of the Act, Policy 210 and the Student Code of Conduct are attached to this memorandum for your consideration.

The administration has reviewed both Policy #210 and the Student Code of Conduct. It is the opinion of the administration that both documents meet the requirements established in Section 33 of the Education Act.

The administration advises that the Board approve the annual review as required but also asks the Policies, Guidelines & Bylaws Committee to undertake a further review at a future committee meeting.

Recommendations:

It is recommended that the Board acknowledge through resolution the following:

1. The Board affirms that Policy 210 (Welcoming, Caring, Respectful, and Safe Learning and Working Environments) received its annual review, and the Board confirms that the policy is compliant with the requirements of the Education Act.
2. The Board affirms that the Student Code of Conduct was reviewed by the administration and the Board and confirms that it is compliant with the requirements set out in Section 33 (3) (a-e) of the Education Act and Board Policy 210.

Sincerely,

A handwritten signature in black ink, appearing to read 'T. Moghrabi', with a stylized flourish at the end.

Terry Moghrabi

POLICIES**Approved:** 2018-02-28**Amended:****Policy:** #210**Section:** School Operations

#210 Welcoming, Caring, Respectful, and Safe Learning and Working Environments**POLICY STATEMENT**

The Board of Directors is committed to providing students and staff with a welcoming, caring, respectful, and safe learning and working environment that fosters a sense of belonging, nurtures a positive sense of self, respects diversity, and promotes well-being in all its aspects.

In accordance with this commitment, the Board does not condone behaviours that constitute bullying, harassment, sexual harassment, discrimination, or violence, and expects allegations of such behaviours to be investigated and addressed in a timely and thorough manner, as warranted by the circumstance.

Further, the Board affirms the rights, as expressed in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*, of each student enrolled in the school and each staff member employed by the New Horizons Charter School Society. Accordingly, the Board believes that the school environment must be free from discrimination based on race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, or sexual orientation.

The Superintendent is responsible for the development and implementation of practices and procedures that are consistent with this policy.

DEFINITIONS

1. In this policy, “bullying” means repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear, or distress to one or more other individuals in the school community, including psychological harm or harm to an individual’s reputation.
2. In this policy, “harassment” means unwelcome verbal or physical conduct, including conduct that relates to discrimination. Usually, it must be repeated to constitute harassment, but single acts can be harassing if they are severe, or involve obvious power imbalance. Harassment is insulting, demeaning or intimidating. Examples of harassment include, but are not limited to, the following: verbal or physical abuse; threats; derogatory remarks; jokes; innuendo or taunts about appearance or beliefs; display or electronic transfer of pornographic, racist or offensive images; and condescension that undermines self-confidence or is an unreasonable invasion of one’s person. Harassment can be bullying or outright physical assault. The behaviour giving rise to a complaint need not be intentional in order to be considered harassment; it is sufficient that the offender knows, or ought reasonably to know, that the behaviour is offensive and unwelcome.
3. In this policy, “sexual harassment” means any unwelcome behaviour that is sexual in nature. Unwanted sexual advances, unwanted requests for sexual acts, and other verbal or physical conduct of a sexual nature constitute sexual harassment when the harasser knows or ought to know that it is unwelcome. Sexual harassment includes such things as unwanted touching (e.g. pinching, patting, rubbing); leering, sexist, or “dirty” jokes; the display of sexually suggestive material; derogatory or degrading comments; sexually suggestive gestures; and unwelcome propositions, innuendos, demands or inquiries of a sexual nature.
4. In this policy, “discrimination” means the unjust or prejudicial treatment of a person or class of persons because of the race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, or sexual orientation of that person or class of persons.
5. In this policy, “violence” means the threatened, attempted, or actual conduct of a person that is intended to cause, causes, or is likely to cause injury to a person or damage to property. Examples include, but are not limited to, the following: destroying property, throwing objects at others, verbal or written threats that

express an intent to inflict harm, physical attacks, or any other act that would arouse fear in a reasonable person in the circumstance.

