

The background of the slide features a photograph of a school sign. The sign is made of wood and is mounted on two concrete pillars. It reads "New Horizons School" in blue and green lettering, with a small star icon. Behind the sign are trees with vibrant autumn foliage in shades of red, orange, and yellow. The overall image is slightly faded to allow the text to stand out.

# **New Horizons Charter School Society**

## **Board Meeting**

**October 30, 2024**

## NEW HORIZONS CHARTER SCHOOL SOCIETY BOARD OF DIRECTORS' MEETING OCTOBER 30, 2024 AGENDA

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

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- |    |  |                      |         |
|----|--|----------------------|---------|
| 1. | <b>Call to Order</b>   | A. Asquini           | 7:00 pm |
| 2. | <b>Statement of Territorial Acknowledgment</b>   | A. Asquini           | 7:02 pm |
|    | <p><i>The Board of Directors of the New Horizons Charter School Society respectfully acknowledges that the land on which we meet is Treaty 6 territory, a traditional home, gathering place, a travelling route for diverse Indigenous Peoples, including Cree, Saulteaux, Blackfoot, Nakota, Sioux, as well as the homeland of the Métis Nation. We recognize our responsibility as Treaty members and honour the heritage and gifts of the First Peoples of this land.</i></p> |                      |         |
| 3. | <b>Adoption of Agenda</b>  | A. Asquini           | 7:05 pm |
| 4. | <b>Disclosure of Conflict of Interest</b>  | A. Asquini           | 7:10 pm |
| 5. | <b>Approval of Minutes</b>   | A. Asquini           | 7:12 pm |
|    | 5.1 October 9, 2024 – attachment   |                      |         |
| 6. | <b>Administration Reports</b>  |                      | 7:15 pm |
|    | 6.1 Principal's Report – attachment  | L. Vigfusson         |         |
|    | 6.2 Secretary Treasurer's Report - attachment  | P. Dundas            |         |
|    | 6.3 Superintendent's Report – attachment   | T. Moghrabi          |         |
| 7. | <b>Board Reports</b>   |                      | 7:30 pm |
|    | 7.1 Board Chair's Report   | A. Asquini           |         |
|    | 7.2 Other Committee Reports  | A. Asquini           |         |
|    | 7.2.1 Finance and Audit Committee  | T. Panas             |         |
|    | 7.2.2 Policy Guidelines and Bylaws Committee   | A. Koziak            |         |
|    | 7.2.3 Survey Committee   | T. Panas / P. Kakkan |         |
|    | 7.2.4 Public Relations Committee   | A. Asquini           |         |
|    | 7.2.5 Personnel Committee  | K. Derkson           |         |
|    | 7.2.6 High School Ad Hoc Committee   | A. Asquini           |         |
|    | 7.2.7 Board Activities   |                      |         |

8.	<b>New Business</b>		7:40 pm
8.1	Signing Authorities (motion required)	P. Dundas	
8.2	Standing Committee Membership - attachment	T. Moghrabi	
8.3	Enrolment Report for September 30, 2024 - attachment	P. Dundas	
8.4	Alberta Education Assurance Measures (AEAMS)	L. Vigfusson	
8.5	PAT Results Report	L. Vigfusson	
9.	<b>Board Work Plan – attachment</b>	A. Asquini	8:10 pm
10.	<b>The Association of Alberta Public Charter Schools</b>	A. Asquini	8:15 pm
11.	<b>Receipt of Reports</b>	A. Asquini	8:25 pm
12.	<b>Correspondence Sent</b>	A. Asquini	8:27 pm
13.	<b>Correspondence Received</b>	A. Asquini	8:28 pm
14.	<b>In Camera -</b>	A. Asquini	8:30 pm
14.1	Motion to Move In Camera		
14.2	Motion to Move Out of Camera		
14.3	Business Arising from In Camera		
15.	<b>Adjournment</b>	A. Asquini	8:45 pm

