

New Horizons Charter School Society Board Meeting



March 20, 2024

AGENDA**Type of Meeting:** Board**Date:** March 20, 2024**Page:**1 of 2*"TOWARDS NEW HORIZONS"**Is it in the best interest of our students?**Does it support excellence?*

**NEW HORIZONS CHARTER SCHOOL SOCIETY
BOARD OF DIRECTORS' MEETING
MARCH 20, 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 |
| | <p><i>The Board of Directors of the New Horizons Charter School Society respectfully acknowledges that the land on which we meet is Treaty 6 territory, a traditional home, gathering place, a travelling route for diverse Indigenous Peoples, including Cree, Saulteaux, Blackfoot, Nakota, Sioux, as well as the homeland of the Métis Nation. We recognize our responsibility as Treaty members and honour the heritage and gifts of the First Peoples of this land.</i></p> | | |
| 3. | Adoption of Agenda | 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 February 21, 2024 – attachment | | |
| 6. | START Architecture Presentation | C. Woollard | |
| 7. | Administration Reports | | 7:15 pm |
| | 7.1 Principal's Report - attachment | L. Vigfusson | |
| | 7.2 Secretary-Treasurer's Report - attachment | P. Dundas | |
| | 7.3 Superintendent's Report - attachment | T. Moghrabi | |
| 8. | Board Reports | | 7:30 pm |
| | 8.1 Board Chair's Report | A. Asquini | |
| | 8.2 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 | |

AGENDA**Type of Meeting:** Board**Date:** March 20, 2024**Page:**2 of 2*"TOWARDS NEW HORIZONS"**Is it in the best interest of our students?**Does it support excellence?*

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|------------|--|---------------|----------------|
| 7.2.6 | High School Ad Hoc Committee | A. Asquini | |
| 7.2.7 | Board Activities | As applicable | |
| 9. | New Business | | 7:40 pm |
| 9.1 | Review Policy 210 and Student Code of Conduct | J. Clarke | |
| 8.1.1 | Policy 210 - attachment | | |
| 8.1.2 | Student Code of Conduct - attachment | | |
| 9.2 | Human Resources | J. Clarke | |
| 9.2.1 | Policy 207 - attachment | | |
| 9.2.2 | Policy 300 - attachment | | |
| 9.2.3 | Policy 313 - attachment | | |
| 9.3 | April Board Retreat Draft Agenda - attachment | T. Moghrabi | |
| 10. | Board Work Plan – attachment | A. Asquini | 8:25 pm |
| 11. | The Association of Alberta Public Charter Schools | A. Koziak | 8:30 pm |
| 11.1 | TAAPCS Group Insurance - attachment | T. Moghrabi | |
| 11.2 | Membership discussion tabled to Board Retreat | | |
| 12. | Receipt of Reports | A. Asquini | 8:35 pm |
| 13. | Correspondence Sent | A. Asquini | 8:37 pm |
| 12.1 | None | | |
| 14. | Correspondence Received | A. Asquini | 8:38 pm |
| 13.1 | Education Minister - School Board Operating Reserves | | |
| 15. | In Camera | A. Asquini | 8:45 pm |
| 16. | Business Arising from In Camera | A. Asquini | 8:55 pm |
| 17. | Adjournment | A. Asquini | 9:00 pm |

Next Board Meeting – Wednesday, April 17, 2024

NEW HORIZONS CHARTER SCHOOL SOCIETY
MINUTES

Type of Meeting:	Board	Date:	February 21, 2024	Initials:	Chair	
Approved:	DRAFT	Recorded By:	A. DeJong		Secretary	

February 21, 2024, 7:00 p.m.

Board Members Present at Call to Order:

Adam Asquini
CHAIR

Kristie Derkson
VICE CHAIR

Trevor Panas
DIRECTOR

Jason Clarke
DIRECTOR

Dan Hanson
DIRECTOR

Adam Koziak
DIRECTOR

Board Members Absent:

Vincent Tong
BOARD SECRETARY-TREASURER

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 7:02 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

Item 8.5 - Retreat Agenda was added to the agenda by Superintendent Moghrabi.