GUIDELINES

1. The school principal is responsible to develop and implement a *Student Code of Conduct* that includes, at a minimum:
 - a. A statement of purpose that provides a rationale for the code of conduct, with a focus on welcoming, caring, respectful, and safe learning environments.
 - b. One or more statements about what is acceptable behaviour and what is unacceptable behaviour, whether or not it occurs within the school building, during the school day, or by electronic means.
 - c. One or more statements about the consequences of unacceptable behaviour. The statement(s) must take into account the student's age, maturity, and individual circumstances, and must ensure that support is provided for students who are impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour.
2. This policy and the associated *Student Code of Conduct* shall be reviewed annually, with the review to be confirmed by Board resolution. Following confirmation, the policy and *Student Code of Conduct* shall be posted or re-posted publicly on the school website.
3. A website link to this policy, the associated administrative procedure, and the *Student Code of Conduct* shall be displayed in a place clearly visible to students in the school.



Code of Conduct

Our Social Contract

We Believe ...

Our school is a place of learning.

It is a place where we treat each other with respect and honesty.

Our school is a place where we work and play in a way that is safe and fair

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Purpose

The purpose of this code of conduct is to provide a welcoming, caring, respectful, and safe learning environment. In creating this environment, this code of conduct reflects the need for an appropriate balance between individual and collective rights, freedoms, and responsibilities.

Scope

The expectations in the code of conduct are in effect in the following circumstances:

- on school premises
- on the school bus
- during activities that are off school premises and that are organized or sponsored by the school
- behaviour beyond these times when it affects the safe, caring, or orderly environment of the school
- such expectations include website postings, blogs, text messages by or about students or staff using electronic devices, and other means that negatively affect other members of the school community and student learning.
- Such expectations also include the times arriving to and from school, and during lunch hour times when junior high students leave the school premises.

Major Infractions: Bottom Line Behaviors

Major infractions are called bottom line behaviors. Minor infractions are those not identified in the bottom line behaviors.

Bottom line behaviors include the following:

1. Any illegal activity (eg. behaviors related to drugs and alcohol, weapons including replicas, theft, vandalism, etc.).
2. Use of tobacco in or on school property within one block of the school.
3. Habitual minor infractions.
4. Deliberately striking or pushing a teacher or another person in authority and/or swearing at a teacher or another person of authority.
5. Direct or persistent opposition to authority.
6. Uttering a threat to inflict serious bodily harm or harm to property (eg. saying “I’m going to kill you” even in jest; threats to injure, bomb threats).
7. Physical assault causing bodily harm (eg. hitting, pushing, kicking, fighting).
8. Retribution against a person who has reported an incident.
9. Conduct injurious to the physical or mental well-being of others in the school including, but not limited to bullying, fighting, false fire alarms, dangerous use of equipment, hate-motivated incidents
10. Taking photos or recordings of others without appropriate consent
11. Violating the Acceptable Use of Technology Agreement
12. Harassment on any of the protected or prohibited grounds identified in the Alberta Human Rights Act. These prohibited grounds are identified below:
 - Race
 - Religious Beliefs
 - Colour
 - Gender
 - Mental Disability
 - Physical Disability
 - Ancestry
 - Place of Origin-Place of Birth
 - Family Status
 - Sexual Orientation

Responding to Bottom Line Behaviors

Bottom Line Behaviors have the automatic consequence of removal from the classroom group or school group for a period of time.

Depending on the frequency and severity of the infraction, a student may be removed from the group in the following ways:

- with an in-school suspension for a partial day, or full days
- suspension from a certain courses for one or more days
- out-of-school suspension to a maximum of five days
- out-of-school suspension to a maximum of five days with the recommendation to the Board of Directors for expulsion
- As well, depending on the nature of the infraction, other measures may be taken.
- The RCMP may be notified.
- In the case of threats, students who utter threats may be expected to undergo a threat-risk assessment by a trained professional.

Minor Infractions

Minor infractions of the code of conduct are those that are not identified as major infractions or bottom line behaviors.

