

# New Horizons Charter School Society Board Meeting



**May 15, 2024**

**AGENDA****Type of Meeting:** Board**Date:** May 15, 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  
MAY 15, 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. | <b>Call to Order</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | A. Asquini        | 7:00 pm |
| 2. | <b>Statement of Territorial Acknowledgment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                               | A. Asquini        | 7:01 pm |
|    | <p style="text-align: center;"><i>The Board of Directors of the New Horizons Charter School Society respectfully acknowledges that the land on which we meet is Treaty 6 territory, a traditional home, gathering place, a travelling route for diverse Indigenous Peoples, including Cree, Saulteaux, Blackfoot, Nakota, Sioux, as well as the homeland of the Métis Nation. We recognize our responsibility as Treaty members and honour the heritage and gifts of the First Peoples of this land.</i></p> |                   |         |
| 3. | <b>Adoption of Agenda</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | A. Asquini        | 7:02 pm |
| 4. | <b>Disclosure of Conflict of Interest</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | A. Asquini        | 7:03 pm |
| 5. | <b>Approval of Minutes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | A. Asquini        | 7:05 pm |
|    | 5.1 April 17, 2024 – attachment                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                   |         |
| 6. | <b>Alberta Education Charter Review Presentation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                         | T. Moghrabi/AB ED |         |
|    | ● requires motion to accept                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                   |         |
| 7. | <b>FANHS Update</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | R. Koziak         | 8:00 pm |
| 8. | <b>Administration Reports</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                   | 8:10 pm |
|    | 8.1 Principal's Report - attachment                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | L. Vigfusson      |         |
|    | 8.2 Secretary Treasurer's Report - attachment                                                                                                                                                                                                                                                                                                                                                                                                                                                                | P. Dundas         |         |
|    | 8.3 Superintendent's Report - attachment                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | T. Moghrabi       |         |
|    | 8.3.1 Student Record Regulation - attachment                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                   |         |
|    | 8.3.2 School Fees Regulation - attachment                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                   |         |
|    | 8.3.3 Charter Schools Exemption and Application Regulation - attachment                                                                                                                                                                                                                                                                                                                                                                                                                                      |                   |         |
| 9. | <b>Board Reports</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                   | 8:20 pm |
|    | 9.1 Board Chair's Report                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | A. Asquini        |         |

**AGENDA****Type of Meeting:** Board**Date:** May 15, 2024**Page:** 2 of 2*"TOWARDS NEW HORIZONS"**Is it in the best interest of our students?**Does it support excellence?*

- |        |                                                            |              |          |
|--------|------------------------------------------------------------|--------------|----------|
| 9.2    | Other Committee Reports and Updates                        | A. Asquini   |          |
| 9.2.1  | Finance and Audit Committee                                | V. Tong      |          |
| 9.2.2  | Policy Guidelines and Bylaws Committee                     | J. Clarke    |          |
| 9.2.3  | Survey Committee                                           | T. Panas     |          |
| 9.2.4  | Public Relations Committee                                 | A. Asquini   |          |
| 9.2.5  | Personnel Committee                                        | K. Derkson   |          |
| 9.2.6  | High School Ad Hoc Committee                               | A. Asquini   |          |
| 9.2.7  | Board Activities                                           |              |          |
|        | • Staff Appreciation Lunch                                 | A. Koziak    |          |
| 10.    | <b>New Business</b>                                        |              | 8:30 pm  |
| 10.1   | Approval of Education Plan 2022-23 to 2025-26 - attachment | L. Vigfusson |          |
| 10.2   | Accountability Pillar Results Report                       | L. Vigfusson |          |
| 10.3   | Approve 2023-24 School Budget - attachment                 | P. Dundas    |          |
| 10.3.1 | Budget 2024-25                                             |              |          |
| 10.4   | Approve School Fees for 2024-25 - attachment               | P. Dundas    |          |
| 10.5   | Board Survey Results                                       | T. Moghrabi  |          |
|        | 10.5.1 Survey Results – attachment                         |              |          |
|        | 10.5.2 Annual Average Results – attachment                 |              |          |
| 10.6   | Counsellor’s Report                                        | L. Vigfusson |          |
| 11.    | <b>Board Work Plan</b> – attachment                        | A. Asquini   | 9:30 pm  |
| 12.    | <b>The Association of Alberta Public Charter Schools</b>   | A. Asquini   | 9:35 pm  |
| 13.    | <b>Receipt of Reports</b>                                  | A. Asquini   | 9:45 pm  |
| 14.    | <b>Correspondence Sent</b>                                 | A. Asquini   | 9:47 pm  |
|        | • None                                                     |              |          |
| 15.    | <b>Correspondence Received</b>                             | A. Asquini   | 9:48 pm  |
|        | • None                                                     |              |          |
| 16.    | <b>In Camera</b>                                           | A. Asquini   | 9:50 pm  |
| 17.    | <b>Business Arising from In Camera</b>                     | A. Asquini   | 9:55 pm  |
| 18.    | <b>Adjournment</b>                                         | A. Asquini   | 10:00 pm |

**Next Board Meeting – Wednesday, June 21, 2023**

NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

<b>Type of Meeting:</b>	Board	<b>Date:</b>	April 17, 2024	<b>Initials:</b>	<b>Chair</b>	
<b>Approved:</b>	DRAFT	<b>Recorded By:</b>	A. DeJong		<b>Secretary</b>	

**April 17, 2024, 7:00 p.m.**

Board Members Present at Call to Order:

Adam Asquini  
CHAIR

Kristie Derkson  
VICE CHAIR

Adam Koziak  
DIRECTOR

Jason Clarke  
DIRECTOR

Board Members Joining During Meeting:

Board Members Absent:

Vincent Tong  
BOARD SECRETARY-TREASURER

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 meeting to order at 7:14 p.m. and made opening remarks.

**2. Statement of Territorial Acknowledgment**

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

NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

<b>Type of Meeting:</b>	Board	<b>Date:</b>	April 17, 2024	<b>Initials:</b>	<b>Chair</b>	
<b>Approved:</b>	DRAFT	<b>Recorded By:</b>	A. DeJong		<b>Secretary</b>	

**3. Adoption of Agenda**

Three additional items were added to the agenda:

- 8.4 - EDC Minister - Carbon Tax Remission Request
- 8.5 - May 9, 2024 Meet & Greet with Intact Public Entity, Insurer for Alberta Charter Schools
- 8.6 - EDC Minister - Engagement on Cellphone Use in Schools

<i>Motion 2024-04-17-01</i>	<p><i>Moved that the agenda for the Board Meeting of April 17, 2024 be adopted as amended.</i></p> <p><i>Moved: Director Koziak</i>  <i>Seconded: Vice Chair Derkson</i>  <i>Carried</i></p>
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**4. Disclosure of Conflict of Interest**

Chair Asquini and Director Clarke have spouses at the school, no conflict is anticipated based on the agenda.

**5. Approval of Minutes**

**5.1 Minutes of March 20, 2024**

<i>Motion 2024-04-17-02</i>	<p><i>Moved that the Board Meeting minutes of March 20, 2024 be approved as presented.</i></p> <p><i>Moved: Director Clarke</i>  <i>Seconded: Director Koziak</i>  <i>Carried</i></p>
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**6. Administration Reports**

**6.1 Principal's Report**

Principal Vigfusson provided a summary of her written report including Volunteer Tea, Music Festival, Spring Concert and PAT update, as included in the meeting package. She also indicated that the intermediate Reach team competed at provincials and placed second overall. Discussion followed.

**6.2 Secretary-Treasurer's Report**

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

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

**6.3 Superintendent's Report**

Superintendent Moghrabi summarized his written report including Provincial Achievement Exams, Value Scope Documents, and the CASS conference, as included in the meeting package. The positive implications, including student preparedness and political advocacy, of PAT field testing were highlighted. Discussion followed. Superintendent Moghrabi, Chair Asquini and Principal Vigfusson will collaborate and begin development of an Administrative Procedure relating to AI.

<i>Motion 2024-04-17-03</i>	<p><i>Moved that the Board direct administration to develop a draft Administrative Procedure focussed on AI for discussion at the June board meeting.</i></p> <p><i>Moved: Director Clarke</i>  <i>Seconded: Director Koziak</i>  <i>Carried</i></p>
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**7. Board Reports**

**7.1 Board Chair's Report**

Chair Asquini expressed appreciation for administration and director participation in the April Board Retreat, it was a well-attended and valuable event. High School Programming will be included on the August Retreat agenda. He indicated that the Alberta Education Chief of Staff will be meeting virtually Chair Asquini and Superintendent Moghrabi on May 10, 2024.

**7.2 Committee Reports**

**Finance and Audit Committee**

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

**Policy Guidelines and Bylaws Committee**

Director Clarke indicated that the policy committee has been working on Policy 313 and will continue to work on those revisions.

**Survey Committee**

No report.

**Public Relations Committee**

No report.



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

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**Personnel Committee**

No report.

**High School Ad Hoc Committee**

No report.

**8. New Business**

**8.1 Quarterly Financial Report for December '23 to February '24**

Secretary-Treasurer Dundas summarized the Quarterly Financial Report for December 2023 to February 2024. 86% of the overall budget is directed towards salary; overall, the budget is on target for the end of the second quarter, and no anomalies were noted. Discussion followed.

**8.2 Review Proposed School Fees for 2024-25**

Secretary-Treasurer Dundas summarized the proposed school fees for 2024-25. The process for determining fees was discussed at the August 2023 Board Retreat. Discussion followed.

**8.3 Staff Appreciation Meal**

Superintendent Moghrabi indicated that staff are participating in an off-site professional development activity on May 16 and that preparing a staff appreciation meal on that day is not feasible; May 3 is being proposed as an alternate date. Discussion followed. Consensus is to plan lunch for May 3, 2024.

*Action: Chair Asquini will email board members to confirm director attendance at the May 3, 2024 staff appreciation lunch.*

**8.4 Carbon Tax Remission Request**

Superintendent Moghrabi indicated that the Education Minister has requested data on carbon tax costs from school boards with a tight response deadline. District Office will compile and submit the requested information.

*Action: Superintendent Moghrabi will contact Connie Ohl at Alberta Education to express concern regarding the scope of work of the request.*

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

**8.5 May 9, 2024 Meet Greet with Intact Public Entity, Insurer for Alberta Charter Schools**

Superintendent Moghrabi indicated that he and Secretary-Treasurer Dundas will be attending the meeting at the Lloyd Sadd office. Directors are invited to attend, additional information will be shared when available.

**8.6 Engagement on Cellphone Use in Schools**

Superintendent Moghrabi indicated that the Education Minister has released a survey and is seeking feedback from parents and staff regarding cellphone use in schools.

*Action: The administration will share the survey link with parents and staff members.*

**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 a meeting was held with a review of the budget for 2024-25. The spring General Meeting will be held on May 25, 2024 at New Horizons School. TAAPCS was on the agenda of the upcoming ASCA conference; the invitation has been rescinded.

*Action: Chair Asquini asked Superintendent Moghrabi to update and circulate a shared RSVP document with directors for upcoming board events.*

**11. Receipt of Reports**

<i>Motion 2024-04-17-04</i>	<p><i>Moved that all reports be received as presented during the meeting.</i></p> <p><i>Moved: Vice-Chair Derkson</i> <i>Seconded: Director Clarke</i> <i>Carried</i></p>
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**12. Correspondence Sent**

- None.



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

**13. Correspondence Received**

- May 9, 2024 Meet & Greet with Intact Public Entity, Insurer for Alberta Charter Schools
- EDC Minister - Engagement on Cellphone Use in Schools
- EDC Minister - Carbon Tax Remission Request

**14. Motion to Move In Camera**

<i>Motion 2024-04-17-05</i>	<p><i>Moved that the meeting move in camera at 9:20 p.m.</i></p> <p><i>Moved: Director Clarke</i>  <i>Seconded: Vice-Chair Derkson</i>  <i>Carried</i></p>
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**Motion to Move Out of Camera:**

<i>Motion 2024-04-17-06</i>	<p><i>Moved that the meeting move out of camera at 9:22 p.m.</i></p> <p><i>Moved: Director Clarke</i>  <i>Seconded: Director Koziak</i>  <i>Carried</i></p>
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**15. New Business**

**15.1 Matters Arising from In Camera Meeting**

<i>Motion 2024-04-17-07</i>	<p><i>Moved that the Board approve the extension of the leave of absence for the following:</i></p> <ul style="list-style-type: none"> <li>• <i>Employee #0273</i></li> </ul> <p><i>Moved: Director Koziak</i>  <i>Seconded: Director Clarke</i>  <i>Carried</i></p>
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NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

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

<i>Motion 2024-04-17-08</i>	<p><i>Moved that the Board approve the two days of unpaid leave for the following:</i></p> <ul style="list-style-type: none"> <li>• <i>Employee #0238</i></li> </ul> <p><i>Moved: Director Clarke</i>  <i>Seconded: Vice-Chair Derkson</i>  <i>Carried</i></p>
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**16. Adjournment**

Chair Asquini adjourned the meeting at 9:24 p.m.