<i>Motion 2024-02-21-01</i>	<i>Moved that the agenda for the Board Meeting of February 21, 2024 be adopted as amended.</i> <i>Moved: Director Hanson</i> <i>Seconded: Director Koziak</i>
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	<i>Carried</i>
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4. Disclosure of Conflict of Interest

None.

5. Approval of Minutes

5.1 Minutes of January 24, 2024

<i>Motion 2024-02-21-02</i>	<i>Moved that the Board Meeting minutes January 24, 2024 be approved as presented.</i> <i>Moved: Director Clarke</i> <i>Seconded: Director Koziak</i> <i>Carried</i>
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6. Administration Reports

6.1 Principal's Report

Principal Vigfusson provided a summary of her report, including the Stakeholder Forum, school counselling support, admissions, teachers' convention and the Alberta Assurance Surveys, as included in the meeting package. She also indicated that Kass Miller will be an in-house Artist in Residence in the school over the next few weeks, provided by School Council. MLA Kasawski has contacted the school and indicated interest in participating in career week in May. The proposed school calendar was shared with School Council and the staff; no additional feedback was received. Discussion followed.

6.2 Secretary-Treasurer's Report

Secretary-Treasurer Dundas provided an overview of the Five Year Comparative Financial Reporting Profile, as included in the meeting package. Discussion followed.

- *Action: Secretary-Dundas will email the Comparative Financial Report to Board members.*

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6.3 Superintendent's Report

Superintendent Moghrabi summarized his written report including the Stakeholder Forum, Charter Review, Value Scope Update, Board PD Event at Suzuki Charter School and the staff breakfast, as included in the meeting package. Discussion points included:

- high school programming
- grade expansion
- Value Scope focus on high school

7. Board Reports

7.1 Board Chair's Report

Chair Asquini thanked Board members who participated in the staff breakfast. The Stakeholder Forum was well attended and allowed for engaging discussion with Board members, parents and students. He indicated that he had attended the Charter Review and thanked Directors Koziak and Clarke for also attending and participating; the GOA team indicated positive interactions with the interviewees, particularly with the students.

7.2 Committee Reports

Finance and Audit Committee

No report.

Policy Guidelines and Bylaws Committee

The committee is planning a meeting the week of March 11.

- *Action: Committee Chair Clarke will contact members of the committee to confirm a meeting date prior to the next Board meeting.*
- *Vice Chair Derkson put her name forward to attend the policy discussion regarding virtual attendance.*

Survey Committee

Director Panas and Principal Vigfusson indicated that the survey will be sent out in March after the deadline for the Assurance Survey has passed. There was discussion about including questions relating to high school expansion on the survey, consensus is to leave it out of the survey.

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Public Relations Committee

There was discussion about the history of the committee. Director Clarke indicated that Policy 103 contains additional committee information.

- *Action: Director Hanson will forward previous committee documents to Chair Asquini.*

Personnel Committee

No report.

High School Ad Hoc Committee

Consensus is to meet after the Value Scope, possibly immediately prior to a Board meeting.

8. New Business

8.1 Approve 2024-25 School Calendar

Superintendent Moghrabi summarized the proposed 2024-25 school calendar previously approved in principle. The calendar was shared with School Council and staff since its approval in principle; no additional feedback was provided.

<i>Motion 2024-02-21-03</i>	<i>Moved that the Board approve the 2024-25 School Calendar as presented.</i>
	<i>Moved: Director Koziak</i>
	<i>Seconded: Director Panas</i>
	<i>Carried</i>

8.2 Mid-Year Progress Report on Three Year Education Plan

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

- There has been positive response to new curriculum implementation in Language Arts and Math (began in 2022-23 for K-3 and in 2023-24 for grades 4-6). No information on when the implementation of new curriculum at Junior High levels has been received.
- Financial Literacy is embedded in the new math curriculum, beginning in grade one. ATB Financial is coming to present to Life Skills students.
- Provincial Achievement Tests will be administered digitally and preparation with students has begun.
- Individual investigation projects are underway.

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- There has been focus on how to utilize artificial intelligence resources as teaching aids and in working with students to utilize the technology ethically and purposely.
- Social and emotional learning remains a focus.

Discussion followed. Director Clarke asked if there are areas that can be removed from the Ed Plan as they have become embedded in practices and new curriculum.