Minor infractions are those behaviors which infringe upon the needs of others. Our social contract on page 1 expresses the kind of school community we want. Behaviors that go against our social contract are considered infractions.

Considerations

Rising Expectations

Rising expectations mean that students have varying levels of understanding as they grow older and more mature. Behavior expectations for students in primary grades may be different than what is expected as students become older and eventually enter Grade 9. Such differences in maturity levels will be reflected in both expectations and consequences for conduct.

Students With Special Needs

The application of this code of conduct will not discriminate against a student who can not meet a behavioural expectation because of a disability. Some students with certain types of special needs are unable to understand conduct expectations or rationally control their conduct. Differences resulting from such disabilities will be reflected in both expectations and consequences for conduct.

Responding to Minor Infractions

Minor Infractions: Making Mistakes

We live in a human environment and face a diverse set of needs daily. Our job when we are together is to treat each other in a way that respects the needs of others and reflects our social contract.

None of us are perfect. We all make mistakes.

As we go through our days, there may be times when we interfere with the needs of others as we try to meet our own needs. We call these actions mistakes. When we make a mistake and infringe on the needs of others, our job is to “fix up” the mistake. “Fixing up” the mistake means to do something for the person that we hurt so that they feel okay again. Often, that involves making a restitution - saying or doing something that will make the person who was hurt feel okay once again.

Students are expected to learn from their mistakes and not repeat the behavior.

Ideally, when we hurt others in some way, we should be able to recognize that and “fix up” the mistake on our own. But that doesn’t always happen. When a person does not fix up the mistake by themselves, a teacher or supervisor may need to help.

Some ways teachers may respond to minor infractions follow.

Teacher Response to Minor Infractions

Mistakes are learning opportunities. When students make a behavioral choice that infringes on the needs of others, teachers will help those students learn from their mistakes, find ways to make amends with the person they hurt, and make a plan to do better.

Teachers may respond to minor infractions in several ways including the following:

- discussion
- problem solving
- helping with a restitution
- using the Reflection Sheet
- providing an alternate work space
- utilizing a “cool down” space or the Sensory Room
- in-class consequences (loss of privilege, community service, etc.)
- suspending a student of one class period

Depending on the severity and frequency of the behavior, parents will be notified.

If a minor infraction is repeated often, the infraction may become a Bottom Line Behavior and the student can be referred to school administration.

Expected Behavior

Identifying all possible infractions in a human environment such as our school is a difficult task and would take up many pages. The next few pages, therefore, identify **examples of acceptable and examples of unacceptable behavior in relation to our code of conduct**. These examples can be used to further discussion of expectations in the classroom.

The list of the following examples was generated by the students, staff, and parents of New Horizons School.

Examples of Expected Behavior

Our School Is a Place of Learning

Below are some examples of how we can support learning and some examples of how we can interfere with learning.

We can make a school a place of learning by:

- working diligently and to the best of our abilities
- behaving in ways that supports a positive learning environment for oneself and others
- keeping learning and playing environments such as classrooms and playgrounds tidy for others who use the space
- listening to instructions
- encouraging others
- helping others
- turning off cell phones and other electronic devices that can disrupt learning while in school

We interfere with the learning in our school by:

- behaving in ways that disrupts the teaching and learning • being unnecessarily absent or late
- not cleaning up messes that are made in the learning environment • using learning time in inappropriate ways
- putting in minimal effort into learning activities and assessments • plagiarism and copying from others
- giving all the answers

Our School Is a Place Where We Treat Each Other With Respect

Below are some examples of how we can show respect and some examples of how we show disrespect.