*Next Board Meeting: Wednesday, May 15, 2024 at 7:00 p.m.*

DRAFT



Lori Vigfusson  
Principal  
Email: [lvigfusson@newhorizons.ca](mailto:lvigfusson@newhorizons.ca)

**MEMORANDUM**

Date: May 15, 2024

To: Board of Directors

From: Lori Vigfusson, Principal

Re: Principal's Report-May 2024

**Information and Highlights:**

**Admissions:** We have sent out our acceptance letters to applicants for the 2024-2025 school year. We will be full in most classes and have limited space in others.

**Staff Professional Development:** We have two professional development days for staff in May. On May 3rd, teachers spent time learning about our new Student Information System, Powerschool. This system will be implemented in the upcoming school year. We will be sending out parent information on joining the parent portal once we have all students registered for next year. This may be in late August. Thank you so much to the Board, Senior Admin and parent volunteers that came to serve lunch to the staff! It was so appreciated!

On May 16th staff went out to Metis Crossing for the day. We began with a presentation on Indigenous Peoples' Month from the Rupertsland Institute followed by Indigenous workshops in the afternoon. It was a valuable and immersive learning experience.

**Spring Carnival:** Our Spring Carnival organized by School Council and FANHS will take place on May 25th here at the school. We will have bouncers, activities and food trucks. Some of our Grade 6 students will also be hosting a booth to raise money for the Stollery Children's Hospital.

**PAT Update:**

Grade 9 students wrote their first PAT and Grade 6 students completed their first field test of the new curriculum on May 13th . The English Language Arts Part A writing portion was written using the new digital platform. The remainder of the PATS occur in June beginning on June 12. They are listed on our School Calendar.

Lori Vigfusson



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

## MEMORANDUM

May 15, 2024

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

### **Value Scope:**

The value scope has been completed and submitted to Alberta Education for inclusion in our three-year capital plan.

We received correspondence from Alberta Education indicating that as we have the value scope in our Three Year Capital Plan, we need to undertake the Next Steps to determine the feasibility of an addition on the current site. These next steps are in the Alberta Education Capital Planning Manual, specifically 2.8 Site Suitability – Levels 1 and 2.

This will include supporting documentation for our site, allowing Alberta Education to begin a risk evaluation and determine suitability.

The GOAL is to remove as many hurdles as possible so that the capital project approval stage can proceed effectively and on time once the approval is given.

They have asked for this information as soon as possible as they are already considering capital projects.

### **Level 1 - Site Evaluation – Preliminary Site Investigation**

**Criteria 1.1 – 1:500 floodplain**

**Criteria 1.2 – power lines, pipelines and abandoned wells**

**Criteria 1.3 – abandoned wells**

**Criteria 1.4 – other potential hazards**

**Criteria 1.5 – adjacency to a provincial highway**

**Criteria 1.6 – site topography**

**Criteria 1.7 – other significant site features**

**Criteria 1.8 – title to the site**

**Criteria 1.9 – project need**

**Criteria 1.10 – suitability of location**

**Criteria 1.11 & 1.12 - components to be accommodated and required size of site**

**Criteria 1.13 – Digital photographs**

**Criteria 1.14 – Letter of Commitment**

Letter from Strathcona County and EICS supporting the project. This will include a transfer of land and a transportation impact assessment.

**Part 2 of Site Readiness – Detailed Site Investigation**

**Criteria 2.1 – Letter authorizing access**

**Criteria 2.2 – Results of Further Investigation of Issues Identified in Level 1 – Site Evaluation**

**Criteria 2.3 – Geotechnical study**

**Criteria 2.4 – Environmental Site Assessments**

**Criteria 2.5 – Traffic Impact Assessment (if required)**

**Criteria 2.6 – Site ownership**

At this time we are gathering information and meeting with Strathcona County and Elk Island Catholic School Board. We have asked Chris Woollard from START Architecture for assistance on some of these items.

Patti Dundas  
Secretary-Treasurer

**MEMORANDUM**

Date: May 15, 2024

To: Board of Directors

Re: Superintendent Report

**Information and Highlights:**

- **Meeting with Alberta Education** to review the charter evaluation document shared with board members before the meeting. The document will be posted online, and we can include it in the June meeting minutes.
- **A new Chief of Staff:** James Johnson was introduced to the Department of Education. He scheduled calls with all school authorities to better understand the specific circumstances each school authority is facing. He invited the chair and the superintendent to attend virtually. The meeting was rescheduled from May 10th to May 14th tentatively..
- **Minister of Education Demetrios Nicolaides Meeting:** The meeting with the minister was held on May 14th for all charter authority Chairs. Superintendents were invited at the discretion of the Chair. *A verbal update will be provided as the agenda package was sent before the meeting.*
- **Education Act Regulations Update** Alberta Education asked for feedback from various stakeholder groups, with most of the attendees representing charter schools, regarding the following Provincial Regulations, noting that they will expire by August 31st, 2024. We were asked to consider how the regulation is functioning administratively, if the regulation is clear, if any portions need to be clarified and if there is anything in the regulation that needs to be updated or is out of step with current operations.

**School Fees Regulation**

- ◆ There currently are no changes to the School Fees Regulation. However, the newer charters were challenged with anticipating that the board would approve school fees when there were only estimates of costs for some school and sports trips.

**Student Records Regulation**

- ◆ The department recommends clarifying that the Minister has the authority to update, transfer, or dispose of the student record until the record is transferred to another school or destroyed per Education's retention and disposition policies and procedures.
- ◆ Other topics include student records documents aligning a better timeline with federal citizenship documentation for submitting provincial student records.

**Charter School Exemption and Application Regulation**

- ◆ Conversations were focused on the disposition and acquisition of property related to school closures. Other topics included applications to acquire municipal reserve land, although these were only points to consider and were out of the scope of this specific regulation. Municipal and Provincial Acts will need to be consulted about this regulation.

- **Insurance:** Adam, Patti and Terry attended the insurance meeting with Lloyd Sadd held on May 9th in their office tower where they introduced the Intact Public Entities team. No additional information regarding rate increases was shared then, although they were more optimistic as there has been more stability in the markets since the pandemic. We received an overview of the program with a specific mention of an Abuse policy. New Horizons Charter School does have a Plan to Protect policy that Intact will review for compliance. A point of interest shared at the meeting addressed the higher rates Albertans face with 7 out of 10 of the most significant claims nationally.
- **Staff Lunch:** Director Koziak will provide a more comprehensive report on the board event. It was a fun luncheon that took a few hours from start to finish. While there were plenty of accolades and appreciation to share from the staff and Board, I still need to acknowledge the office staff - thanks Patti and Angela, for the planning and prep work - as well as parents (FANHS) Rebecca and Praveen. And, of course, Board Director Koziak for a delicious pasta salad and use of his commercial kitchen equipment that he supplied for the event. Thank you.

**Recommendations and Governance Implications:**



Terry Moghrabi





Province of Alberta

EDUCATION ACT

# STUDENT RECORD REGULATION

## Alberta Regulation 97/2019

With amendments up to and including Alberta Regulation 216/2022

Current as of October 24, 2022

Office Consolidation

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### **Note**

All persons making use of this consolidation are reminded that it has no legislative sanction, that amendments have been embodied for convenience of reference only. The official Statutes and Regulations should be consulted for all purposes of interpreting and applying the law.

(Consolidated up to 216/2022)

**ALBERTA REGULATION 97/2019**

**Education Act**

**STUDENT RECORD REGULATION**

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- 3 Information not to be included in student record
- 4 Retention of student record
- 5 Disposal and destruction of student record
- 6 Access to student record
- 7 Disclosure of information
- 8 Student or child transfer
- 9 School closure
- 10 Compliance
- 11 Repeal
- 12 Expiry
- 13 Coming into force

**Interpretation**

**1(1)** In this Regulation,

- (a) “early childhood services program private operator” means a person, other than a board, that provides an early childhood services program;
- (b) “resident board” means the board of the school division of which a student is a resident student under section 4 of the Act.

**(2)** For the purposes of sections 7 and 10,

- (a) “employee”, in relation to a board, other than a person responsible for the operation of a private school, means an employee as defined in the *Freedom of Information and Protection of Privacy Act*, and
- (b) “employee”, in relation to a person responsible for the operation of a private school or an early childhood services program private operator, means an employee as defined in the *Personal Information Protection Act*.

**Information included in student record**

**2(1)** The student record for a student or child must contain all information affecting the decisions made about the education of the student or child that is collected or maintained by a board or an early childhood services program private operator, regardless of the manner in which the student record is maintained or stored, including

- (a) the student's or child's name
  - (i) as registered under the *Vital Statistics Act*, if the student or child was born in Alberta,
  - (ii) as registered under the applicable legislation of the province or territory in which the student or child was born, if the student or child was born in a province or territory of Canada other than Alberta, or
  - (iii) as shown on the documents under which the student or child was lawfully admitted to Canada, if the student or child was born outside Canada,and any other surnames by which the student or child is known,
- (b) the student identification number assigned to the student or child by the Minister and any student identification number assigned to the student or child by a board or an early childhood services program private operator,
- (c) the name of the student's or child's parent,
- (d) proof of guardianship of the student or child and any documents evidencing limits on the guardianship of the student or child,
- (e) the birth date of the student or child,
- (f) the gender of the student or child,
- (g) the addresses, email addresses and telephone numbers of the student or child and of the student's or child's parent,
- (h) in the case of a student, the name of the resident board of the student,
- (i) the citizenship of the student or child and, if the student or child is not a Canadian citizen, the type of document pursuant to which the student or child is lawfully entitled to remain in Canada, and the expiry date of that document,

- (j) the names of all schools attended by the student or child in Alberta and the dates of enrolment, if known, except for the names of any schools in respect of which including the name of the school would be contrary to section 3(1)(b),
- (k) an annual summary, or a summary at the end of each semester, of the student's or child's achievement or progress in the courses and programs in which the student or child is enrolled,
- (l) the results obtained by the student or child on any
  - (i) provincial assessment under a program established by the Minister,
  - (ii) diagnostic test administered by a board or an early childhood services program private operator, and
  - (iii) standardized tests, under any testing program administered by a board or an early childhood services program private operator to all or a large portion of the students or children or to a specific grade level of students,
- (m) any accommodation or exemption in respect of a provincial assessment under a program established by the Minister,
- (n) in relation to any formal intellectual, behavioural or emotional assessment or evaluation administered individually to the student or child by a board or an early childhood services program private operator,
  - (i) the name of the assessment or evaluation,
  - (ii) a summary of the results of the assessment or evaluation,
  - (iii) the date of the assessment or evaluation,
  - (iv) the name of the individual who administered the assessment or evaluation,
  - (v) any interpretive report relating to the assessment or evaluation, and
  - (vi) any action taken as program planning as a result of the assessment, evaluation or interpretive report, including, without limitation, the provision of specialized supports or services,

- (o) in relation to any formal intellectual, behavioural or emotional assessment or evaluation requested by the student's or child's parent and administered to the student or child by an independent party,
  - (i) the name of the assessment or evaluation,
  - (ii) a summary of the results of the assessment or evaluation,
  - (iii) the date of the assessment or evaluation,
  - (iv) the name of the individual who administered the assessment or evaluation,
  - (v) any interpretive report relating to the assessment or evaluation, and
  - (vi) any action taken as program planning as a result of the assessment, evaluation or interpretive report, including, without limitation, the provision of specialized supports or services,
- (p) any health information that the parent of the student or child or the student or child wishes to be placed on the student record,
- (q) an annual summary of the student's or child's school attendance,
- (r) in the case of a student, subject to subsection (2), information about any suspension of more than one day or expulsion relating to the student or the student's rights pursuant to the Act,
- (s) in the case of a student record maintained by a board, other than a person responsible for the operation of a private school, if the parent of the student or child has the right to have the student or child receive primary and secondary school instruction in the French language under section 23 of the *Canadian Charter of Rights and Freedoms*, a notation to indicate that and a notation to indicate whether the parent wishes to exercise that right, and
- (t) in the case of a student record maintained by a board, including a person responsible for the operation of a private school that is eligible to receive the First Nation, Metis and Inuit Education funding allocation in respect of the private school but not including any other person responsible for the operation of a private school, if the

parent of the student or child or the student or child wishes to provide information that the student or child is of aboriginal ancestry, a notation indicating whether the student or child is Status Indian/First Nations, Non-Status Indian/First Nations, Metis or Inuit.

- (2) Information referred to in subsection (1)(r) must
- (a) be retained on the student record for a student for at least one year after the date on which the suspension or expulsion began, and
  - (b) be removed from the student record for a student not later than 3 years after the date on which the suspension or expulsion began.
- (3) A board or an early childhood services program private operator may include in a student record any information referred to in section 3(1)(a)(iii) if, in the opinion of the board or the early childhood services program private operator, inclusion of the information in the student record would be
- (a) in the public interest, or
  - (b) necessary to ensure the safety of students or children and staff.
- (4) If an individualized program plan is specifically devised for a student or child for a school year, the plan and any amendments to the plan must be placed on the student record of that student or child in addition to summaries of all individualized program plans for previous school years for that student or child.
- (5) For the purposes of subsection (1), a board or an early childhood services program private operator may require a student's or child's parent or an independent student to provide
- (a) a copy, acceptable to the board or the early childhood services program private operator, of
    - (i) the student's or child's birth certificate and, if applicable, change of name certificate, if the student or child was born in Canada, or
    - (ii) another official document acceptable to the board or the early childhood services program private operator, if the student or child was born outside Canada,
- and



- (b) a copy, acceptable to the board or the early childhood services program private operator, of the student's or child's Canadian citizenship certificate or the document pursuant to which the student or child is lawfully admitted to Canada for permanent or temporary residence.