8.3 Review Policy 210 and Student Code of Conduct

The committee has not met. It was agreed that discussion and approval should be tabled until the committee meets to review.

<i>Motion 2024-02-21-04</i>	<i>Moved that the Board defer approval of Policy 210 until the policy committee reviews the documents and brings them to the subsequent Board meeting for approval.</i> <i>Moved: Vice-Chair Derkson</i> <i>Seconded: Director Clarke</i> <i>Carried</i>
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8.4 Request for Superintendent Professional Development

Superintendent Moghrabi summarized his request for attendance at the CASS spring (March) and summer (August) conferences, as included in the meeting package. Discussion followed. A decision on attendance at the August conference is deferred until later in the year.

<i>Motion 2024-02-21-05</i>	<i>Moved that the Board approve the request for Superintendent Moghrabi to attend the CASS Spring Conference.</i> <i>Moved: Director Clarke</i> <i>Seconded: Director Panas</i> <i>Carried</i>
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8.5 Board Retreat Agenda

Superintendent Moghrabi indicated that planning is underway for the upcoming Board Retreat and is seeking input from the Board on discussion topics. Discussion followed. Consensus is to postpone the Retreat until April 6 to allow for additional pre-planning.

- *Action: Superintendent Moghrabi will prepare a list of possible discussion topics and bring them to the Board for input and consideration.*

9. Board Work Plan

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

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

Director Koziak indicated that numerous charter schools have withdrawn membership from TAAPCS. Focus has been on revising and adopting new bylaws. An SGM has been called for March 13, 2024 to adopt the bylaws. Discussion followed.

- *Action: Review of TAAPCS viability annually on Work Plan*

<i>Motion 2024-02-21-06</i>	<i>Moved that the Board direct system administration to investigate financial implications (particularly toward alternative costs of insurance and advocacy) for NHS in the absence of TAAPCS.</i> <i>Moved: Director Clarke</i> <i>Seconded: Director Hanson</i> <i>Carried</i>
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11. Receipt of Reports

<i>Motion 2024-02-21-06</i>	<i>Moved that all reports be received as presented during the meeting.</i> <i>Moved: Director Clarke</i> <i>Seconded: Director Koziak</i> <i>Carried</i>
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12. Correspondence Sent

12.1 Value Scoping Invitation

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13. Correspondence Received

None.

14. Motion to Move In Camera

<i>Motion 2024-02-21-07</i>	<i>Moved that the meeting move in-camera at 9:21 p.m.</i> <i>Moved: Director Panas</i> <i>Seconded: Director Hanson</i> <i>Carried</i>
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Motion to Move Out of Camera

<i>Motion 2024-02-21-08</i>	<i>Moved that the meeting move out of camera at 10:46 p.m.</i> <i>Moved: Director Hanson</i> <i>Seconded: Vice Chair Derkson</i> <i>Carried</i>
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15. New Business

15.1 Matters Arising from In Camera Meeting

<i>Motion 2024-02-21-10 first</i>	<i>Moved that the Board ratify the substitute teacher employment offer for the following:</i> <ul style="list-style-type: none">• <i>Employee #0356</i>• <i>Employee #0358</i>• <i>Employee #0359</i> <i>Moved: Director Panas</i> <i>Seconded: Director Clarke</i> <i>Carried</i>
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<i>Motion 2024-02-21-10 second</i>	<i>Moved that the Board ratify the substitute educational assistant employment offer for the following:</i> <ul style="list-style-type: none">• <i>Employee #0357</i> <i>Moved: Vice Chair Derkson</i> <i>Seconded: Director Koziak</i> <i>Carried</i>
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<i>Motion 2024-02-21-10 third</i>	<i>Moved that the Board ratify the request for unpaid leave for the following:</i> <ul style="list-style-type: none">• <i>Employee #0273</i> <i>Moved: Director Hanson</i> <i>Seconded: Director Panas</i> <i>Carried</i>
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16. Adjournment

Chair Asquini adjourned the meeting at 10:48 p.m.

Next Board Meeting: Wednesday, March 20, 2024 at 7:00 p.m.