We can show respect by:

- avoiding abusive and offensive language such as put downs, racist comments, sexist comments, and swearing
- adhering to the [Dress Code](#)
- responding to instructions given from teachers, assistants, supervisors, and others who are working or volunteering at the school.
- resolving conflicts without hurting others
- seeking permission before touching someone's personal property, or the school's property including plants
- playing with people you both like and don't like
- listening to what others have to say
- speaking in a tone of voice that invites discussion

We show disrespect by:

- habitually neglecting to do one's duty
- saying or doing things that make others feel uncomfortable or hurt • not obeying those with authority (school staff and supervisors)
- misusing school equipment and property
- laughing at the misfortune of others
- making fun of others when they have a comment or ask a question
- using an unfriendly tone of voice
- not tattling

Our School Is a Place Where We Treat Each Other With Honesty

Below are some examples of how we can show honesty and some examples of how we show dishonesty.

We can show honesty by:

- being responsible for our actions
- knowing that it's ok to make a mistake and trying to "fix things up" • telling the truth when problem solving
- informing a school staff in a timely manner of incidents of bullying, harassment or intimidation
- avoiding blaming others for our mistakes
- telling the whole truth
- being true to what you say

We can show dishonesty by:

- withholding important information when solving conflicts • making up stories that are different than the truth when problem solving
- not taking responsibility for our actions
- falsely accusing others
- spreading false information
- exaggerating
- "setting others up"

Our School Is a Place Where We Work and Play in a Way That Is Fair

Below are some examples of how we can behave fairly.

We can act fairly by:

- “playing by the rules” or in “the spirit of the game”
- sharing when resources are lacking
- taking turns
- including others in games and activities
- congratulating others when they succeed

We can act unfairly by

- cheating
- always insisting on being first
- not letting others be a part of the group (excluding others)

Our School is a Place Where We Work and Play in a Way that is Safe

Below are some examples of how we can create a safe environment and examples of how we can create an unsafe environment.

We can create a safe environment by:

- using all equipment in a safe manner
- solving conflicts in a way that does not hurt others
- wearing shoes at all times
- being a positive role model
- being gentle in PE

We can create an unsafe environment by:

- throwing things
- running in the halls
- pushing, hitting, and kicking others
- emotionally hurting others with put downs, racist comments, sexist comments, swearing, and threats
- bullying
- roughhousing
- picking on one person
- teasing and name-calling

MEMORANDUM

Date: February 21, 2024

To: Board of Directors

From: Terry Moghrabi, Superintendent

Re: Permission For Superintendent to Attend CASS / ASBOA Annual Spring and Summer Conferences

Background:

There are significant learning opportunities through [CASS](#) Annual Learning Conference, where most school authorities and Alberta Education representatives are in attendance. It is particularly important to attend the CASS/ASBOA Spring and Summer Conference for the professional development Superintendent Leadership Quality Standards (SLQS) through the Continuing Education Program. C.E.P. is dedicated to meeting the professional learning needs of system education leaders. A key aspect of the second principle, “research-informed” means that the CASS’ CEP will apply research and data-informed practice to support the professional learning of system education leaders.

CASS' Annual Learning Conference is scheduled for March 20-22, 2024. The conference program includes two insightful pre-conference sessions: one exploring the policy implications of Artificial Intelligence (AI), and another dedicated to fostering relationships within the Collegiate community. The conference officially begins on Wednesday evening (*our Board meeting time*) with a keynote address from **Dr. Meredith Honig**, a renowned thought leader who will share insights from her extensive research on transformative leadership and its role in promoting equity and optimizing student learning. Throughout the conference attendees can look forward to a variety of breakout sessions covering a wide range of topics, including **community engagement, the impact of AI in education, curriculum implementation, instructional leadership, mental health, career development, mentorship, Education Service Agreements, and strategies for building relationships with Elders**. Details of the summer conference are not yet available.

Recommendations:

It is recommended that the Board authorize the attendance of the Annual Spring/Summer CASS Conferences for professional development purposes.

Governance Implications:

CASS events provide more than professional development; they also provide opportunities to collaborate with school authorities and network with all Alberta Education partners.