**Next Board Meeting – November 27, 2024**

NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

<b>Type of Meeting:</b>	Board	<b>Date:</b>	October 9, 2024	<b>Initials:</b>	<b>Chair</b>	
<b>Approved:</b>	DRAFT	<b>Recorded By:</b>	A. DeJong		<b>Secretary</b>	

**October 9, 2024, 7:30 p.m.**

Board Members Present at Call to Order:

Adam Asquini DIRECTOR	Kristie Derkson DIRECTOR	Adam Koziak DIRECTOR
Andrea Andrews DIRECTOR	Paul Jackson DIRECTOR	Praveen Kakkan (virtual) DIRECTOR

Board Members Absent at Call to Order:

Trevor Panas DIRECTOR		
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Administration Present:

Terry Moghrabi SUPERINTENDENT	Patti Dundas SECRETARY-TREASURER	
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Members Present: Julie Jackson (virtual), Anita Sanderson (virtual).

**1. Call to Order**

Director Asquini called the virtual meeting to order at 7:30 p.m. and made opening remarks.

**2. Statement of Territorial Acknowledgment**

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

**3. Adoption of Agenda**

Two items were added to the agenda:

- 7.2 - Honourable Nate Glubish Visit
- 7.3 - U of A High School Discussion



NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

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

*Motion 2024-10-09-01*

*Moved that the agenda for the Board Meeting of October 9, 2024 be adopted as amended.*

*Moved: Director Jackson  
Seconded: Director Andrews  
Carried*

**4. Disclosure of Conflict of Interest**

Director Asquini indicated that he and Director Panas each have a spouse working at the school; based on the agenda, no conflict is anticipated.

**5. Approval of Minutes**

**5.1 Minutes of September 18, 2024**

Motion 2024-09-18-03 will be amended to reflect the correct seconder to the motion.

*Motion 2024-10-09-02*

*Moved that the Board Meeting minutes of September 18, 2024 be approved as amended.*

*Moved: Director Koziak  
Seconded: Director Derkson  
Carried*

**6. Board Organization**

**6.1 Selection of Officers**

Director Asquini asked Superintendent Moghrabi to assume the position of Chair for the selection of Officers.

Superintendent Moghrabi spoke to the bylaw requirement 6.1.5.3 to name Board Officers and Committee members within one week of the elections. Discussion followed.

Superintendent Moghrabi called for nominations for the appointment of Board Chair.

Nomination received for Director Asquini from Director Derkson. Director Asquini accepted the nomination.

NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

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Superintendent Moghrabi called a second time for nominations.

Superintendent Moghrabi called a third time for nominations.

Superintendent Moghrabi closed nominations for the position of Chair.

Directors cast ballots and Director Asquini was elected.

<i>Motion 2024-10-09-03</i>	<i>Moved that Director Asquini be appointed by acclamation as Board Chair.</i>  <i>Moved:        Director Koziak</i> <i>Seconded:    Director Derkson</i> <i>Carried</i>
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Chair Asquini assumed position of Chair for the remainder of the meeting.

Chair Asquini called for nominations for the appointment of Vice Chair.

Nomination received for Director Derkson by Chair Asquini. Director Derkson accepted the nomination.

Chair Asquini called a second time for nominations.

Chair Asquini called a third time for nominations.

Chair Asquini closed nominations for the position of Vice Chair.

<i>Motion 2024-10-09-04</i>	<i>Moved that Director Derkson be appointed by acclamation as Vice Chair.</i>  <i>Moved:        Director Koziak</i> <i>Seconded:    Director Jackson</i> <i>Carried</i>
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Chair Asquini called for nominations for the appointment of Secretary.

Nomination received for Director Koziak by Director Derkson. Director Koziak accepted the nomination.

NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

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Chair Asquini called a second time for nominations.

Chair Asquini called a third time for nominations.

Chair Asquini closed nominations for the position of Secretary.

<i>Motion 2024-10-09-05</i>	<i>Moved that Director Koziak be appointed by acclamation as Board Secretary.</i>  <i>Moved:       Director Jackson</i> <i>Seconded:   Director Andrews</i> <i>Carried</i>
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Chair Asquini called for nominations for the appointment of Treasurer.