Lori Vigfusson
Principal
Email: lvigfusson@newhorizons.ca

MEMORANDUM

Date: March 20, 2024

To: Board of Directors

From: Lori Vigfusson, Principal

Re: Principal's Report-March 2024

Information and Highlights:

Surveys:

Alberta Assurance Surveys were sent out to parents in February and administered to students and teachers at school. The Board Surveys have also been sent out to be completed by the end of March. We have had a number of responses from parents already and a reminder to complete those will be sent before Spring Break.

Admissions:

We completed intake day on March 1. We had 189 complete applications with 95 in Kindergarten and the rest in a variety of grades. The admissions committee will meet after the break to review applications and inform families of the decision.

Celebration of Learning and Report Cards:

We hosted our Celebration of Learning on March 12 and 13th to provide an opportunity for students to showcase their work to their parents. Artist in Residence projects were on display along with a variety of curricular activities for students to demonstrate their learning to parents and caregivers. Term 2 report cards will be emailed home on March 15th.

Lori Vigfusson



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

MEMORANDUM

March 20, 2024

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

Reserve Approval

We have received an email from the Minister approving the Reserve Cap Exemption of \$606,190. The drawdown plan was also approved and needs to be executed over the next three years.

Budget 2024

More than \$1.2 billion over the next three years for growth.
Supplemental Enrolment Growth Grant will continue.
Learning supports funding will increase to more than \$1.5 billion.
Reserve maximums will be increased to 6% from 5%, - \$249,363 to \$302,258.

Recommendations:

It is recommended that this report be received as information.

Patti Dundas – Secretary-Treasurer

Attachment

New Horizon School Division Projections
Requested by Alberta Education re: Reserve Cap Exemption

Description	2022-2023	2023-2024	2024-2025
Estimated Beginning ASO	929,944	606,190	446,190
Surplus/(Deficit)	(323,754)		
Drawdown Plan - Operating Reserve only	-	(160,000)	(90,000)
Ending ASO	606,190	446,190	356,190
Planned Capital Usage	-	(10,000)	(40,000)
Ending ASO After Capital	606,190	456,190	396,190
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2022/23 Total Expenses	5,037,638	5,037,638	5,037,638
ASO Limit Cap	4.95%	249,363	249,363
Excess ASO	356,827	196,827	106,827
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ASO as a % of 2022/2023 Expense	12.03%	8.86%	7.07%
% over Limit	7.08%	3.91%	2.12%

Drawdown Plan Operating:	2022-2023	2023-2024	2024-2025	Total
Technology (Powerschool Purchase)		50,000		50,000
Technology (Desktop & Chromebook Purchase & Document Cameras)		50,000		50,000
Contracted Therapists-SLP & OT		50,000	50,000	100,000
Classroom Desks		10,000		10,000
Potential Rental Space for High School				-
Upgrade Phone System, intercom, emergency response			40,000	40,000
Total	-	160,000	90,000	250,000

Planned Capital Request:	2022-2023	2023-2024	2024-2025	Total
School Maintenance (roof repair, concrete, etc.)		10,000	40,000	50,000
				-
				-
				-
				-
Total	-	10,000	40,000	50,000

MEMORANDUM

Date: March 20, 2024

To: Board of Directors

From: Terry Moghrabi

Re: Superintendent's Report

Information and Highlights:

1. Alberta Education Charter Evaluation - To date, the report from the province has still not been shared, and a tentative meeting with the superintendent is scheduled for early April. I will tentatively book a session for Connie Ohi to attend the April or May Board meeting unless the timeline from the province changes. We were pleased to have our Alberta Ed representative join us as the Charter Evaluation lead with the Value Scope. There is an apparent overlap between the evaluation and the Value Scope process as we discuss future planning for New Horizons School.
2. School Nutritional program funding is not unilaterally available to all school districts, and indeed, not all charter schools are eligible unless they complete an Expression of Interest.
 - Provide innovative ways to support vulnerable youth and reduce operating costs and the administrative burden on schools while ensuring students receive healthy, balanced meals.
 - Determine whether non-profit organizations had the capacity to assume management and operation of the School Nutrition Program across the province in collaboration with local school communities.
 - A call for proposals was issued with the following eligibility requirements. Proposals were required to be submitted by a non-profit organization.
 - Demonstrate collaboration with at least two public, separate, francophone, or interested public charter school authorities and may involve other partners, e.g., other non-profit organizations.
 - Demonstrate how the non-profit organization will address challenges identified by school authorities.
3. Provincial Budget 2024 funds new schools in growing communities and supports choice in education with a 4.4 percent, or \$393 million, increase in operating expense to Education, for a total of \$9.3 billion in 2024–25.
 - a. \$1.9 billion in capital funding over the next three years for planning, design or construction of new and modernized school projects across the province, including \$681 million in new funding for 43 priority school projects that will create 35,000 new and modernized student spaces - a total of 98 school projects are in various stages of the planning, design and construction process in 2024.