**(6)** Each year that a student or child is enrolled in a school operated by a board or an early childhood services program private operator, the board or the early childhood services program private operator must ensure that

- (a) the information referred to in this section is recorded on or updated on the student record for the student or child, and
- (b) any information to which subsection (2)(b) applies is removed from the student record for the student or child.

**Information not to be included in student record**

**3(1)** A board or an early childhood services program private operator must ensure that the student record for a student or child maintained or retained by the board or the early childhood services program private operator does not include

- (a) any information contained in
  - (i) notes and observations prepared by and for the exclusive use of a teacher, teacher's assistant, counsellor or principal, and that are not used in program placement decisions,
  - (ii) a report or an investigation record relating to the student or child under the *Child, Youth and Family Enhancement Act*, or
  - (iii) counselling records relating to the student or child that are or may be personal, sensitive or embarrassing to the student or child, unless section 2(3) applies,

or

- (b) any information that identifies a student as a young person as defined in the *Youth Justice Act* or the *Youth Criminal Justice Act (Canada)* and all information relating to that student in that capacity.

**(2)** A board or an early childhood services program private operator is not required to include in a student record a test instrument or any part of it relating to a test, examination, assessment or evaluation referred to in section 2(1)(l), (n) or (o),

but if there is an appeal relating to the test, examination, assessment or evaluation or an evaluation of a student or child in respect of the test, examination, assessment or evaluation, the persons referred to in section 56(3) of the Act may review the test instrument as if it were part of the student record.

(3) A board, other than a person responsible for the operation of a private school, must ensure that the information referred to in this section is disclosed only in accordance with the *Freedom of Information and Protection of Privacy Act*.

(4) A person responsible for the operation of a private school or an early childhood services program private operator must ensure that the information referred to in this section is disclosed only in accordance with the *Personal Information Protection Act*.

#### **Retention of student record**

**4(1)** Subject to subsection (2), a board or an early childhood services program private operator must retain the student record for a student or child containing the information referred to in section 2(1) and (4) for 7 years after the student or child ceases to attend a school operated by the board or the early childhood services program private operator or until the student record has been provided in accordance with section 8(1) or (2).

(2) If a student or child transfers from a school in Alberta to a school outside Alberta, the board or the early childhood services program private operator that operates the school from which the student or child transfers must retain the student record for the student or child containing the information referred to in section 2(1) and (4) for 7 years after the date the student or child would have been expected to have completed grade 12 had the student or child not transferred from the school.

(3) Notwithstanding subsections (1) and (2), a board, other than a person responsible for the operation of a private school, may choose to retain a student record for more than 7 years if a longer retention period is authorized by a resolution of the board.

(4) A person responsible for the operation of a private school or an early childhood services program private operator may choose to retain a student record for more than 7 years if

- (a) the person responsible for the operation of the private school or the early childhood services program private operator reasonably requires the student record for legal or business purposes for more than 7 years, and
- (b) a longer retention period is authorized by the governing body of the person responsible for the operation of the

private school or the early childhood services program private operator.

#### **Disposal and destruction of student record**

**5(1)** A board, other than a person responsible for the operation of a private school, must dispose of or destroy student records that are no longer required to be kept under section 4.

**(2)** Student records must be disposed of or destroyed in a manner that maintains the confidentiality of the information in the record.

**(3)** A board, other than a person responsible for the operation of a private school, must dispose of information referred to in section 3 relating to a student or child in the same manner as student records are to be disposed of under subsection (2).

**(4)** For greater certainty, a person responsible for the operation of a private school or an early childhood services program private operator must deal with student records in accordance with section 35 of the *Personal Information Protection Act* when the student records are no longer required to be kept under section 4.

#### **Access to student record**

**6** A board or an early childhood services program private operator must ensure that the persons who, under section 56 of the Act, are entitled to review the student record of a student or child are informed that they are entitled to review the student record.

#### **Disclosure of information**

**7(1)** A board or an early childhood services program private operator may only disclose the contents of a student record

- (a) in accordance with sections 56 and 70 of the Act,
- (b) to an employee of the board or the early childhood services program private operator if the information is necessary for the performance of the duties of the employee,
- (c) to the Minister if the information is necessary for the performance of the duties of the Minister,
- (d) with the written consent of
  - (i) the parent in the case of a child or a student who is under 16 years of age, or

- (ii) the student or the parent in the case of a student who is 16 years of age or older,
- (e) in accordance with section 8,
- (f) in accordance with any other regulation under the Act, or
- (g) in accordance with
  - (i) the *Freedom of Information and Protection of Privacy Act*, in the case of a board other than a person responsible for the operation of a private school, or
  - (ii) the *Personal Information Protection Act*, in the case of a person responsible for the operation of a private school or an early childhood services program private operator.

**(2)** A board or an early childhood services program private operator must disclose information contained in a student record to the Department of Justice or its designate when requested by the Department or its designate for the purpose of administering the *Youth Justice Act* or the *Youth Criminal Justice Act (Canada)* or carrying out any program or policy under either Act.

**(3)** A board that is a Francophone regional authority may collect from a board, other than a person responsible for the operation of a private school, or the Minister

- (a) the name, address, date of birth, gender and school of a student or child whose parent has been noted under section 2(1)(s) as having a right to have the student or child receive primary and secondary school instruction in the French language under section 23 of the *Canadian Charter of Rights and Freedoms*, and
- (b) the name, address and telephone number of the student's or child's parent

for the purpose of contacting the parent of the student or child and advocating for minority language educational rights.

**(4)** The Minister may collect from a board, other than a person responsible for the operation of a private school, the information referred to in subsection (3) for the purpose of

- (a) disclosing the information to a board that is a Francophone regional authority for the purpose of the Francophone regional authority contacting the parent of

the student or child and advocating for minority language educational rights, or

- (b) accurately establishing the number of minority language educational right holders in Alberta.

**(5)** A board, other than a person responsible for the operation of a private school, must, on request, disclose the information referred to in subsection (3)

- (a) to a board that is a Francophone regional authority for the purpose referred to in subsection (3), or
- (b) to the Minister for a purpose referred to in subsection (4).

**(6)** An associate board or associate private school, as defined in the *Home Education Regulation*, supervising a home education program for a student must, annually, notify the student's resident board of

- (a) the student's name, address, date of birth, gender and school, and
- (b) the name, address and telephone number of the student's parent

to ensure that the resident board is aware that the student is attending a school.

AR 97/2019 s7;216/2022

#### **Student or child transfer**

**8(1)** If a student or child transfers from a school in Alberta to another school in Alberta,

- (a) the board or the early childhood services program private operator from which the student or child transfers may disclose the student record for the student or child containing the information referred to in section 2(1) and (4) to the board or the early childhood services program private operator to which the student or child transfers, and
- (b) the board or the early childhood services program private operator to which the student or child transfers may collect the student record for the student or child containing the information referred to in section 2(1) and (4).

**(2)** If the student record for a student or child who transfers from a school in Alberta to another school in Alberta is not in electronic

form, the board or the early childhood services program private operator from which the student or child transfers must, on receipt of a written request from the school to which the student or child transfers, send the original student record for the student or child containing the information referred to in section 2(1) and (4) to that school.

**(3)** If a student or child transfers to a school outside Alberta, the board or the early childhood services program private operator from which the student or child transfers must, on receipt of a written request from the school to which the student or child transfers, send a copy of the student record for the student or child containing the information referred to in section 2(1) and (4) to that school.

### **School closure**

**9** A person responsible for the operation of a private school or an early childhood services program private operator must, on closing the private school or early childhood services program, transfer the student record for a student or child in the school

- (a) to the school to which the student or child transfers, or
- (b) if the school to which the student or child transfers is unknown, to the Minister.

### **Compliance**

**10(1)** A board, other than a person responsible for the operation of a private school, must designate one of its employees to be responsible for ensuring that the policies and procedures established by the board relating

- (a) to student records, and
- (b) to information referred to in section 3

comply with this Regulation and the *Freedom of Information and Protection of Privacy Act*.

**(2)** A person responsible for the operation of a private school or an early childhood services program private operator must designate one of its employees to be responsible for ensuring that the policies and procedures established by the person responsible for the operation of a private school or the early childhood services program private operator relating

- (a) to student records, and
- (b) to information referred to in section 3

comply with this Regulation and the *Personal Information Protection Act*.

**Repeal**

**11** The *Student Record Regulation* (AR 166/2018) is repealed.

**Expiry**

**12** For the purpose of ensuring that this Regulation is reviewed for ongoing relevancy and necessity, with the option that it may be repassed in its present or an amended form following a review, this Regulation expires on August 31, 2024.

AR 97/2019 s12;76/2022

**Coming into force**

**13** This Regulation comes into force on September 1, 2019.







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Province of Alberta

EDUCATION ACT

# SCHOOL FEES REGULATION

## Alberta Regulation 95/2019

With amendments up to and including Alberta Regulation 76/2022

Current as of May 6, 2022

Office Consolidation

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(Consolidated up to 76/2022)

**ALBERTA REGULATION 95/2019**

**Education Act**

**SCHOOL FEES REGULATION**

*Table of Contents*

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- 4 Contents of policies and procedures
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- 8 Repeal
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**Application**

**1** This Regulation applies to every board that chooses to charge school fees pursuant to section 57 of the Act.

**Charges for resources related to instruction**

**2** A board shall not charge any fees for textbooks, workbooks or photocopying, printing or paper supplies.

**Establishment of policies and procedures**

**3** A board must establish policies and procedures respecting the charging of school fees.

**Contents of policies and procedures**

**4** The policies and procedures established under section 3 must, at a minimum, include the following:

- (a) a requirement to consult with parents prior to setting, increasing or decreasing school fees;
- (b) a requirement to demonstrate to parents the need to charge school fees;

- (c) a requirement to maintain financial statements in a form set by the Minister demonstrating that the school fees collected have been spent for the same purpose for which they were collected;
- (d) the circumstances in which school fees may be waived;
- (e) the process a parent must follow in order to request a school fee be waived.

**School fee waiver**

**5** The board must disseminate the information referred to in section 4(d) and (e) to staff of a school and parents of a student enrolled in that school.

**School fee schedule**

**6** A board must, prior to the commencement of each school year, establish a school fee schedule listing each school fee that may be charged.

**Publication of policies, procedures and fee schedule**

**7** A board must, prior to the commencement of each school year, publish the policies and procedures established under section 3 and the school fee schedule established under section 6 on the board's website or in any other manner the board determines would provide parents and the public with notice of the policies, procedures and the school fee schedule.

**Repeal**

**8** The *School Fees and Costs Regulation* (AR 101/2017) is repealed.

**Expiry**

**9** For the purpose of ensuring that this Regulation is reviewed for ongoing relevancy and necessity, with the option that it may be repassed in its present or an amended form following a review, this Regulation expires on August 31, 2024.

AR 95/2019 s9;76/2022

**Coming into force**

**10** This Regulation comes into force on September 1, 2019.












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Province of Alberta

EDUCATION ACT

# CHARTER SCHOOLS EXEMPTION AND APPLICATION REGULATION

**Alberta Regulation 76/2019**

With amendments up to and including Alberta Regulation 88/2022

Current as of May 25, 2022

Office Consolidation

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(Consolidated up to 88/2022)

**ALBERTA REGULATION 76/2019**

**Education Act**

**CHARTER SCHOOLS EXEMPTION AND  
APPLICATION REGULATION**

**Disposition of property**

**1** A reference to a “board” in sections 2 to 7 of the *Disposition of Property Regulation* does not include an operator of a charter school.

**Charter school application**

**2** Sections 4 and 7 to 11 of the *School Transportation Regulation* apply to charter schools.

**Expiry**


**3** For the purpose of ensuring that this Regulation is reviewed for ongoing relevancy and necessity, with the option that it may be repassed in its present or an amended form following a review, this Regulation expires on August 31, 2024.

AR 76/2019 s3;88/2022

**Coming into force**

**4** This Regulation comes into force on September 1, 2019.



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# New Horizons School

Education Plan 2024-2027



# Accountability Statement for Three-Year Education Plan 2024/2027

The Education Plan for New Horizons Charter School Society commencing (August 29) was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This plan was developed in the context of the provincial government’s business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the 2024/2027 Education Plan on May 15, 2024

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Adam Asquini  
Board Chair

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## Mission Statement

The mission of New Horizons Charter School is to meet the special academic needs of gifted learners in a congregated setting in an environment that is low-anxiety, positive, and supportive of the individual. Gifted students need opportunities to be challenged, to think alternatively, and to pursue learning according to their own learning styles.

## Vision Statement

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

## Philosophy and Educational Foundations

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



New Horizons School strives to incorporate the best research and innovations from a growing body of professional and research literature on gifted education into the pedagogical and organizational programs of the school. The often-unique academic and social-emotional needs and strengths of gifted children are of primary consideration in the design of educational and support programs at the school. The school strives to be a renowned centre of excellence that is respected locally, nationally and internationally, and is sought after for its programming and its professional knowledge. It seeks to be a successful centre of best practice, research, and innovation in gifted education, open to partnerships with others within the limits of its resources.