Nomination received for Director Panas by Director Koziak. Director Panas is not present to accept the nomination.

Chair Asquini called a second time for nominations.

Chair Asquini called a third time for nominations.

Chair Asquini closed nominations for the position of Treasurer.

Director Panas' acceptance will be confirmed after the meeting and an official motion will be included in the minutes of the next Board meeting.

## **6.2 Set Regular Meeting Dates**

Bylaws state that the Board must hold nine meetings throughout the year. September and October meetings have already been held, dates for the remainder of the year must be set.

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 2024-10-09-07</i>	<p><i>Moved that the following dates be set as Regular Board Meeting Dates with a 7:00 p.m. start time:</i></p> <ul style="list-style-type: none"><li>• October 30, 2024 (approved at 2024-09-18 Board meeting)</li><li>• November 27, 2024</li><li>• December 18, 2024</li><li>• January 22, 2025</li><li>• February 19, 2025</li><li>• March 19, 2025</li><li>• April 16, 2025</li><li>• May 21, 2025</li><li>• June 18, 2025</li><li>• September 17, 2025</li></ul> <p><i>Moved: Vice-Chair Derkson</i> <i>Seconded: Director Andrews</i> <i>Carried</i></p>
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Discussion regarding the meeting format for Board meetings (in-person, hybrid or virtual) ensued.

<i>Motion 2024-10-09-08</i>	<p><i>Moved that the Board enables a hybrid meeting format when required provided that Directors make the best effort to attend in person and to actively participate while keeping cameras on. In-camera meetings will not include virtual participants.</i></p> <p><i>Moved: Vice-Chair Derkson</i> <i>Seconded: Director Kakkan</i> <i>Carried</i></p>
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*Action Item: Administration will update meeting dates on the school calendar and will advise the membership of the election of Officers once the Treasurer position has been confirmed.*

### 6.3 Code of Conduct

Chair Asquini spoke to Policy #101 Board Member Code of Conduct, which the Board of Directors is required to abide by. A copy of the Code of Conduct is included in the agenda package. Board members are asked to review the document, sign and return it immediately following the meeting.

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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#### 6.4 Board Committees

Chair Asquini referenced the bylaw requirement for committees and Chair Asquini summarized the five different Board committees. Members can be added throughout the year.

<i>Audit Committee:</i>	<i>The following Board Members were appointed to serve as the Audit Committee:</i> <ul style="list-style-type: none"><li>• <i>Treasurer, Committee Chair</i></li><li>• <i>Trevor Panas (to be confirmed)</i></li><li>• <i>Adam Koziak</i></li><li>• <i>Patti Dundas</i></li></ul>
<i>Policies, Guidelines, Bylaws Committee:</i>	<i>The following Board Members were appointed to serve as the Policies, Guidelines, Bylaws Committee:</i> <ul style="list-style-type: none"><li>• <i>Adam Koziak, Committee Chair</i></li><li>• <i>Adam Asquini</i></li><li>• <i>Kristie Derkson</i></li><li>• <i>Andrea Andrews</i></li><li>• <i>Paul Jackson</i></li></ul>
<i>Personnel Committee:</i>	<i>The following Board Members were appointed to serve as the Personnel Committee:</i> <ul style="list-style-type: none"><li>• <i>Kristie Derkson, Committee Chair</i></li><li>• <i>Paul Jackson</i></li><li>• <i>Andrea Andrews</i></li><li>• <i>Praveen Kakkan</i></li><li>• <i>Patti Dundas</i></li></ul>
<i>Survey Committee:</i>	<i>The following Board Members were appointed to serve as the Survey Committee:</i> <ul style="list-style-type: none"><li>• <i>Trevor Panas (to be confirmed)</i></li><li>• <i>Praveen Kakkan</i></li></ul>

NEW HORIZONS CHARTER SCHOOL SOCIETY  
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*Public Relations Committee:*