- b. More than \$1.2 billion over three years, including \$842 million in new funding, to support enrolment growth and enable schools to hire hundreds of new teachers.
 - c. \$103 million in capital funding over three years to increase modular classroom spaces to address the most urgent needs for additional student spaces across the province.
 - d. \$123 million in capital funding over three years for collegiate school programs and public charter schools to enhance school spaces for special programs like Career and Technology labs.
 - e. \$24 million over the next three years to fund growth for new private schools and Early Childhood Services (ECS) operators, increasing the province's support for parental choice in education.
 - f. Meeting students' needs Budget 2024 provides additional funding to enrich student's overall school experience, including learning supports.
 - g. More than \$1.5 billion for learning supports funding to support vulnerable students, children with specialized learning needs and other students requiring additional supports.
 - h. \$209 million for Program Unit Funding (PUF) in 2024–25, including \$26 million over three years in additional funding to provide timely and early education for children with severe developmental disabilities or delays.
4. Value Scope session. Thank you to the board, staff and parents who committed to the Value Scope session. Overall, I felt pleased with the process and the ability of various stakeholders to share their valuable opinions. Start Architecture provided presentation documents that were shared with the Board Chair and will be discussed with the Board on March 20th to prepare our capital plan submission. Input from the other school authorities, the County of Strathcona, Alberta Education, and the TAAPCS executive director added value to the conversation.

Recommendations and Governance Implications:

The Board should politically advocate to clarify the 2024/25 budget strategies for expanding and supporting charter schools. Specifically, from our Value Scope session, there were questions about the commitment to the 123 million dollar capital funding announcement.

A unified and consistent message between the Board and administration regarding the proposed capital plan is essential for provincial considerations. Informing our MLA of the capital plan may be a strategic way to ensure a common understanding of New Horizons' goals.



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

POLICIES

Approved: 2013-12-16

Policy: #207

Amended:

Section: School Operations

#207 Purchasing

POLICY STATEMENT

The Board of Directors recognizes its responsibility to use public funds effectively and efficiently in order to provide the best possible education for its students. The Board will therefore ensure that goods and services are obtained in a responsible, cost-effective manner in accordance with competitive public sector purchasing practices.

The Board authorizes the Superintendent or designate to purchase the most appropriate goods and services for the purposes envisaged, based on the quality, cost and availability of a particular good or service.

The Superintendent is responsible to develop procedures necessary to ensure that:

- a. All purchases have been authorized by the Board of Directors by virtue of its approval of the annual budget or by special Board resolution.
- b. As a general rule, vendors are selected in a competitive manner, while also giving consideration to the administrative effort and cost associated with a particular purchase.
- c. Economies of scale are achieved by purchasing in bulk quantities whenever possible.
- d. There is compliance with applicable federal and provincial legislation (e.g. Agreement on Interprovincial Trade, New West Partnership Trade Agreement).
- e. Members of staff are not motivated by personal benefit or gain when making purchases on behalf of New Horizons Charter School Society.
- f. All purchases are recorded in accordance with Canadian public sector accounting standards.

The authority delegated to the Superintendent notwithstanding, the following purchases and contracts shall be approved by the Board of Directors:

- a. Goods, services, or construction projects with an aggregate value that is at or above the level of planning materiality, as contemplated by the auditors of New Horizons Charter School Society (e.g. \$33,500 in 2013-14).
- b. All contracts of employment.

POLICIES

Approved:

Amended: 2010-03-10

Section: Personnel & Employee Relations

Policy: #300

#300 Recruitment and Selection of Staff and Contractors

POLICY STATEMENT

The Board understands and acknowledges the important relationship between the quality of its staff and the success of students at New Horizons School. The Board shall employ staff members and engage contractors who are best qualified to meet the requirements of its charter and the educational needs of our students.