Terry Moghrabi

APPROVED Board Annual Work Plan 2023-24



Board of Directors – Work Plan for 2023-24

September	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Adopt Board Work Plan for 2023-24<input checked="" type="checkbox"/> Set date for October Board meeting<input checked="" type="checkbox"/> Receive report on provincial achievement test results (closed meeting)
October	<p>Complete Board Organizational Actions</p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> - Conduct Special General Meeting; hold Board elections<input checked="" type="checkbox"/> - Elect Board executive officers (must be within one week of SGM)<input checked="" type="checkbox"/> - Select members for Board standing committees<input checked="" type="checkbox"/> - Set dates for Board meetings (motion required)<input checked="" type="checkbox"/> - Notify Service Alberta of change in executive officers<input checked="" type="checkbox"/> - Identify Board signing authorities<input checked="" type="checkbox"/> - Sign Board Member Code of Conduct – Policy #101<input checked="" type="checkbox"/> Receive Accountability Pillar Results Report for October 2023<input checked="" type="checkbox"/> Attend TAAPCS Annual General Meeting<input checked="" type="checkbox"/> Receive enrolment report for September 30, 2023<input checked="" type="checkbox"/> Conduct initial orientation session for new Board members<input checked="" type="checkbox"/> Set date for NHCS Society Annual General Meeting<input checked="" type="checkbox"/> Receive report on provincial achievement test results (closed meeting), deferred from September
November	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Conduct AGM of NHCS Society<input checked="" type="checkbox"/> Approve revised budget for 2023-24<input checked="" type="checkbox"/> Approve Annual Education Results Report (AERR) 2022-23<ul style="list-style-type: none">• Receive report on provincial achievement test results (closed meeting), deferred from October• Receive Alberta Education Assurance Measures (formerly Accountability Pillar Results) Report for October 2023, deferred from October<input checked="" type="checkbox"/> Approve Audited Financial Statement Year Ending Aug 31, 2023<input checked="" type="checkbox"/> Receive Report #1 from School Council<input checked="" type="checkbox"/> Determine priorities, possible date for Stakeholder Forum
December	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Set date for March Board Planning Retreat<input checked="" type="checkbox"/> Receive Counsellor's Report #1<input checked="" type="checkbox"/> Review Draft Stakeholder Forum Agenda NEW

January	<input checked="" type="checkbox"/> Receive Quarterly Financial Report for Sep - Nov 2023 <input checked="" type="checkbox"/> Review Policy 210 and associated Student Code of Conduct, deferred to February <input checked="" type="checkbox"/> Approve school calendar for 2024-25 in principle <input checked="" type="checkbox"/> Host Stakeholder Forum, gather input on possible Education Plan priorities, deferred to February <input checked="" type="checkbox"/> Prepare breakfast for school staff (January 31, 2024) <input checked="" type="checkbox"/> Conduct initial orientation session for new Board members, deferred from October
February	<input type="checkbox"/> Provide final approval of school calendar for 2024-25 <input type="checkbox"/> Receive mid-year progress report on Three-Year Education Plan 2024-27 <input type="checkbox"/> Host Stakeholder Forum, gather input on possible Education Plan priorities, deferred from January <input type="checkbox"/> Review Policy 210 and associated Student Code of Conduct, deferred from January
March	<input type="checkbox"/> Host Board Retreat – Identify priorities for upcoming Education Plan <input type="checkbox"/> Approve Three-Year Capital Plan for 2024-25 to 2026-27 <input type="checkbox"/> Administer Board-developed Stakeholder Survey
April	<input type="checkbox"/> Receive Quarterly Financial Report for Dec 2023 – Feb 2024 <input type="checkbox"/> Review School Fees for 2024-25 NEW
May	<input type="checkbox"/> Provide approval to Education Plan 2023-24 to 2024-25 <input type="checkbox"/> Attend TAAPCS Spring General Meeting <input type="checkbox"/> Approve Budget for 2024-25, May 31 submission deadline <input type="checkbox"/> Approve School Fees for 2024-25 NEW <input type="checkbox"/> Receive Accountability Pillar Results Report for May 2024 <input type="checkbox"/> Receive Board-developed stakeholder survey results <input type="checkbox"/> Consider salary adjustment for support staff, senior administration <input type="checkbox"/> Receive report from FANHS <input type="checkbox"/> Receive Counsellor's Report #2 <input type="checkbox"/> Prepare breakfast for school staff (May 16, 2024)
June	<input type="checkbox"/> Assess Board Work Plan progress for 2023-24 <input type="checkbox"/> Receive Quarterly Financial Report for Mar – May 2024 <input type="checkbox"/> Schedule SGM of NHCS Society (requires 21 days' notice; must be on or before Oct 10) <input type="checkbox"/> Schedule September 2024 Board meeting <input type="checkbox"/> Set date for Summer Board Housekeeping Retreat <input type="checkbox"/> Receive Report #2 from School Council