*The following Board Members be appointed to serve as the Public Relations Committee.*

- Adam Asquini, Committee Chair
- Adam Koziak
- Rebecca Koziak

*There will also be an addition of School Council and FANHS representatives as well as community members.*

*High School Ad Hoc Committee:*

*The following Board Members be appointed to serve as the High School Ad Hoc Committee.*

- Adam Asquini, Committee Chair
- Kristie Derkson
- Adam Koziak
- Trevor Panas (to be confirmed)
- Andrea Andrews
- Paul Jackson
- Praveen Kakkan

*There will also be an addition of School Council and FANHS representatives as well as community members.*

*TAAPCS:*

*The following Board Members be appointed to serve as the TAAPCS representative.*

- Adam Koziak

Director and Society member participation in committee membership will be finalized at the October 30, 2024 Board meeting.

*Action Item: Superintendent Moghrabi will review committee guidelines and draft an email to Society members asking for members to join the Audit, Public Relations, and Policies, Guidelines and Bylaws, committees.*

## 6.5 Signing Authorities

Secretary-Treasurer Dundas spoke to signing authorities for the Society, as included in the agenda package. Once the treasurer position has been confirmed, a motion will be made at the next meeting.

## 7. New Business



NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

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**7.1 Set Date for November 2024 Annual General Meeting**

Chair Asquini indicated that a date needs to be set for the November 2024 Annual General Meeting. Notice of the AGM will be shared 21 days prior to the meeting date. Discussion followed.

<i>Motion 2024-10-09-10</i>	<i>Moved that the Annual General Meeting be held on November 27, 2024, subject to availability of financial auditor, at 7:00 p.m.</i>  <i>Moved: Director Koziak</i> <i>Seconded: Vice-Chair Derkson</i> <i>Carried</i>
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**7.2 Minister's Visit**

Chair Asquini indicated that Honourable Minister Nate Glubish will be attending the school on Friday, October 25 at 3:00 p.m. Directors are invited to participate and to indicate their participation on the Director RSVP summary.

**7.3 U of A High School Discussion**

Director Derkson shared that she had a conversation with the U of A Provost regarding a possible dual credit programming partnership. There is an opportunity to provide a partnership proposal to the U of A. Discussion followed. There was consensus that Chair Asquini and Vice-Chair Derkson would follow up with the U of A Provost and that the high school committee would discuss it further.

**8. Board Work Plan**

The Board reviewed the Work Plan for 2024-25, as provided at the meeting.

**9. The Association of Alberta Public Charter Schools (TAAPCS)**

Director Koziak spoke to TAAPCS and its role for Charter Schools in the province; he indicated that the Board typically identifies one Board member to act as representative with TAAPCS.

**9.1 Annual General Meeting**

Director Koziak spoke to the upcoming TAAPCS AGM on November 1, 2024. Discussion followed.

NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

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**10. In Camera**

No in-camera meeting.

**11. Adjournment**

Chair Asquini adjourned the meeting at 8:51 p.m.

*Next Board Meeting: October 30, 2024 at 7:00 p.m. at New Horizons School.*

## MEMORANDUM

Date: October 30, 2024

To: Board of Directors

From: Lori Vigfusson, Principal

Re: Principal's Report-October 2024

### **Information and Highlights:**

#### **Read-In Week:**

NHS had a number of guest readers in to celebrate our annual Read-In week. Guest readers included parents, Superintendent Moghrabi, former students and MLA Kyle Kasawski. Students also participated in a variety of fun reading activities including buddy reading and theme days.

#### **Parent-Teacher Interviews:**

Teachers met with parents and caregivers October 22 and 23rd to review the IPPs and discuss student goals for the upcoming school year. Classes have dedicated time each week to work towards and reflect on these goals in order to improve student success in the three domains laid out in our Charter. Parents receive official updates on IPPs on the March and June report cards, though open communication about student goals is ongoing.