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

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## Assurance Domains



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

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

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## Stakeholder Engagement

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

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

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

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## Provincial Domain: Student Growth and Achievement

<p><b>Charter Goals and Outcomes</b></p>	<p><b>Goal 1:</b> Student learning is Improved</p> <p><b>Outcome 1:</b> Students will demonstrate mastery of learner outcomes mandated by the Alberta programs of studies.</p>
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<p>Strategies</p>	<ul style="list-style-type: none"> <li>● Continue to support New K-6 curriculum implementation</li> <li>● Increase emphasis on financial literacy and career planning. <ul style="list-style-type: none"> <li>○ Review the extent to which the new/current provincial curriculum includes instruction focused on career and financial health education.</li> <li>○ Continue use of Junior Achievement (Junior high) and Junior ATB Financial Literacy (grades 5-6).</li> </ul> </li> </ul>
<p>Measures and Evidence</p>	<p><b>Provincial Measures:</b></p> <ul style="list-style-type: none"> <li>● Provincial Achievement Tests (Grade 6)</li> <li>● Literacy and Numeracy Assessments as directed by Alberta Education</li> </ul> <p><b>Local Measures</b></p> <ul style="list-style-type: none"> <li>● Pre-testing for enrichment and remediation</li> <li>● Report Card results and comments</li> <li>● LeNs, CC3 Reading Assessments</li> <li>● Cat4 Assessments</li> <li>● ReadTheory Assessment</li> <li>● Writing Assessments</li> </ul>

<p>Charter Goals and Outcomes</p>	<p><b>Goal 1:</b> Student learning is Improved</p> <p style="padding-left: 40px;"><b>Outcome Two:</b> Students will become creative risk takers academically.</p> <p><b>Goal 3:</b> Students’ Emotional Needs Are Supported</p> <p style="padding-left: 40px;"><b>Outcome 1:</b> Students will develop independence, self-direction and self-discipline in learning.</p>
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<p>Strategies</p>	<ul style="list-style-type: none"> <li>● Continue to inservice staff on a variety of sound pedagogical approaches to ensure they support the development of student competencies as they teach towards the curricular outcomes. <ul style="list-style-type: none"> <li>○ Visible Thinking Routines</li> <li>○ Learning for Transfer</li> <li>○ Project Based Learning/Inquiry/Creative Problem Solving</li> <li>○ Cooperative Learning</li> </ul> </li> <li>● Improve Independent Studies (I.S.) <ul style="list-style-type: none"> <li>○ Independent Learning Models have been explored and teachers are implementing new ways to increase engagement. These include Divisional models of inquiry learning that are developmentally appropriate. <ul style="list-style-type: none"> <li>■ Kindergarten to Grade 3: Wonder Learning</li> <li>■ Grades 4-6 Discovery Learning</li> <li>■ Grades 7-9 Investigations</li> </ul> </li> <li>○ Engagement of the school community through</li> </ul> </li> </ul>
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	<p>Independent Study Fairs</p> <ul style="list-style-type: none"> <li>● Individual Program Plans (IPPS) <ul style="list-style-type: none"> <li>○ Increased communication around the IPP planning and reporting process will be provided to parents and caregivers. This will include strategies and tools for supporting students in their goals.</li> </ul> </li> <li>● Increased programming for creative learning <ul style="list-style-type: none"> <li>○ Curricular and Extracurricular activities will be programmed to utilize alternative learning spaces (Makerspace, Outdoor Classroom).</li> <li>○ Leverage emerging technology to improve student engagement and student learning.</li> </ul> </li> </ul>
Measures and Evidence	<p><b>Local Measures</b></p> <ul style="list-style-type: none"> <li>● Board Surveys: In the 2023 Board Survey, Students indicated the need for increased creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness in their school work</li> <li>● Student Feedback</li> </ul>

**Provincial Domain: First Nations, Metis and Inuit Student Success**

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

## Provincial Domain: Learning Supports

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

<p><b>Charter Goals and Outcomes</b></p>	<p><b>Goal 2:</b> Students will benefit from opportunities for positive social interaction</p> <p><b>Outcome 2:</b> Students will become creative risk takers socially.</p>
<p><b>Strategies</b></p>	<ul style="list-style-type: none"> <li>● Increase Service-Learning Opportunities <ul style="list-style-type: none"> <li>○ Students are encouraged, through Individual Program Plans (IPPs) to create leadership goals which provide service to students throughout the school. These may include fundraisers for charitable organizations, peer-to-peer tutoring as part of our Buddy Activities, and lesson plans developed by students and delivered to groups outside their classroom.</li> </ul> </li> <li>● Increase understanding of active citizenship and create more opportunities for students to engage within the school community.</li> <li>● Junior High Options such as Leadership. <ul style="list-style-type: none"> <li>○ These options provide opportunities for students to take on leadership roles both within the school and in the greater community.</li> </ul> </li> </ul>
<p><b>Measures and Evidence</b></p>	<p><b>Local Measures</b></p> <ul style="list-style-type: none"> <li>● Board Surveys: Students, Parents and Teachers emphasized the importance of opportunities for social interactions both in class and throughout the school.</li> <li>● Stakeholder Forum: Stakeholders indicated the importance of increased instruction on conflict resolution and citizenship within the classroom.</li> <li>● IPP input forms</li> </ul>

<p><b>Charter Goals and Outcomes</b></p>	<p><b>Goal 3:</b> Students' Emotional Needs Are Supported</p> <p><b>Outcome 1:</b> Students will develop independence, self-direction and self-discipline in learning.</p> <p><b>Outcome 2:</b> Students will become creative risk takers emotionally</p>
<p><b>Strategies</b></p>	<ul style="list-style-type: none"> <li>● Maintain and increase School Counselling Services <ul style="list-style-type: none"> <li>○ Continue Pilot with Educational Counselling Support Services</li> </ul> </li> <li>● Maintain human resources to support the more challenging student needs (eg. EA; counsellor; Occupational Therapist; Speech Pathologist, etc).</li> <li>● Research ways to increase universal supports to students.</li> <li>● Maintain Classroom Supports for student needs <ul style="list-style-type: none"> <li>○ Furniture, self-regulation tools, Sensory room items, etc.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Increase school-wide classroom instruction on Executive Functioning skills that allow us to plan, meet goals and demonstrate self-control.</li> <li>• Increase school-wide classroom instruction on metacognition and giftedness to help students understand their own giftedness and develop strategies to be successful.</li> </ul>
<b>Measures and Evidence</b>	<p><b>Provincial Measures:</b></p> <ul style="list-style-type: none"> <li>• Alberta Education Assurance Survey</li> </ul> <p><b>Local Measures</b></p> <ul style="list-style-type: none"> <li>• Board Survey</li> </ul>

**Provincial Domain: Teaching and Leading**

<b>Charter Goals and Outcomes</b>	<p><b>Goal 1:</b> Student learning is Improved</p> <p><b>Goal 2:</b> Students will Benefit from opportunities for positive interaction</p> <p><b>Goal 3:</b> Student Emotional Needs are Supported</p>
<b>Strategies</b>	<ul style="list-style-type: none"> <li>• Development of Communication Protocol to ensure communication is effective, timely and multi-directional.</li> <li>• Support the leadership capacity through professional development and experiential learning for Curriculum, Indigenous Learning and Student Engagement.</li> <li>• Establishment of Parent/Volunteer Orientation Sessions to ensure understanding around our Code of Conduct, Behaviour Management, IPPs, Assessment and Reporting and Learning Approaches.</li> </ul>
<b>Measures and Evidence</b>	<p><b>Provincial Measures:</b></p> <ul style="list-style-type: none"> <li>• Alberta Education Assurance Survey</li> </ul> <p><b>Local Measures</b></p> <ul style="list-style-type: none"> <li>• Board Survey</li> </ul>

## Provincial Domain: Governance

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

## Implementation Plan

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



<p>numeracy assessment including teacher release time.</p> <ul style="list-style-type: none"> <li>• Funding for new curriculum implementation including teacher release time and resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Remaining current with gifted education research.</li> <li>• Training for staff on best practices with assessment.</li> </ul>	
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### Budget Summary

Follow the link below for the 2024-2025 budget.  
To be linked once approved.

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### Capital Plans

Follow the link below for the 2023/24 to 25/26 capital plan.  
<https://newhorizons.ca/wp-content/uploads/2022/06/NHS-Capital-Plan-2023-26-.pdf>

**MEMORANDUM**

May 15, 2024

To: Board of Directors  
From: Patti Dundas – Secretary-Treasurer  
Subject: 2024-25 Budget

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

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

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

- ✓ We are projecting an increase for students to 451
- ✓ Our funding has increased by \$95,732 and \$74,388 in enrolment adjustments

Incorporating these principles into our budget preparation for the 2024-25 budget, the changes are:

Revenue

Our Alberta Education Revenue funding increased by \$96,155 and \$74,388 in enrolment adjustments

Expenditures

Increased COVID expenses to \$10K as we will need to purchase filters and soap for the dispensers.

Hired two SLP and OT contractors for approximately \$15,000.

Increased learning resources (digital) for new curriculum and decreased textbook budget

Increased - insurance, utilities, services, and grid increases

Hired Learning support teacher - .1

Changed 1.0 EA FTE to .5

\$130,000 deficit in reserve spending; Maintenance \$40,000; Mental Health \$50,000; Technology \$40,000

**Recommendations:**

1. It is recommended that the Board approve the Budget Principles.
2. It is recommended that the Board approve the 2024-25 budget as presented.

Patti Dundas – Secretary-Treasurer

Attachment

FUNCTION DESCRIPTION	2022-23 BUDGET	2023-24 BUDGET	2024-25 BUDGET
<b>Revenues</b>	<b>\$ 4,575,730.56</b>	<b>\$ 4,887,206.33</b>	<b>\$ 5,133,624.42</b>
Alberta Education	\$ 4,059,052.98	\$ 4,345,867.00	\$ 4,541,020.00
Alberta Infrastructure	\$ 373,638.59	\$ 396,750.34	\$ 396,750.34
Other Government of Alberta	\$ -	\$ -	\$ -
Other Alberta School Jurisdictions	\$ 18,182.91	\$ 18,182.91	\$ 13,583.00
Fees from Parents	\$ 88,450.00	\$ 90,000.00	\$ 140,865.00
Other Sales & Services	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00
Investment Income	\$ 5,500.00	\$ 5,500.00	\$ 10,500.00
Gifts & Donations	\$ 5,906.08	\$ 5,906.08	\$ 5,906.08
Fundraising	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00
Federal Funding	\$ -	\$ -	\$ -
Rentals of Facilities	\$ 11,000.00	\$ 11,000.00	\$ 11,000.00
Amortization of Capital Allocations	\$ -	\$ -	\$ -
<b>Expenses</b>	<b>\$ 4,933,579.82</b>	<b>\$ 4,987,674.33</b>	<b>\$ 5,263,624.42</b>
Certificated Salaries	\$ 2,253,222.31	\$ 2,251,669.00	\$ 2,315,724.00
Certificated Benefits	\$ 481,445.00	\$ 489,231.00	\$ 552,200.00
Non-certificated Salaries & Wages	\$ 470,509.00	\$ 504,887.00	\$ 492,428.00
Non-certificated Benefits	\$ 143,322.00	\$ 171,593.00	\$ 166,323.00
Supplies & Services	\$ 1,173,861.89	\$ 1,159,074.71	\$ 1,321,729.80
Amortization of Capital Assets	\$ 405,269.62	\$ 405,269.62	\$ 405,269.62
Other Interest Charges	\$ 5,950.00	\$ 5,950.00	\$ 9,950.00
<b>Surplus (Deficit)</b>	<b>-\$ 357,849.26</b>	<b>-\$ 100,468.00</b>	<b>-\$ 130,000.00</b>

Revenue

Our Alberta Education Revenue has increased \$96,155.  
Enrollment adjustment of \$74,388.