GUIDELINES

1. The recruitment, selection appointment and evaluation of the Superintendent shall be the responsibility of the Board, subject to approval of the appointment by the Minister of Education.
2. The recruitment, selection and appointment of the Secretary Treasurer and the Principal shall be the responsibility of the Board, in consultation with the Superintendent.
3. The recruitment and selection of all other positions shall be the responsibility of the Principal, in consultation with the Superintendent.
4. The Superintendent shall establish procedures for securing, at the time of hire, criminal records checks and Alberta Children's Services Intervention Record Checks for all employees and contractors.
5. At the discretion of the Superintendent, where information contained in a criminal records check or an Alberta Children's Services Intervention Record Check suggest conduct that brings into question the suitability of the individual, the employment or contract may be terminated.
6. All offers of employment or contract shall be made in accordance with the Education Act or other relevant legislation or regulations as well as with the contract models and procedures outlined in the Employee Management Manual.

POLICIES

Approved: 2012-04-11

Policy: #313

Amended:

Section: Personnel & Employee Relations

#313 Staff Leaves and Absences

POLICY STATEMENT

The Board believes that all staff members are responsible to be at their assigned place of work unless legal authority has been granted for them to be absent, either through provisions in the *Education Act* or Board policy or the applicable collective bargaining agreement.

Legal References: Education Act, RSA 2000
ATA Collective Agreement

GUIDELINES

1. In any planned absence of an employee from his/her regular duties, including authorized leaves of absence, the primary onus on each staff member is to ensure, to the satisfaction of the Principal, that effective and thorough planning and learning materials are provided in advance to minimize any negative impact on student learning resulting from the employee's absence.
2. Leaves of absence not granted through Alberta legislation or the provisions of an applicable ATA collective agreement or through applicable and relevant policies and procedures specific to non-teaching staff must be requested in writing in advance.
3. Such leaves will be granted at the sole discretion of the Board and will be without pay but with benefits, unless otherwise determined by the Board in each instance and the decision of the Board is final.
4. The Board will grant such requests for such leaves of absence only in extraordinary and infrequent circumstances for the employee and where other authority cannot accommodate the absence and the Board may set a limit on the amount of time that can be requested under this policy.
5. Teachers wishing to receive leave to perform work for an agency outside the teacher's regular assignment must request permission from the board through written application to the Superintendent, accompanied by written commitment from the requesting agency to reimburse the Board for salary and other relevant benefit costs for the period of the teacher's leave.

NEW HORIZONS CHARTER SCHOOL SOCIETY

AGENDA

Type of Meeting: Board Retreat

Date: April 6, 2024

Page:1 of 2

"TOWARDS NEW HORIZONS"

Is it in the best interest of our students?

Does it support excellence?

NEW HORIZONS CHARTER SCHOOL SOCIETY BOARD RETREAT APRIL 6, 2024 AGENDA

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

1. **Call to Order** A. Asquini 9:00 am
2. **Statement of Territorial Acknowledgment** A. Asquini 9:01 am

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** A. Asquini 9:02 am
4. **Stakeholder Forum Results** 9:05 am
 - 4.1 Summary of Results Discussion (provided at meeting) L. Vigfusson /T. Moghrabi
5. **Break** 10:00 am
6. **Annual Education Plan (setting priorities)** L. Vigfusson 10:20 am
7. **2024/25 Provincial Budget and Implications for NHS** P. Dundas 11:30 am
8. **Lunch** (*Lori is absent in the afternoon*) 12:00 pm
9. **Board Work Plan Development for 2024/25** A. Asquini 1:00 pm
 - 9.1 2023/24 Board Work Plan attached to guide discussion
- attachment

NEW HORIZONS CHARTER SCHOOL SOCIETY

AGENDA

Type of Meeting: Board Retreat

Date: April 6, 2024

Page: 2 of 2

"TOWARDS NEW HORIZONS"

Is it in the best interest of our students?

Does it support excellence?

- | | | | |
|-----|--|-------------|---------|
| 10. | High School Ad Hoc Committee- Next steps | T. Moghrabi | 1:20 pm |
| 11. | TAAPCS Membership Review | A. Koziak | 1:40 pm |
| 12. | Questions & Matters of Interest to Directors | A. Asquini | 2:15 pm |
| 13. | Adjournment | A. Asquini | 2:30 pm |

Next Board Meeting – Wednesday, April 17, 2024, at 7:00 p.m.