#### **Pre-Service Teachers:**

We have four pre-service teachers in the school completing their Advanced Field Experience. They will be with us until December 16th. Mentoring pre-service teachers is an important way to provide experience and understanding around Gifted Education as this area is not well-covered in University courses.

#### **Provincial Achievement Test Results:**

We have received the results from the Spring PATs. Provincial Achievement Tests take place in Grade 6 and 9 in the four core subjects. Grade 6 students only completed the Social Studies PAT due to new curriculum. These have been embargoed until further notice.

#### **Powerschool Update:**

I visited a couple of schools to talk about reporting in Powerschool and look at options moving forward. We will have a report card on Powerschool ready for our first reporting term. These first-term report cards will be available to parents early December.

Lori Vigfusson



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

## **MEMORANDUM**

Date: October 30, 2024  
To: Board of Directors  
From: Patti Dundas – Secretary-Treasurer  
Re: Update

### **Audit**

The Auditors will present the Audit to the Audit Committee on November 20, at 6:00 p.m.

The Auditors will also present the Audit at the AGM on November 27 at 7:00 p.m.

### **County of Strathcona**

Our capital plan submission requirements regarding letters from EICS and the County of Strathcona are proceeding. The Superintendent, Chris Woolard from START Architecture, and I met with county representatives for a (pre)pre-application meeting to request a letter of support for the expansion/renovation of our current site. Other than a few recommendations/requirements, the County did not feel that there were any major red flags regarding our plan.

### **Facilities**

Our annual HVAC inspection indicated that our hot water tank failed. We will need to replace the tank, which will cost \$25,000. We have received three written quotes. This purchase will be funded through IMR funding.

### **School Fee Waiver Form**

I am in the process of updating our Application for Waiver of Fees form. I will be discussing this with our Finance Committee at our next meeting and will bring it back to the Board.

Patti Dundas  
Secretary-Treasurer

## MEMORANDUM

Date: October 30, 2024

To: Board of Directors

From: Terry Moghrabi- Superintendent

Re: Superintendent Report

### **Elk Island Public Schools (EIPS) Calendar Review:**

Elk Island Public Schools is currently engaging stakeholders to explore potential changes to the school calendar for the 2025-2026 academic year. Although formal options have not yet been presented, the superintendent has emphasized the importance of collaborative meeting time for staff within the workday and is open to adjusting the calendar to include time for Professional Learning Community (PLC) discussions. Potential alternatives being considered include:

1. One-Hour Early Dismissal Every Wednesday: This model is already used at several high schools.
2. Two-Hour Early Dismissal Every Second Friday: This option would provide a half-day extension to the weekend every other Friday.
3. Maintaining the Current Calendar Model: This option would continue the existing schedule without any modifications.

Stakeholders within the public board can provide feedback in the coming weeks, and EIPS will consider this input before making any final decisions. The superintendent plans to consult with the EIPS executive team to evaluate the potential impact of any changes on the calendar for New Horizons.

### **Value Scope Updates:**

- A technical briefing on accelerating capital projects was held on Wednesday, October 23, with Alberta Infrastructure. The School Construction Accelerator and Capital Planning initiatives aim to start 90 new schools and complete 24 modernizations over the next three years. To streamline the process, the government has introduced a Stakeholder Relations Branch, which will serve as the main contact between schools and the Capital Planning sector. Additional branches established include the School Capital Programs Branch, the Capital Data Analytics Branch, and the Strategic Implementation Branch. The briefing outlined the proposal and capital planning process, which New Horizons School (NHS) has already initiated. A new template for proposal submissions will be available in November, and the Secretary-Treasurer will ensure adherence to the requirements. Key drivers for capital planning include enrollment pressure, alignment with the Charter mandate (particularly for high school planning), health and safety considerations, facility functionality, and overall facility conditions. Once a proposal and supporting documents are submitted, the review process may take up to 8 weeks for a response.
- On October 9, the Superintendent, Secretary-Treasurer, and START Architecture Engineer Chris Woolard met with Strathcona County's Planning and Development Services for a pre-design planning

meeting. The meeting focused on addressing any concerns regarding the draft site plan presented by START Architecture. County management staff attended to review the proposed plan, discussing considerations related to utilities, transportation, emergency services, and other aspects of the expansion project. No issues emerged that would prevent a future letter of support, which would facilitate the advancement of the project proposal.