Expenditures

Increased COVID expenses to \$10K as we will need to purchase filters and soap for the dispensers.  
Hired two SLP and OT for approximately \$15,000.  
Increased - insurance, utilities, services, and grid increases  
Increased learning resources (digital) for new curriculum and decreased textbook budget.  
Learning support teacher - .1  
Change 1.0 EA FTE to .5

\$130,000 in reserve spending - Minister approved drawdown plan

Maintenance	\$40,000.00
Mental Health	\$50,000.00
Tech	\$40,000.00

## Proposed School Fees 2024-25

Fee Name / Description	Proposed Per Student Fee 2024-25	Fee Charged Per Student 2023-24	Approved Fee Per Student 2023-24
<b>School Fees</b>			
Lunch Supervision – Kindergarten First Student	<b>\$50.00</b>	\$50.00	\$50.00
Lunch Supervision – Gr 1-9 First Student	<b>\$95.00</b>	\$95.00	\$95.00
Lunch Supervision – Gr 1-9 Each Additional Student	<b>\$30.00</b>	\$30.00	\$30.00
Technology Fee – Grades 3-9	<b>\$50.00</b>	\$50.00	\$50.00
Technology Fee – Grades 1-2	<b>\$25.00</b>	\$25.00	\$25.00
Kindergarten Fee	<b>\$40.00</b>	\$30.00	\$30.00
Grade 5/6 Career & Tech Foundations	<b>\$5.00</b>	\$5.00	\$5.00
Kanga Pouch Replacement	<b>\$10.00</b>	\$10.00	\$10.00
Agenda Replacement	<b>\$10.00</b>	\$10.00	\$10.00
Yearbook	Ordered from vendor	Ordered from vendor	\$25.00

Fee Name / Description	Proposed Per Student Fee 2024-25	Fee Charged Per Student 2023-24	Approved Fee Per Student 2023-24
<b>Program Related Field Trips</b>			
Field Trip Kindergarten	<b>\$75.00</b>	\$75.00	\$75.00
Field Trip Grade 1	<b>\$75.00</b>	\$75.00	\$75.00
Field Trip Grade 2	<b>\$100.00</b>	\$100.00	\$100.00
Field Trip Grade 3	<b>\$75.00</b>	\$75.00	\$75.00
Field Trip Grade 4	<b>\$65.00</b>	\$65.00	\$65.00
Field Trip Grade 5	<b>\$70.00</b>	\$65.00	\$65.00
Field Trip Grade 6	<b>\$70.00</b>	\$70.00	\$70.00
Field Trip Grade 7	<b>\$70.00</b>	\$75.00	\$75.00
Field Trip Grade 8	<b>\$115.00</b>	\$85.00	\$85.00
Field Trip Grade 9	<b>\$85.00</b>	\$60.00	\$60.00

\*Increase requested by staff, as per field trip budget.

## Proposed School Fees 2024-25

Fee Name / Description	Proposed Per Student Fee 2024-25	Fee Charged Per Student 2023-24	Approved Fee Per Student 2023-24
<b>Junior High Options</b>			
Active Community Living (ACL)	<b>\$200.00</b>	\$200.00	\$200.00
American Sign Language (ASL)	<b>\$65.00</b>	\$65.00	\$65.00
Architecture	No fee		
Art	<b>\$40.00</b>	\$40.00	\$40.00
Band	<b>\$120.00</b>	\$80.00	\$80.00
Band Instrument Rental, monthly fee	<b>\$25.00 - \$50.00</b>	\$25.00- \$50.00	\$25.00- \$50.00
Big Ideas in Physics	No fee		
Breakout EDU	<b>\$30.00</b>	\$30.00	\$30.00
Broadcasting	<b>\$10.00</b>		
Coding	No fee		
Creative Writing	<b>\$7.50</b>	\$7.50	\$7.50
Drama	<b>\$80.00</b>	\$80.00	\$80.00
Engineering and Design	No fee		
Enterprise & Innovation	No fee		
Fashion & Design	<b>\$25.00</b>	\$25.00	\$25.00
Film Studies	No fee		
Foods	<b>\$50.00</b>	\$50.00	\$50.00
Forensics	<b>\$25.00</b>	\$25.00	\$25.00
Functional Fitness	No fee		
Game Design	No fee		
Horticulture	<b>\$30.00</b>	\$30.00	\$30.00
Human Anatomy and Physiology	No fee		
Leadership	No fee		
Makerspace	<b>\$5.00</b>	\$5.00	\$5.00
Model UN	No fee		
Musical Composition	No fee		
Mythologies of the World	No fee		
Outdoor Pursuits	<b>\$5.00</b>	\$5.00	\$5.00
Psychology	No fee		
Reboot Studies	No fee		
Robotics	No fee		
Science Challenge	<b>\$5.00</b>	\$5.00	\$5.00
Sport Management	No fee		
Textile Art	<b>\$40.00</b>	\$40.00	\$40.00
Watercolour Painting - NEW	<b>\$25.00</b>		
World History	No fee		
World Literature	<b>\$5.00</b>	\$5.00	\$5.00
Yoga / Mobility	No fee		
Young Readers Club	No fee		

## Proposed School Fees 2024-25

Fee Name / Description	Proposed Per Student Fee 2024-25	Fee Charged Per Student 2023-24	Approved Fee Per Student 2023-24
<b>Extracurricular</b>			
Adventure Trip - Grade Nine	<b>\$500.00</b>	TBD	\$500.00
Badminton - Grade 5/6	<b>\$5.00</b>	\$5.00	\$5.00
Badminton – Jr High League Fee	<b>\$50.00</b>	TBD	\$30.00
Basketball - Grade 5/6	<b>\$5.00</b>	\$5.00	\$5.00
Basketball – Jr High League Fee	<b>\$300.00</b>	\$155.00 Jr \$205 Sr	\$400.00
Golf	<b>\$200.00</b>	TBD	\$200.00
Handball - NEW	<b>\$50.00</b>		
Music Groups (Choir, Ukulele)	<b>\$25.00</b>	\$15.00	\$25.00
Music Groups (Drama Club)	<b>\$10.00</b>	\$5.00	\$10.00
Reach	<b>\$25.00</b>	\$25.00	\$25.00
Ski Trip - Grades 4-9	<b>\$50.00</b>	\$48.00	\$50.00
Swimming	<b>\$75.00</b>	\$67.00	
T-shirt (Sports Team)	<b>\$20.00</b>	\$20.00	\$20.00
Track and Field	<b>\$50.00</b>	TBD	\$50.00
Volleyball - Grade 5/6	<b>\$5.00</b>	\$5.00	\$5.00
Volleyball – Jr High League Fee	<b>\$300.00</b>	\$140.00	\$400.00

\*Extracurricular activities occurring during the school year are charged on a cost-recovery basis.

Total School Fees and Field Trips		
	2024-25	2023-24
Kindergarten	\$165.00	\$125.00
Grade 1	\$195.00	\$195.00
Grade 2	\$220.00	\$220.00
Grade 3	\$220.00	\$220.00
Grade 4	\$210.00	\$210.00
Grade 5	\$220.00	\$215.00
Grade 6	\$220.00	\$220.00
Grade 7	\$215.00	\$220.00
Grade 8	\$260.00**	\$230.00
Grade 9	\$230.00**	\$205.00

\*Based on first student lunch supervision fee.

\*\*Jr High increase due to higher cost and additional experiential learning opportunity.

## Proposed School Fees 2024-25

Fee Name / Description	Per Student Refund 2023-24	Per Student Refund 2022-2023	Per Student Refund 2021-2022
<b>Refunds</b>	<b>TBD</b>		
Field Trip Kindergarten			\$20.20
Field Trip Grade 1		\$23.66	\$15.44
Field Trip Grade 2			\$9.41
Field Trip Grade 3			\$24.50
Field Trip Grade 4			\$35.76
Field Trip Grade 5		\$18.62	\$22.79
Field Trip Grade 6		\$20.53	\$19.53
Field Trip Grade 7		\$18.88	\$48.89
Field Trip Grade 8		\$11.81	\$16.34
Field Trip Grade 9			\$35.66

Fee Name / Description	Per Student Refund 2023-2024	Per Student Refund 2022-2023	Per Student Refund 2021-2022
<b>Refunds</b>	<b>TBD</b>		
Active Community Living (ACL) - Winter		\$14.56	\$79.49
Active Community Living (ACL) - Spring		\$33.40	\$76.86
American Sign Language (ASL) - NEW			
Art			
Band			
Band Instrument Rental, monthly fee			
Breakout EDU - NEW			
Community Helpers		\$10.00	
Creative Writing – NEW			
Drama			
Fashion & Design			
Food Science			
Foods		\$12.96	
Forensics			
Horticulture			
Outdoor Pursuits			\$13.63
Science Challenge			\$10.00
Special FX			
Textile Art – NEW			
World Literature - NEW			

# Proposed School Fees 2024-25

School fees vary based on the options classes and extracurricular activities that each student chooses. The following is a summary of fee ranges by grade to April 30, 2024.

With Options and Extracurriculars At April 30, 2024		
	2023-24	
	Minimum Student Fee	Maximum Student Fee
Kindergarten	\$155.00	\$155.00
Grade 1	\$195.00	\$262.00
Grade 2	\$220.00	\$287.00
Grade 3	\$220.00	\$297.00
Grade 4	\$210.00	\$335.00
Grade 5	\$215.00	\$360.00
Grade 6	\$220.00	\$286.00
Grade 7	\$240.00	\$767.00
Grade 8	\$255.00	\$930.00
Grade 9	\$240.00	\$910.00

## Scenario A

Grade 3 Student Total fees: **\$220.00**

- declines all extracurricular activities

Grade 3 Student Total fees: **\$297.00**

- swimming lessons (\$62.00)
- Chamber Choir (\$15.00)

## Scenario C

Grade 8 Student Total fees: **\$255.00**

- Second student lunch supervision (\$30, not \$95)
- World History (no fee)
- Film Studies (no fee)
- Foods - winter term (\$50.00)
- Horticulture (\$30.00)
- Maker Space (\$5.00)
- Science Challenge (\$5.00)
- declines all extracurricular activities

Grade 8 Student Total fees: **\$520.00**

- Coding (no fee)
- Engineering and Design (no fee)
- Psychology (no fee)
- Film Studies (no fee)
- Active Community Living - winter term (\$200.00)
- Foods – spring term (\$50.00)
- Art (\$40.00)

## Scenario B

Grade 5 Student Total fees: **\$215.00**

- declines all extracurricular activities

Grade 5 Student Total fees: **\$360.00**

- Chamber Choir (\$15.00)
- Honours Choir (\$15.00)
- swimming lessons (\$67.00)
- ski trip (\$48.00)

## Scenario D

Grade 9 Student Total Fees: **\$255.00**

- Architecture (no fee)
- Human Anatomy & Physiology (no fee)
- Mythologies of the World (no fee)
- Yoga / Mobility (no fee)
- Outdoor Pursuits (\$5.00)
- Science Challenge (\$5.00)
- Textile Art (\$40.00)
- declines all extracurricular options

Grade 9 Student Total Fees: **\$910.00**

- Big Ideas in Physics (no fee)
- Active Community Living - winter term (\$200.00)
- Active Community Living - spring term (\$200.00)
- Foods - fall term (\$50.00)
- Art (\$40.00)
- Maker Space (\$5.00)
- World Literature (\$5.00)
- basketball (\$205.00)



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New Horizons School  
Annual Board Survey Results  
2023-2024



# Board Survey 2024 - All Responses

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

								2023	2022
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	Percent Who Agree	Percent Who Agree
My child is encouraged to use at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	89%	98	153	11	7	13	282	85%	89%
My child's school work shows evidence that he/she uses at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	83%	89	146	18	9	20	282	82%	80%
My child receives classroom work that is appropriately challenging.	73%	61	145	37	13	26	282	73%	80%

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

								2023	2022
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	Percent Who Agree	Percent Who Agree
My child is better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.	58%	52	111	45	19	55	282	53%	68%
My child has the opportunity to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal at school.	88%	91	156	11	5	19	282	87%	86%
My child has opportunities to work with students in other grades.	64%	59	122	35	32	34	282	71%	51%
My child is displaying increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.).	72%	58	146	35	5	38	282	73%	80%

# Board Survey 2024 - All Responses

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

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

								2023	2022
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	Percent Who Agree	Percent Who Agree
I am satisfied with the opportunities my child has for student leadership at school.	63%	76	103	29	24	50	282	58%	60%
The school provides my child opportunities to interact with and get to know students other than those with whom he/she usually associates (eg. play, hang out, interact).	76%	59	154	25	11	33	282	76%	75%
I agree that my child is becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	67%	69	120	36	15	42	282	68%	68%
My child is becoming better at taking social risks.	56%	42	115	58	13	54	282	63%	67%

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

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

								2023	2022
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	Percent Who Agree	Percent Who Agree
My child finds Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest him/her.	53%	60	89	41	57	35	282	50%	54%
The school is helping my child develop skills to become more independent and self-directed in their learning.	73%	61	144	24	23	30	282	73%	81%
My child is able to apply independence and self-direction in their learning and studies in an effective manner.	70%	50	148	21	13	50	282	69%	76%
My child is becoming better able to self-regulate (better able to recognize their emotional state and control it.)	68%	61	132	31	17	41	282	70%	73%
My child is able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accepting an unexpected event or result).	66%	41	144	46	17	34	282	65%	69%

# Board Survey 2024 - All Responses

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	2023 Percent Who Agree	2022 Percent Who Agree
My child is able to identify their emotions when they feel them.	76%	77	136	24	14	31	282	77%	79%
My child is able to express themselves in appropriate ways while feeling different emotions.	71%	59	140	29	13	41	282	71%	66%
My child wants to try again even when things don't go as they hoped.	63%	62	114	58	15	32	281	65%	67%
My school helps my child understand it's ok to make a mistake.	71%	71	128	33	20	30	282	73%	74%