Ongoing	<input type="checkbox"/>	Consider proposals for new or amended Board policies
	<input type="checkbox"/>	Receive recommendations from Board committees
Annually	<input type="checkbox"/>	Negotiate collective agreement with ATA (as needed)
As Needed	<input type="checkbox"/>	Meet with:
	<input type="checkbox"/>	- County Council
	<input type="checkbox"/>	- MLAs

Value Scoping Invitation

From: **Chris Woollard** <cwoollard@startarchitecture.ca>
Date: Thu, Feb 1, 2024 at 9:55 AM
Subject: New Horizons Charter School - Value Scoping Sessions
To: Patti Dundas <pdundas@newhorizons.ca>
Cc: Terry Moghrabi <tmoghrabi@newhorizons.ca>

Good Afternoon,

On behalf of New Horizons Charter School, START Architecture would like to invite you to a 2-day value scoping session to evaluate alternative solutions for the future accommodation of students. New Horizons Charter School is a public school serving more than 440 students from Kindergarten through Grade 9. Located in Sherwood Park, the school serves students primarily from Sherwood Park and rural Strathcona County, although some students commute from other communities throughout the Greater Edmonton area.

New Horizons continues to expand its curriculum and is planning on expansion beyond Grade 9 programming into secondary education serving grades 10 through 12 while maintaining the goals of the school: to address the academic, social, and emotional needs of gifted children.

The current capital plan for New Horizons School (2022 – 2026) has identified the need to expand to include a high school and is ready to expand to include high school programming in the 2024-25 school year. Value Scoping Discussions would include evaluation of the Capital Plan options of a standalone campus, acquisition of property, or partnerships with other school facilities.

The discussions will take place Monday, March 4 and Wednesday, March 6 – the location will be determined shortly. The intent is that both days will be full-day sessions (8:30 am until 4:00 pm). Lunch will be provided.

Participants from the municipality and the school communities have been invited to participate in the discussion to ensure a robust conversation.

Background / Context

A value scoping session has been requested to examine all of the options for accommodation and expansion of the student population for New Horizons to develop the best strategy for accommodating current and anticipated enrolments.

The objective of the value scoping session is to identify opportunities to improve the value added by ensuring the Division's Capital Requests meet the community's needs and remain fiscally responsible.

Expected Outcomes of the Value Scoping Workshop

- Develop a detailed scope definition and cost estimate for school capital project requests and student accommodation solutions;
- Maximize functionality while minimizing cost – identify the highest value solution;
- Identify both capital costs and the net present value of future operating costs for a preferred option (long term costs of ownership and operation);
- Identify major building components to be addressed through modernization and expansion;
- Identify specific floor areas of demolition, modernization and new construction;
- Explore and capitalize on opportunities for complementary partnerships;
- Develop a range of options for consideration by NHCS;
- Engage local stakeholders in developing unique solutions for their own communities;
- Ensure stakeholders understand Government of Alberta (GOA) project approval criteria;
- Explore and identify educational program functional requirements and develop plans to address functional deficiencies;

Value Scoping Invitation

Please RSVP to Chris Woollard at the email below by 4:00pm on Friday, February 9 to confirm if you are able to attend. If you are only able to attend for one of the days, please indicate which day you will be attending.

Thank you,

Chris Woollard, Architect, AAA, SAA, MArch, MRAIC
Principal



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