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 OctoberReceive 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 checked="" type="checkbox"/> Provide final approval of school calendar for 2024-25 <input checked="" type="checkbox"/> Receive mid-year progress report on Three-Year Education Plan 2024-27 <input checked="" type="checkbox"/> Host Stakeholder Forum, gather input on possible Education Plan priorities, deferred from January <input checked="" type="checkbox"/> Review Policy 210 and associated Student Code of Conduct, deferred to March
March	<input type="checkbox"/> Host Board Retreat – Identify priorities for upcoming Education Plan, deferred to April <input type="checkbox"/> Approve Three-Year Capital Plan for 2025-26 to 2027-28 <input type="checkbox"/> Administer Board-developed Stakeholder Survey <input type="checkbox"/> Review Policy 210 and associated Student Code of Conduct, deferred from January
April	<input type="checkbox"/> Receive Quarterly Financial Report for Dec 2023 – Feb 2024 <input type="checkbox"/> Review School Fees for 2024-25 NEW <input type="checkbox"/> Host Board Retreat – Identify priorities for upcoming Education Plan, deferred from March
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

From: **Laura Reichenbaugh** <lreichenbaugh@lloydsadd.com>
Date: Wed, Feb 28, 2024 at 3:45 PM
Subject: TAAPCS Insurance Policies
To: Patti Dundas <pdundas@newhorizons.ca>

Hi Patti,

As per our conversation yesterday, some of the insurance premiums are somewhat pooled with you being a member of the TAAPCS Association. The property, liability, non-owned auto, crime and cyber policies are all individually rated. This means that your claims only affect your insurance and are not based on other members losses. The umbrella, excess liability, machinery breakdown, facility user group, D&O/E&O and blanket student accident policies are considered master policies under the TAAPCS Program. The umbrella, excess, and facility user group are divided equally between all the members. Not all members have the excess liability coverage or the facility user group coverage. The increase in the umbrella and excess coverage is due to a program rating as each member is flat rated on this. We have not had such a growth in student population for awhile so there was an increase. That said, these rates are program rates and if we placed each charter school individually no one would quote rates close to these. They are below the market premiums for umbrella and excess liability coverage.

The machinery breakdown is based off of the largest location, which FFCA has. The machinery breakdown limit is \$61M per loss, this is actually a benefit to the charters with smaller locations as you have this higher limit in the event of an insured loss.

The D&O/E&O and blanket student accident are based off of student numbers, staff, limit selected, coverage option selected. As these policies are being rated by a total volume of all the schools, you benefit from a discounted rate per student/staff.

I trust this provided you with an explanation of the individual policies and the pooled policies, if not, please let me know. The biggest highlight is the fact that TAAPCS members benefit from discounted rates that you would not normally see.

Should you have any questions or concerns, please do not hesitate to contact me directly.

Thanks,

Laura Reichenbaugh
Account Manager

Lloyd Sadd
Insurance | Risk Management | Benefits & Pension

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After Hours Emergency Claims Line: 1.888.222.1760



I live and work in ᐱᓂᓴᗵᓄᓐᓴᓐᓴᓐ (Amiskwaciwâskahikan), Treaty 6 Territory.

From: **EDC Minister** <Education.Minister@gov.ab.ca>
Date: Tue, Mar 5, 2024, 2:36 p.m.
Subject: School Board Operating Reserves
To: a_asquini@newhorizons.ca <a_asquini@newhorizons.ca>

Dear Adam:

I am writing to you regarding New Horizons Charter School Society's request for an exemption to the maximum operating reserve limit for the 2022/23 school year.

I have reviewed your school jurisdiction's submission, the plans to draw down the additional surplus through to 2025/26 and the initiatives outlined in your letter. Based on your 2022/23 financial statements, your maximum limit is \$249,363 and your reported adjusted operating reserve balance is \$606,190. I hereby approve your exemption for an operating reserves balance of \$606,190 for the 2022/23 school year.

I wish your students and staff continued success in the current school year.

Best,

Demetrios Nicolaidis ECA PhD
Minister of Education