## General

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	2023 Percent Who Agree	2022 Percent Who Agree
I am satisfied with the ways in which the school recognizes my child's learning accomplishments.	66%	59	127	33	22	41	282	65%	
I am satisfied with the effectiveness of my child's Individual Program Plan (IPP).	48%	37	97	57	57	34	282	48%	55%
I am satisfied with the communication about my child's progress.	79%	20	35	8	4	3	70	72%	85%
I am satisfied that my concerns are dealt with effectively and efficiently at the school.	90%	27	26	1	2	3	59	77%	82%
I am satisfied that the school informs parents of its activities and plans in a timely manner.	90%	26	27	4	2	0	59	81%	82%
I agree that agree that the school is proactive in promoting positive student behavior.	97%	31	26	1	1	0	59	83%	84%
I am satisfied with the school's discipline procedures to address inappropriate behaviors.	75%	23	21	4	1	10	59	64%	55%
I am satisfied with the leadership provided by the administration team.	92%	24	30	2	2	1	59	84%	85%
I would take advantage of the opportunities to provide input to the Board if I found it necessary.	86%	17	34	2	2	4	59	85%	83%
I am satisfied with the communication provided by the Board	86%	19	32	1	3	4	59	74%	86%
I am satisfied with the leadership provided by the Board.	83%	17	32	2	3	5	59	67%	84%
I am satisfied with the remote learning that is being offered to my child at this time.	n/a						0		

# Board Survey 2024 - All Parent Responses

<b>Goal 1: Student learning is improved.</b>								<b>2023</b>	<b>2022</b>
<b>Outcome 2: Students will become creative risk takers academically.</b>									
	Percent Who Agree 2021	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	Percent Who Agree	Percent Who Agree
My child is encouraged to use at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	<b>94%</b>	21	27	2	1	0	51	88%	93%
My child's school work shows evidence that he/she uses at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	<b>94%</b>	21	27	2	1	0	51	91%	92%
My child receives classroom work that is appropriately challenging.	<b>82%</b>	15	27	4	2	3	51	78%	92%

<b>Goal 2: Students will benefit from opportunities for positive interaction.</b>								<b>2023</b>	<b>2022</b>
<b>Outcome 1: Students will develop positive interdependence skills.</b>									
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	Percent Who Agree	Percent Who Agree
My child is better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.	<b>73%</b>	10	27	6	1	7	51	63%	79%
My child has the opportunity to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal at school.	<b>90%</b>	19	27	0	0	5	51	86%	80%
My child has opportunities to work with students in other grades.	<b>80%</b>	17	24	1	0	9	51	85%	56%
My child is displaying increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.).	<b>94%</b>	15	33	1	1	1	51	85%	88%

# Board Survey 2024 - All Parent Responses

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

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

								2023	2022
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	Percent Who Agree	Percent Who Agree
I am satisfied with the opportunities my child has for student leadership at school.	65%	14	19	4	0	14	51	78%	59%
The school provides my child opportunities to interact with and get to know students other than those with whom he/she usually associates (eg. play, hang out, interact).	75%	11	27	1	1	11	51	78%	69%
I agree that my child is becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	75%	14	24	4	0	9	51	74%	76%
My child is becoming better at taking social risks.	69%	7	28	7	2	7	51	70%	85%

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

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

								2023	2022
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	Percent Who Agree	Percent Who Agree
My child finds Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest him/her.	71%	14	22	2	1	12	51	51%	54%
The school is helping my child develop skills to become more independent and self-directed in their learning.	88%	16	29	2	2	2	51	74%	89%
My child is able to apply independence and self-direction in their learning and studies in an effective manner.	76%	11	28	5	1	6	51	66%	79%
My child is becoming better able to self-regulate (better able to recognize their emotional state and control it.)	84%	11	32	5	2	1	51	75%	84%
My child is able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accepting an unexpected event or result).	67%	6	28	15	1	1	51	76%	79%

# Board Survey 2024 - All Parent Responses

Goal 3: Students' emotional needs are supported.								2023	2022
Outcome 2: Students will become creative risk takers emotionally.									
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	Percent Who Agree	Percent Who Agree
My child is able to identify their emotions when they feel them.	88%	12	33	5	1	0	51	82%	91%
My child is able to express themselves in appropriate ways while feeling different emotions.	73%	10	27	12	0	2	51	77%	74%
My child wants to try again even when things don't go as they hoped.	65%	8	25	17	0	1	51	72%	77%
My school helps my child understand it's ok to make a mistake.	84%	12	31	3	1	4	51	77%	83%
General								2023	2022
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	Percent Who Agree	Percent Who Agree
I am satisfied with the ways in which the school recognizes my child's learning accomplishments.	78%	12	28	4	2	5	51	68%	84%
I am satisfied with the effectiveness of my child's Individual Program Plan (IPP).	73%	8	29	7	1	6	51	57%	78%
I am satisfied with the communication about my child's progress.	73%	10	27	8	3	3	51	69%	81%
I am satisfied that my concerns are dealt with effectively and efficiently at the school.	88%	15	20	1	2	2	40	70%	84%
I am satisfied that the school informs parents of its activities and plans in a timely manner.	85%	14	20	4	2	0	40	75%	83%
I agree that agree that the school is proactive in promoting positive student behavior.	98%	19	20	0	1	0	40	78%	87%
I am satisfied with the school's discipline procedures to address inappropriate behaviors.	63%	13	12	4	1	10	40	53%	61%
I am satisfied with the leadership provided by the administration team.	93%	15	22	1	1	1	40	80%	86%
I would take advantage of the opportunities to provide input to the Board if I found it necessary.	85%	12	22	2	2	2	40	85%	83%
I am satisfied with the communication provided by the Board	88%	13	22	1	3	1	40	75%	88%
I am satisfied with the leadership provided by the Board.	80%	12	20	2	2	4	40	65%	83%
I am satisfied with the remote learning that is being offered to my child at this time.	n/a						0		

# Board Survey 2024 - Parents (Division One)

<b>Goal 1: Student learning is improved.</b>								<b>2023</b>	<b>2022</b>
<b>Outcome 2: Students will become creative risk takers academically.</b>									
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	Percent Who Agree	Percent Who Agree
My child is encouraged to use at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	96%	13	13	0	1	0	27	85%	94%
My child's school work shows evidence that he/she uses at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	96%	13	13	0	1	0	27	90%	97%
My child receives classroom work that is appropriately challenging.	70%	10	9	3	2	3	27	73%	88%

<b>Goal 2: Students will benefit from opportunities for positive interaction.</b>								<b>2023</b>	<b>2022</b>
<b>Outcome 1: Students will develop positive interdependence skills.</b>									
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	Percent Who Agree	Percent Who Agree
My child is better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.	74%	8	12	3	1	3	27	61%	82%
My child has the opportunity to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal at school.	89%	11	13	0	0	3	27	83%	69%
My child has opportunities to work with students in other grades.	89%	13	11	0	0	3	27	88%	57%
My child is displaying increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.).	93%	10	15	0	1	1	27	88%	89%



# Board Survey 2024 - Parents (Division One)

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	2023 Percent Who Agree	2022 Percent Who Agree
I am satisfied with the opportunities my child has for student leadership at school.	56%	6	9	1	0	11	27	54%	48%
The school provides my child opportunities to interact with and get to know students other than those with whom he/she usually associates (eg. play, hang out, interact).	70%	8	11	0	1	7	27	78%	69%
I agree that my child is becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	70%	9	10	1	0	7	27	63%	69%
My child is becoming better at taking social risks.	74%	5	15	2	1	4	27	68%	80%

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	2023 Percent Who Agree	2022 Percent Who Agree
My child finds Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest him/her.	70%	8	11	1	1	6	27	27%	35%
The school is helping my child develop skills to become more independent and self-directed in their learning.	85%	9	14	1	1	2	27	66%	86%
My child is able to apply independence and self-direction in their learning and studies in an effective manner.	67%	8	10	3	1	5	27	63%	72%
My child is becoming better able to self-regulate (better able to recognize their emotional state and control it.)	81%	8	14	3	1	1	27	68%	78%
My child is able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accepting an unexpected event or result).	67%	4	14	7	1	1	27	68%	68%

# Board Survey 2024 - Parents (Division One)

Goal 3: Students' emotional needs are supported.								2023	2022
Outcome 2: Students will become creative risk takers emotionally.									
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	Percent Who Agree	Percent Who Agree
My child is able to identify their emotions when they feel them.	93%	7	18	1	1	0	27	78%	89%
My child is able to express themselves in appropriate ways while feeling different emotions.	67%	6	12	8	0	1	27	73%	69%
My child wants to try again even when things don't go as they hoped.	63%	4	13	9	0	1	27	68%	78%
My school helps my child understand it's ok to make a mistake.	85%	8	15	1	1	2	27	78%	77%

General								2023	2022
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	Percent Who Agree	Percent Who Agree
I am satisfied with the ways in which the school recognizes my child's learning accomplishments.	67%	9	9	4	1	4	27	63%	80%
I am satisfied with the effectiveness of my child's Individual Program Plan (IPP).	63%	6	11	5	1	4	27	51%	78%
I am satisfied with the communication about my child's progress.	59%	7	9	6	3	2	27	66%	77%
I am satisfied that my concerns are dealt with effectively and efficiently at the school.	82%	10	8	1	1	2	22	71%	82%
I am satisfied that the school informs parents of its activities and plans in a timely manner.	77%	9	8	3	2	0	22	75%	76%
I agree that the school is proactive in promoting positive student behavior.	95%	11	10	0	1	0	22	82%	84%
I am satisfied with the school's discipline procedures to address inappropriate behaviors.	68%	9	6	1	1	5	22	64%	60%
I am satisfied with the leadership provided by the administration team.	91%	11	9	0	1	1	22	86%	82%
I would take advantage of the opportunities to provide input to the Board if I found it necessary.	91%	9	11	1	0	1	22	79%	84%
I am satisfied with the communication provided by the Board.	86%	9	10	1	1	1	22	75%	84%
I am satisfied with the leadership provided by the Board.	91%	8	12	0	1	1	22	64%	84%
I am satisfied with the remote learning that is being offered to my child at this time.	n/a						0		

# Board Survey 2024 - Parents (Division Two)

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	2023	2022
	Percent Who Agree	Percent Who Agree						Percent Who Agree	Percent Who Agree
My child is encouraged to use at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	85%	5	6	2	0	0	13	93%	96%
My child's school work shows evidence that he/she uses at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	85%	4	7	2	0	0	13	93%	89%
My child receives classroom work that is appropriately challenging.	100%	4	9	0	0	0	13	93%	100%

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	2023	2022
	Percent Who Agree	Percent Who Agree						Percent Who Agree	Percent Who Agree
My child is better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.	77%	2	8	2	0	1	13	67%	86%
My child has the opportunity to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal at school.	92%	2	10	0	0	1	13	89%	100%
My child has opportunities to work with students in other grades.	85%	3	8	0	0	2	13	78%	50%
My child is displaying increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.).	100%	5	8	0	0	0	13	85%	86%

# Board Survey 2024 - Parents (Division Two)

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	2023 Percent Who Agree	2022 Percent Who Agree
I am satisfied with the opportunities my child has for student leadership at school.	92%	5	7	1	0	0	13	59%	71%
The school provides my child opportunities to interact with and get to know students other than those with whom he/she usually associates (eg. play, hang out, interact).	77%	2	8	1	0	2	13	81%	68%
I agree that my child is becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	85%	2	9	1	0	1	13	81%	86%
My child is becoming better at taking social risks.	69%	1	8	1	1	2	13	70%	89%

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	2023 Percent Who Agree	2022 Percent Who Agree
My child finds Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest him/her.	77%	4	6	1	0	2	13	70%	86%
The school is helping my child develop skills to become more independent and self-directed in their learning.	100%	5	8	0	0	0	13	89%	93%
My child is able to apply independence and self-direction in their learning and studies in an effective manner.	100%	2	11	0	0	0	13	78%	86%
My child is becoming better able to self-regulate (better able to recognize their emotional state and control it.)	85%	2	9	2	0	0	13	74%	86%
My child is able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accepting an unexpected event or result).	69%	0	9	4	0	0	13	74%	89%

# Board Survey 2024 - Parents (Division Two)

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

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

								2023	2022
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	Percent Who Agree	Percent Who Agree
My child is able to identify their emotions when they feel them.	85%	1	10	2	0	0	13	85%	96%
My child is able to express themselves in appropriate ways while feeling different emotions.	77%	1	9	3	0	0	13	81%	86%
My child wants to try again even when things don't go as they hoped.	77%	2	8	3	0	0	13	78%	75%
My school helps my child understand it's ok to make a mistake.	77%	2	8	2	0	1	13	85%	96%

## General

								2023	2022
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	Percent Who Agree	Percent Who Agree
I am satisfied with the ways in which the school recognizes my child's learning accomplishments.	85%	1	10	0	1	1	13	85%	96%
I am satisfied with the effectiveness of my child's Individual Program Plan (IPP).	92%	1	11	0	0	1	13	81%	82%
I am satisfied with the communication about my child's progress.	85%	2	9	1	0	1	13	85%	96%
I am satisfied that my concerns are dealt with effectively and efficiently at the school.	88%	5	2	0	1	0	8	83%	82%
I am satisfied that the school informs parents of its activities and plans in a timely manner.	100%	4	4	0	0	0	8	83%	91%
I agree that agree that the school is proactive in promoting positive student behavior.	100%	4	4	0	0	0	8	72%	91%
I am satisfied with the school's discipline procedures to address inappropriate behaviors.	63%	3	2	1	0	2	8	50%	59%
I am satisfied with the leadership provided by the administration team.	88%	3	4	1	0	0	8	83%	91%
I would take advantage of the opportunities to provide input to the Board if I found it necessary.	63%	2	3	0	2	1	8	94%	86%
I am satisfied with the communication provided by the Board	88%	3	4	0	1	0	8	83%	95%
I am satisfied with the leadership provided by the Board.	63%	3	2	2	1	0	8	72%	86%
I am satisfied with the remote learning that is being offered to my child at this time.	n/a						0		