- As mentioned earlier by Chair Asquini, efforts are ongoing to secure a letter of support or transfer from the Elk Island Catholic School Board as part of our Capital Project. Superintendent Moghrabi has spoken with the Elk Island Catholic Superintendent, and a future meeting is planned to discuss the potential transfer of a building between school authorities and the impact on both capital plan requests to the province.

#### **Alberta Education Updates:**

Alberta Education has announced an embargo on sharing multi-year reports for provincial and diploma exams. These reports are intended for internal use within schools; however, Principal Vifussion will provide a public version as well as an in-camera version for the Board of Directors.

#### **TAAPCS and CASS:**

The Superintendent and Board representative will attend the TAAPCS Annual General Meeting at the Charter Hub in Calgary on November 1. Several school tours are planned for Friday and Saturday. Additionally, the Fall CASS conference will take place in Calgary from November 6-9, though I will not attend. I will ensure to review the missed coursework and session materials from this conference to fulfill my Continuing Education Program (CEP) credits.

#### **Minister Visit:**

An update on Minister Glubish's visit to New Horizons on Friday, October 25 will be provided verbally during the board meeting.

#### **NAGC Annual Convention:**

The National Association for Gifted Children (NAGC) will hold its annual convention from November 21-24 in Seattle, WA. The event provides a collaborative and welcoming environment for over 2,000 educators, gifted coordinators, psychologists, researchers, and caregivers to share strategies and best practices for supporting high-ability students. We are pleased to send our administration team to this valuable conference and look forward to incorporating the knowledge gained into their professional development plans. I have reviewed the conference programming and found it to include high-quality sessions relevant to our Charter mandate, as well as targeted sessions for high school planning.

- **Access to Cutting-Edge Research and Best Practices:** The NAGC convention gathers over 2,000 experts, including researchers, educators, and psychologists, who share the latest research and evidence-based practices for supporting gifted learners. Attending would allow the administration team to stay informed about emerging trends, instructional strategies, and programs that are effective for gifted students.
- **Networking with International Experts:** Although the convention is held in the United States, it attracts professionals from all over the world. This offers a valuable opportunity for the Canadian school administration team to connect with a global community of educators and specialists in gifted education. These connections could lead to collaborations, the sharing of resources, and the exchange of innovative ideas that could benefit their school programs.
- **Professional Development and Skill Enhancement:** The convention offers a wide range of workshops, presentations, and seminars tailored specifically to the needs of gifted learners. By attending, the administration team can enhance their understanding of the cognitive, social, and



emotional needs of high-ability students. This knowledge can be used to design more effective and inclusive programs, create better learning environments, and support teachers in their professional growth.

- **Policy and Advocacy Insights:** Gifted education often requires advocating for specific needs and resources. At the NAGC convention, attendees gain insights into successful advocacy strategies that have worked in various regions. The administration team can learn from these case studies and apply similar approaches to influence local and provincial policies, ensuring that the needs of gifted learners are addressed in their school system.
- **Exposure to Innovative Curriculum and Instructional Resources:** The convention showcases new curricula, instructional tools, and resources that are specifically designed for high-ability learners. By attending, the administration team can evaluate these resources firsthand and identify those that align with their school's vision and educational standards. This can help them make informed decisions about integrating new materials into their gifted education programs.
- **Tailored Support for Diverse Learners:** The NAGC convention emphasizes supporting a diverse range of gifted learners, including twice-exceptional students (those who are both gifted and have learning challenges). This focus is particularly relevant for school systems striving to provide equitable access to high-quality education. The administration team can learn strategies for identifying and supporting these students, which can help them ensure all gifted learners are given the opportunities they need to thrive.
- **Cross-Cultural Perspectives on Gifted Education:** Attending an international event like the NAGC convention provides a chance to understand how different countries and regions approach gifted education. The Canadian administration team can gain a broader perspective on how to address common challenges and implement strategies that have proven effective elsewhere, while also sharing their unique approaches and successes with others.
- **Long-Term Investment in Student Success:** The knowledge and strategies gained at the NAGC convention can lead to long-term improvements in the school's approach to gifted education. Investing in professional development through attendance at this convention demonstrates a commitment to the continuous growth and success of their students, helping to build a robust program that can adapt to the evolving needs of gifted learners.