# Board Survey 2024 - Parents (Division Three)

<b>Goal 1: Student learning is improved.</b>								<b>2023</b>	<b>2022</b>
<b>Outcome 2: Students will become creative risk takers academically.</b>									
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	Percent Who Agree	Percent Who Agree
My child is encouraged to use at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	100%	2	7	0	0	0	9	88%	84%
My child's school work shows evidence that he/she uses at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	100%	3	6	0	0	0	9	94%	79%
My child receives classroom work that is appropriately challenging.	89%	1	7	1	0	0	9	81%	95%

<b>Goal 2: Students will benefit from opportunities for positive interaction.</b>								<b>2023</b>	<b>2022</b>
<b>Outcome 1: Students will develop positive interdependence skills.</b>									
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	Percent Who Agree	Percent Who Agree
My child is better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.	67%	0	6	1	0	2	9	63%	63%
My child has the opportunity to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal at school.	89%	5	3	0	0	1	9	100%	89%
My child has opportunities to work with students in other grades.	67%	1	5	0	0	3	9	88%	63%
My child is displaying increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.).	89%	0	8	1	0	0	9	75%	84%

# Board Survey 2024 - Parents (Division Three)

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	2023 Percent Who Agree	2022 Percent Who Agree
I am satisfied with the opportunities my child has for student leadership at school.	44%	2	2	2	0	3	9	63%	79%
The school provides my child opportunities to interact with and get to know students other than those with whom he/she usually associates (eg. play, hang out, interact).	78%	1	6	0	0	2	9	69%	68%
I agree that my child is becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	67%	2	4	2	0	1	9	88%	84%
My child is becoming better at taking social risks.	44%	0	4	4	0	1	9	75%	95%

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	2023 Percent Who Agree	2022 Percent Who Agree
My child finds Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest him/her.	56%	2	3	0	0	4	9	81%	74%
The school is helping my child develop skills to become more independent and self-directed in their learning.	78%	1	6	1	1	0	9	75%	95%
My child is able to apply independence and self-direction in their learning and studies in an effective manner.	67%	0	6	2	0	1	9	56%	95%
My child is becoming better able to self-regulate (better able to recognize their emotional state and control it.)	89%	1	7	0	1	0	9	88%	100%
My child is able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accepting an unexpected event or result).	56%	2	3	4	0	0	9	100%	100%

# Board Survey 2024 - Parents (Division Three)

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

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

								2023	2022
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	Percent Who Agree	Percent Who Agree
My child is able to identify their emotions when they feel them.	89%	4	4	1	0	0	9	88%	89%
My child is able to express themselves in appropriate ways while feeling different emotions.	89%	3	5	0	0	1	9	81%	74%
My child wants to try again even when things don't go as they hoped.	44%	1	3	5	0	0	9	75%	74%
My school helps my child understand it's ok to make a mistake.	89%	2	6	0	0	1	9	69%	84%

## General

								2023	2022
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	Percent Who Agree	Percent Who Agree
I am satisfied with the ways in which the school recognizes my child's learning accomplishments.	100%	1	8	0	0	0	9	56%	79%
I am satisfied with the effectiveness of my child's Individual Program Plan (IPP).	67%	0	6	2	0	1	9	38%	68%
I am satisfied with the communication about my child's progress.	89%	0	8	1	0	0	9	44%	74%
I am satisfied that my concerns are dealt with effectively and efficiently at the school.	100%	0	8	0	0	0	8	40%	94%
I am satisfied that the school informs parents of its activities and plans in a timely manner.	88%	1	6	1	0	0	8	70%	94%
I agree that agree that the school is proactive in promoting positive student behavior.	100%	3	5	0	0	0	8	80%	88%
I am satisfied with the school's discipline procedures to address inappropriate behaviors.	50%	0	4	2	0	2	8	40%	69%
I am satisfied with the leadership provided by the administration team.	100%	0	8	0	0	0	8	60%	88%
I would take advantage of the opportunities to provide input to the Board if I found it necessary.	88%	1	6	1	0	0	8	90%	75%
I am satisfied with the communication provided by the Board	88%	0	7	0	1	0	8	80%	88%
I am satisfied with the leadership provided by the Board.	63%	0	5	0	0	3	8	70%	75%
I am satisfied with the remote learning that is being offered to my child at this time.	n/a						0		



# Board Survey 2024 - All Teacher Responses

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

								2023	2022
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	Percent Who Agree	Percent Who Agree
My students are encouraged to use at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	100%	17	2	0	0	0	19	100%	100%
My students' school work shows evidence that they use at least some of the following in their schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	95%	10	8	1	0	0	19	100%	100%
My students receive classroom work that is appropriately challenging.	100%	12	7	0	0	0	19	100%	100%

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

								2023	2022
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	Percent Who Agree	Percent Who Agree
My students are better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.	95%	7	11	0	0	1	19	100%	92%
My students have the opportunity to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal at school.	100%	13	6	0	0	0	19	100%	100%
My students have opportunities to work with students in other grades.	100%	11	8	0	0	0	19	100%	77%
My students are displaying increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.).	95%	8	10	1	0	0	19	95%	92%

# Board Survey 2024 - All Teacher Responses

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

								2023	2022
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	Percent Who Agree	Percent Who Agree
I am satisfied with the opportunities my students have for leadership at school.	89%	11	6	0	0	2	19	90%	92%
I provide my students opportunities to interact with and get to know students other than those with whom he/she usually associates (eg. play, hang out, interact).	100%	11	8	0	0	0	19	100%	92%
I agree that my students are becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	100%	9	10	0	0	0	19	100%	100%
My students are becoming better at taking social risks.	95%	4	14	0	0	1	19	100%	92%

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

								2023	2022
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	Percent Who Agree	Percent Who Agree
My students find Independent Studies (Grade K-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest them.	74%	5	9	2	2	1	19	67%	62%
I am helping my students develop skills to become more independent and self-directed in their learning.	100%	12	7	0	0	0	19	100%	100%
My students are able to apply independence and self-direction in their learning and studies in an effective manner.	95%	6	12	0	1	0	19	100%	100%
My students are becoming better able to self-regulate (better able to recognize their emotional state and control it).	95%	7	11	1	0	0	19	95%	100%
My students are able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accepting an unexpected event or result).	89%	5	12	0	0	2	19	95%	100%

# Board Survey 2024 - All Teacher Responses

<b>Goal 3: Students' emotional needs are supported.</b>								<b>2023</b>	<b>2022</b>
<b>Outcome 2: Students will become creative risk takers emotionally.</b>									
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	Percent Who Agree	Percent Who Agree
My students are able to identify their emotions when they feel them.	100%	9	10	0	0	0	19	100%	92%
My students are able to express themselves in appropriate ways while feeling different emotions.	100%	5	14	0	0	0	19	81%	85%
My students want to try again even when things don't go as they hoped.	84%	6	10	2	0	1	19	76%	69%
I help my students understand it's okay to make a mistake.	100%	15	4	0	0	0	19	100%	100%

<b>General</b>								<b>2023</b>	<b>2022</b>
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	Percent Who Agree	Percent Who Agree
I am satisfied with the ways in which I recognize my students' learning accomplishments.	95%	10	8	0	0	1	19	100%	85%
I am satisfied with the effectiveness of my students' Individual Program Plan (IPP).	79%	3	12	3	1	0	19	67%	77%
I am satisfied with the communication about my students' progress.	95%	10	8	0	1	0	19	100%	100%
I am satisfied that my concerns are dealt with effectively and efficiently by the administration team.	95%	12	6	0	0	1	19	95%	69%
I am satisfied with the communication provided by administration.	100%	12	7	0	0	0	19	100%	77%
I agree that agree that the school is proactive in promoting positive student behavior.	95%	12	6	1	0	0	19	95%	69%
I am satisfied with the school's discipline procedures to address inappropriate behaviors.	100%	10	9	0	0	0	19	95%	15%
I am satisfied with the leadership provided by the administration team.	89%	9	8	1	1	0	19	95%	85%
I would take advantage of the opportunities to provide input to the Board if I found it necessary.	89%	5	12	0	0	2	19	86%	85%
I am satisfied with the communication provided by the Board	84%	6	10	0	0	3	19	71%	77%
I am satisfied with the leadership provided by the Board.	89%	5	12	0	1	1	19	71%	92%

# Board Survey 2024 - All Students

<b>Goal 1: Student learning is improved.</b>								<b>2023</b>	<b>2022</b>
<b>Outcome 2: Students will become creative risk takers academically.</b>									
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	Percent Who Agree	Percent Who Agree
My teachers encourage me to use at least some of the following in my schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	87%	60	124	9	6	13	212	83%	87%
My school work shows evidence that I use at least some of the following in my schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	80%	58	111	15	8	20	212	76%	73%
My school work challenges me appropriately (not too hard - not too easy).	68%	34	111	33	11	23	212	67%	72%

<b>Goal 2: Students will benefit from opportunities for positive interaction.</b>								<b>2023</b>	<b>2022</b>
<b>Outcome 1: Students will develop positive interdependence skills.</b>									
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	Percent Who Agree	Percent Who Agree
I feel that I am better able to address conflicts with others (e.g. differences of opinion) than I could at the beginning of the year.	51%	35	73	39	18	47	212	45%	60%
My school provides me with opportunities to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal.	86%	59	123	11	5	14	212	86%	88%
I have the opportunity to work with students in other grades.	57%	31	90	34	32	25	212	62%	47%
I am getting better at using positive interdependence skills (working with others, being inclusive, resolving conflict with others, etc.).	65%	35	103	33	4	37	212	65%	75%

# Board Survey 2024 - All Students

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

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

								2023	2022
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	Percent Who Agree	Percent Who Agree
At school, I have opportunities to take on a leadership role if I want one (eg. lead a club; provide an activity for others; etc.)	61%	51	78	25	24	34	212	55%	59%
The school provides me with opportunities to interact with and get to know students other than those with whom I usually associate (eg. play, hang out, interact).	74%	37	119	24	10	22	212	72%	77%
I am becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	62%	46	86	32	15	33	212	62%	62%
I am becoming better at taking social risks (doing something outside my comfort zone such as initiating discussions with someone you don't usually associate with, etc.).	49%	31	73	51	11	46	212	56%	57%

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

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

								2023	2022
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	Percent Who Agree	Percent Who Agree
I find Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest me.	47%	41	58	37	54	22	212	49%	53%
My school is helping me develop skills to become more independent and self-directed in my learning.	67%	33	108	22	21	28	212	70%	75%
I am able to apply the skills of being more independent and self-directed to my learning and studies in an effective manner.	67%	33	108	16	11	44	212	67%	73%
I am able to or becoming better able to self-regulate ( better able to recognize my emotional state and control it.)	62%	43	89	25	15	40	212	65%	66%
I am able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accept an unexpected event or result).	63%	30	104	31	16	31	212	57%	62%

# Board Survey 2024 - All Students

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

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

								2023	2022
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	Percent Who Agree	Percent Who Agree
I am able to identify my emotions when I feel them.	70%	56	93	19	13	31	212	72%	73%
I am able to express myself in appropriate ways while feeling different emotions.	67%	44	99	17	13	39	212	67%	61%
I want to try again even when things don't go as I hoped.	60%	49	79	39	15	30	212	61%	61%
My school helps me understand it's ok to make a mistake.	65%	44	93	30	19	26	212	68%	67%

## General

								2023	2022
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	Percent Who Agree	Percent Who Agree
I am satisfied with the ways in which the school recognizes my learning accomplishments.	65%	44	93	30	19	26	212	61%	65%
My IPP is helpful in my learning.	39%	26	56	47	55	28	212	42%	41%
I like my school.	68%	68	76	21	20	27	212	71%	86%

	Male	Female	Other		
I identify as:	113	81	18		212

# Board Survey 2024 - Students (Division Two)

<b>Goal 1: Student learning is improved.</b>								<b>2023</b>	<b>2022</b>
<b>Outcome 2: Students will become creative risk takers academically.</b>									
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	Percent Who Agree	Percent Who Agree
My teachers encourage me to use at least some of the following in my schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	87%	32	58	4	1	8	103	86%	84%
My school work shows evidence that I use at least some of the following in my schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	80%	29	53	7	3	11	103	81%	69%
My school work challenges me appropriately (not too hard - not too easy).	67%	21	48	18	3	13	103	68%	68%

<b>Goal 2: Students will benefit from opportunities for positive interaction.</b>								<b>2023</b>	<b>2022</b>
<b>Outcome 1: Students will develop positive interdependence skills.</b>									
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	Percent Who Agree	Percent Who Agree
I feel that I am better able to address conflicts with others (e.g. differences of opinion) than I could at the beginning of the year.	58%	20	40	15	5	23	103	53%	63%
My school provides me with opportunities to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal.	90%	38	55	4	1	5	103	90%	88%
I have the opportunity to work with students in other grades.	69%	20	51	8	12	12	103	70%	45%
I am getting better at using positive interdependence skills (working with others, being inclusive, resolving conflict with others, etc.).	74%	23	53	12	0	15	103	74%	78%

# Board Survey 2024 - Students (Division Two)

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

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

								2023	2022
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	Percent Who Agree	Percent Who Agree
At school, I have opportunities to take on a leadership role if I want one (eg. lead a club; provide an activity for others; etc.)	54%	30	26	15	14	18	103	56%	56%
The school provides me with opportunities to interact with and get to know students other than those with whom I usually associate (eg. play, hang out, interact).	74%	21	55	10	3	14	103	75%	77%
I am becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	61%	24	39	17	6	17	103	66%	60%
I am becoming better at taking social risks (doing something outside my comfort zone such as initiating discussions with someone you don't usually associate with, etc.).	52%	15	39	19	4	26	103	61%	57%

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

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

								2023	2022
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	Percent Who Agree	Percent Who Agree
I find Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest me.	58%	29	31	12	22	9	103	58%	61%
My school is helping me develop skills to become more independent and self-directed in my learning.	70%	21	51	9	8	14	103	83%	75%
I am able to apply the skills of being more independent and self-directed to my learning and studies in an effective manner.	76%	21	57	3	3	19	103	75%	72%
I am able to or becoming better able to self-regulate ( better able to recognize my emotional state and control it.)	66%	22	46	11	2	22	103	64%	66%
I am able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accept an unexpected event or result).	67%	18	51	12	4	18	103	65%	63%



# Board Survey 2024 - Students (Division Two)

Goal 3: Students' emotional needs are supported.								2023	2022
Outcome 2: Students will become creative risk takers emotionally.									
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	Percent Who Agree	Percent Who Agree
I am able to identify my emotions when I feel them.	73%	32	43	9	2	17	103	72%	71%
I am able to express myself in appropriate ways while feeling different emotions.	67%	25	44	11	2	21	103	69%	59%
I want to try again even when things don't go as I hoped.	68%	31	39	14	6	13	103	71%	62%
My school helps me understand it's ok to make a mistake.	77%	32	47	11	4	9	103	80%	75%

General								2023	2022
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	Percent Who Agree	Percent Who Agree
I am satisfied with the ways in which the school recognizes my learning accomplishments.	64%	26	40	13	2	22	103	70%	66%
My IPP is helpful in my learning.	54%	21	35	21	10	16	103	61%	53%
I like my school.	74%	45	31	9	4	14	103	80%	91%

	Male	Female	Other	Total
I identify as:	53	46	4	103

# Board Survey 2024 - Students (Division Three)

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

								2023	2022
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	Percent Who Agree	Percent Who Agree
My teachers encourage me to use at least some of the following in my schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	86%	28	66	5	5	5	109	77%	90%
My school work shows evidence that I use at least some of the following in my schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	80%	29	58	8	5	9	109	69%	78%
My school work challenges me appropriately (not too hard - not too easy).	70%	13	63	15	8	10	109	67%	78%

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

								2023	2022
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	Percent Who Agree	Percent Who Agree
I feel that I am better able to address conflicts with others (e.g. differences of opinion) than I could at the beginning of the year.	44%	15	33	24	13	24	109	33%	56%
My school provides me with opportunities to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal.	82%	21	68	7	4	9	109	81%	87%
I have the opportunity to work with students in other grades.	46%	11	39	26	20	13	109	51%	50%
I am getting better at using positive interdependence skills (working with others, being inclusive, resolving conflict with others, etc.).	57%	12	50	21	4	22	109	53%	71%

# Board Survey 2024 - Students (Division Three)

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

								2023	2022
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	Percent Who Agree	Percent Who Agree
At school, I have opportunities to take on a leadership role if I want one (eg. lead a club; provide an activity for others; etc.)	67%	21	52	10	10	16	109	55%	63%
The school provides me with opportunities to interact with and get to know students other than those with whom I usually associate (eg. play, hang out, interact).	73%	16	64	14	7	8	109	67%	77%
I am becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	63%	22	47	15	9	16	109	56%	64%
I am becoming better at taking social risks (doing something outside my comfort zone such as initiating discussions with someone you don't usually associate with, etc.).	46%	16	34	32	7	20	109	50%	57%

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

								2023	2022
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	Percent Who Agree	Percent Who Agree
I find Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest me.	36%	12	27	25	32	13	109	36%	42%
My school is helping me develop skills to become more independent and self-directed in my learning.	63%	12	57	13	13	14	109	52%	76%
I am able to apply the skills of being more independent and self-directed to my learning and studies in an effective manner.	58%	12	51	13	8	25	109	56%	76%
I am able to or becoming better able to self-regulate ( better able to recognize my emotional state and control it.)	59%	21	43	14	13	18	109	65%	66%
I am able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accept an unexpected event or result).	60%	12	53	19	12	13	109	45%	60%

# Board Survey 2024 - Students (Division Three)

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

								2023	2022
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	Percent Who Agree	Percent Who Agree
I am able to identify my emotions when I feel them.	68%	24	50	10	11	14	109	72%	74%
I am able to express myself in appropriate ways while feeling different emotions.	68%	19	55	6	11	18	109	65%	65%
I want to try again even when things don't go as I hoped.	53%	18	40	25	9	17	109	47%	59%
My school helps me understand it's ok to make a mistake.	53%	12	46	19	15	17	109	52%	56%

## General

								2023	2022
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	Percent Who Agree	Percent Who Agree
I am satisfied with the ways in which the school recognizes my learning accomplishments.	57%	11	51	16	18	13	109	48%	63%
My IPP is helpful in my learning.	24%	5	21	26	45	12	109	17%	24%
I like my school.	62%	23	45	12	16	13	109	59%	77%

	Male	Female	Other	
I identify as:	60	35	14	109

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# New Horizons School Summary of Board Survey Results 2019 to 2024



# Board Survey 2020-2024 (All Responses)

1. My child is enrolled in ( Division 1. Division II, Division III)		2024	2023	2022	2021	2020
<b>Goal 1: Student learning is improved.</b>						
<b>Outcome 2: Students will become creative risk takers academically.</b>						
2	My child is encouraged to use at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	3.27	3.28	3.37	3.41	3.31
3	My child's school work shows evidence that he/she uses at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	3.20	3.24	3.29	3.36	3.28
4	My child receives classroom work that is appropriately challenging.	2.99	3.02	3.09	3.13	3.09
<b>Goal 2: Students will benefit from opportunities for positive interaction.</b>						
<b>Outcome 1: Students will develop positive interdependence skills.</b>						
5	My child is better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.	2.86	2.91	3.07	2.99	3.00
6	My child has the opportunity to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal at school.	3.27	3.30	3.31	3.25	3.32
7	My child has opportunities to work with students in other grades.	2.84	3.03	2.74	2.26	3.00
8	My child is displaying increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.).	3.05	3.11	3.18	3.14	3.15
<b>Goal 2: Students will benefit from opportunities for positive interaction.</b>						
<b>Outcome 2: Students will become creative risk takers socially</b>						
9	I am satisfied with the opportunities my child has for student leadership at school.	3.00	3.03	3.02	2.92	3.00
10	The school provides my child opportunities to interact with and get to know students other than those with whom he/she usually associates (eg. play, hang out, interact).	3.05	3.14	3.11	2.97	3.10
11	I agree that my child is becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	3.01	2.97	3.01	3.04	3.05
12	My child is becoming better at taking social risks.	2.82	2.82	2.88	2.89	2.91

# Board Survey 2020-2024 (All Responses)

		2024	2023	2022	2021	2020
<b>Goal 3: Students' emotional needs are supported.</b>						
<b>Outcome 1: Students will develop independence, self-direction and self-discipline in learning.</b>						
13	My child finds Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest him/her.	2.62	2.74	2.98	3.10	2.99
14	The school is helping my child develop skills to become more independent and self-directed in their learning.	2.96	3.10	3.23	3.22	3.14
15	My child is able to apply independence and self-direction in their learning and studies in an effective manner.	3.01	3.02	3.12	3.17	3.12
16	My child is becoming better able to self-regulate (better able to recognize their emotional state and control it.)	2.98	2.95	3.06	3.06	3.01
17	My child is able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accepting an unexpected event or result).	2.84	2.83	2.87	2.91	2.90
<b>Goal 3: Students' emotional needs are supported.</b>						
<b>Outcome 2: Students will become creative risk takers emotionally.</b>						
18	My child is able to identify their emotions when they feel them.	3.10	3.07	3.16	3.21	3.22
19	My child is able to express themselves in appropriate ways while feeling different emotions.	3.02	2.99	2.92	2.96	3.05
20	My child wants to try again even when things don't go as they hoped.	2.90	2.90	2.90	2.91	3.01
21	My school helps my child understand it's ok to make a mistake.	2.99	3.08	3.12	3.07	3.13
<b>General</b>						
22	I am satisfied with the ways in which the school recognizes my child's learning accomplishments.	2.93	2.99	3.06	3.10	3.04
23	I am satisfied with the effectiveness of my child's Individual Program Plan (IPP).	2.46	2.53	2.66	2.75	2.71
24	I am satisfied with the communication about my child's progress.	3.06	3.12	3.29	3.25	3.27
25	I am satisfied that my concerns are dealt with effectively and efficiently at the school.	3.39	3.17	3.20	3.34	3.20
26	I am satisfied that the school informs parents of its activities and plans in a timely manner.	3.31	3.15	3.23	3.40	3.37
27	I agree that agree that the school is proactive in promoting positive student behavior.	3.47	3.32	3.43	3.48	3.40
28	I am satisfied with the school's discipline procedures to address inappropriate behaviors.	3.35	3.06	2.93	3.21	3.25
29	I am satisfied with the leadership provided by the administration team.	3.31	3.28	3.37	3.56	3.42
30	I would take advantage of the opportunities to provide input to the Board if I found it necessary.	3.20	3.36	3.32	3.30	3.16
31	I am satisfied with the communication provided by the Board	3.22	3.01	3.36	3.32	3.28
32	I am satisfied with the leadership provided by the Board.	3.17	2.90	3.33	3.37	3.32

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



<p><b>January</b></p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Receive Quarterly Financial Report for Sept-Nov 2023</li> <li><input checked="" type="checkbox"/> Review Policy 210 and association Student Code of Conduct, deferred to February</li> <li><input checked="" type="checkbox"/> Approve school calendar for 2024-25 in principle</li> <li><input checked="" type="checkbox"/> Host Stakeholder Forum, gather input on possible Education Plan priorities, deferred to February</li> <li><input checked="" type="checkbox"/> Prepare breakfast for school staff (January 31, 2024)</li> <li><input checked="" type="checkbox"/> Conduct initial orientation session for new Board members, deferred from October</li> </ul>
<p><b>February</b></p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Provide final approval of school calendar for 2024-25</li> <li><input checked="" type="checkbox"/> Receive mid-year progress report on Three Year Education Plan 2024-27</li> <li><input checked="" type="checkbox"/> Host Stakeholder Forum, gather input on possible Education Plan priorities, deferred from January</li> <li><input checked="" type="checkbox"/> Review Policy 210 and associated Student Code of Conduct, deferred to March</li> </ul>
<p><b>March</b></p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Host Board Retreat – Identify priorities for upcoming Education Plan, deferred to April</li> <li><input checked="" type="checkbox"/> Approve Three Year Capital Plan for 2025-26 to 2027-28</li> <li><input checked="" type="checkbox"/> Administer Board-developed Stakeholder Survey</li> <li><input checked="" type="checkbox"/> Review Policy 210 and associated Student Code of Conduct, deferred from January</li> </ul>
<p><b>April</b></p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Receive Quarterly Financial Report for Dec 2023 – Feb 2024</li> <li><input checked="" type="checkbox"/> Review School Fees for 2024-25 NEW</li> <li><input checked="" type="checkbox"/> Host Board Retreat – Identify priorities for upcoming Education Plan, deferred from March</li> </ul>
<p><b>May</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide approval to Education Plan 2023-24 to 2024-25</li> <li><input type="checkbox"/> Attend TAAPCS Spring General Meeting</li> <li><input type="checkbox"/> Approve Budget for 2024-25, May 31 submission deadline</li> <li><input type="checkbox"/> Approve School Fees for 2024-25 NEW</li> <li><input type="checkbox"/> Receive Accountability Pillar Results Report for May 2024</li> <li><input type="checkbox"/> Receive Board-developed stakeholder survey results</li> <li><input type="checkbox"/> Consider salary adjustment for support staff, senior administration</li> <li><input type="checkbox"/> Receive report from FANHS</li> <li><input type="checkbox"/> Receive Counsellor’s Report #2</li> <li><input type="checkbox"/> Prepare lunch for school staff (May 16, 2024)</li> </ul>

<b>June</b>	<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 October 10) <input type="checkbox"/> Schedule Spetember 2024 Board meeting (September 18, 2024) <input type="checkbox"/> Set date for Summer Board Housekeeping Retreat <input type="checkbox"/> Receive Report #2 from School Council
<b>Ongoing</b>	<input type="checkbox"/> Consider proposals for new or amended Board policies <input type="checkbox"/> Receive recommendations from Board committees
<b>Annually</b>	<input type="checkbox"/> Negotiate collective agreement with ATA (as needed)
<b>As Needed</b>	<input type="checkbox"/> Meet with: <ul style="list-style-type: none"> <li><input type="checkbox"/> County Council</li> <li><input type="checkbox"/> MLAs</li> </ul>