#### **Recommendations and Governance Implications:**



Terry Moghrabi



**Patti Dundas**

Secretary-Treasurer

Phone: 780-416-2353

Email: pdundas@newhorizons.ca

## MEMORANDUM

Date: October 30, 2024

To: Board of Directors

From: Patti Dundas – Secretary-Treasurer

Re: Signing Authorities for New Horizons Charter School Society

### **Background:**

It has been the usual practice of the Board of Directors to confirm and/or appoint signing authorities for the New Horizons Charter School Society at the first board meeting in the fall, immediately following Board elections.

For the 2024-25 school year, at this time, in this context, the following recommendations are presented for the consideration of the Board.

### **Recommendations:**

That the Board approve that the following individuals serve as signing authorities for the New Horizons Charter School Society:

- 2024-25 (Board Chair – Adam Asquini)
- 2024-25 (Trevor Panas - Board Treasurer)
- Terry Moghrabi (Superintendent)
- Patti Dundas (Secretary-Treasurer)
- Lori Vigfusson (Principal)

*Patti Dundas*

Patti Dundas  
Secretary-Treasurer, NHCSS

## Board Officers & Committee Members 2024-25

Officer Position	2022-23	2023-24	2024-25
<b>Chair</b>	Dan Hanson	Adam Asquini	Adam Asquini
<b>Vice Chair</b>	Jason Clarke	Kristie Derkson	Kristie Derkson
<b>Secretary</b>	Vincent Tong	Vincent Tong	Adam Koziak
<b>Treasurer</b>	Vincent Tong	Vincent Tong	Trevor Panas

Audit Committee	2022-23	2023-24	2024-25
<i>Membership: Board Treasurer (must chair); 2 or more Board members; 2 community members as specified in Policy</i>	Vincent Tong - Chair	Vincent Tong, Chair	Trevor Panas, Chair
	Shaun Guthrie	Trevor Panas	Adam Koziak
	IJ Ukiwe	Patti Dundas	Patti Dundas
	Trevor Panas	Adam Asquini	Adam Asquini
	Niharika Sreekumar	Terry Moghrabi	Terry Moghrabi

Policies, Guidelines, Bylaws Committee	2022-23	2023-24	2024-25
<i>Membership: Unspecified; Board member must chair</i>	Jason Clarke - Chair	Jason Clarke, Chair	Adam Koziak, Chair
	Dan Hanson	Dan Hanson	Kristie Derkson
	Kristie Derkson	Adam Asquini	Andrea Andrews
	Michelle Smith	Terry Moghrabi	Paul Jackson
	Raena Schindel		Adam Asquini
			Terry Moghrabi

Personnel Committee	2022-23	2023-24	2024-25
<i>Membership: Board members only; unspecified number; Board Chair must chair.</i>	Dan Hanson - Chair	Kristie Derkson, Chair	Kristie Derkson, Chair
	Vincent Tong	Vincent Tong	Andrea Andrews
	Kristie Derkson	Dan Hanson	Paul Jackson
		Adam Koziak	Praveen Kakkan
		Patti Dundas	Patti Dundas
		Adam Asquini	Adam Asquini
		Terry Moghrabi	Terry Moghrabi

Survey Committee	2022-23	2023-24	2024-25
<i>Membership: Board members only; unspecified number.</i>	Shaun Guthrie	Trevor Panas	Trevor Panas
		Adam Asquini	Praveen Kakkan
		Terry Moghrabi	Adam Asquini
			Terry Moghrabi

All committees include the Board Chair (or designate, as needed) and the Superintendent as ex-officio members.

## 2024-25 Board Structure and Committees

Public Relations Committee	2022-23	2023-24	2024-25
<i>Membership: Unspecified; School Council &amp; FANHS to be invited to submit representation; Board member must chair.</i>	Dan Hanson	Adam Asquini, Chair	Adam Asquini, Chair
	Jason Clarke	Dan Hanson	Adam Koziak
	Elizabeth Macve	Jason Clarke	Rebecca Koziak
	Sarah Jane Lovgren	Elizabeth Macve	Terry Moghrabi
	Michelle Smith	Sarah Jane Lovgren	
		Rebecca Koziak	
		Ellen Hanna	
		Terry Moghrabi	

High School Ad Hoc	2022-23	2023-24	2024-25
	Dan Hanson	Adam Asquini	Adam Asquini
	Shaun Guthrie	Kristie Derkson	Kristie Derkson
	Kristie Derkson	Vincent Tong	Adam Koziak
	Jason Clarke	Adam Koziak	Trevor Panas
	Michelle Smith	Trevor Panas	Andrea Andrews
		Dan Hanson	Paul Jackson
		Jason Clarke	Praveen Kakkan
		Terry Moghrabi	Terry Moghrabi
		Patti Dundas	Patti Dundas

TAAPCS	2022-23	2023-24	2024-25
	Michelle Smith	Adam Asquini	Adam Koziak
		Terry Moghrabi	Adam Asquini
			Terry Moghrabi

All committees include the Board Chair (or designate, as needed) and the Superintendent as ex-officio members.



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

## MEMORANDUM

Date: October 30, 2024  
To: Board of Directors  
From: Patti Dundas – Secretary-Treasurer  
Re: Enrollment for New Horizons Charter School Society

For the 2024-25 school year, we projected that we would have 451 students. Alberta Education uses this projection to calculate our grants for the school year using the weighted moving average.

2022-23 (Actual) 410.5 FTE – 427 students enrolled – 20% = 82.10  
2023-24 (Estimate) 426 FTE – 444 students enrolled – 30% = 127.80  
2024-25 (Projected) 433 FTE – 451 students enrolled – 50% = 216.50 = **426.4**

Alberta Education used this number (426.4) to calculate our funding for 2024-25.

As of September 30, 2024, our actual enrollment number for 2024-25 is 441 students.

2022-23 (Actual) 410.5 FTE – 427 students enrolled – 20% = 82.10  
2023-24 (Estimate) 426 FTE – 444 students enrolled – 30% = 127.80  
2024-25 (Projected) 423 FTE – 441 students enrolled – 50% = 211.50 = **421.4**

This will be an approximate reduction of \$35,000 to \$40,000 that will be taken from this year's budget. Expenditures have been adjusted to address this deficit.

### **Recommendations:**

It is recommended that the Board accept this report as information.

*Patti Dundas*

Patti Dundas  
Secretary-Treasurer, NHCSS



# ANNUAL EDUCATION RESULTS REPORT

2023-2024



**NEW HORIZONS SCHOOL**

October 2024



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**Accountability Statement**

The Annual Education Results Report for New Horizons Charter School Society for the 2023/2024 school year was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2023/2024 was approved by the Board on XXXXXXXXXXXX.

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Adam Asquini  
Board Chair

## New Horizons School

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

### Vision

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

### Mission

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

## Alberta Education Assurance Measures Summary

### Spring 2024 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	New Horizons School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	80.9	85.2	83.6	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	81.6	81.0	81.5	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
								n/a	n/a	n/a
								n/a	n/a	n/a
								n/a	n/a	n/a
								n/a	n/a	n/a
								n/a	n/a	n/a
								n/a	n/a	n/a
Teaching & Leading	Education Quality	87.8	90.6	89.9	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.8	84.1	85.4	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	80.9	86.7	78.7	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	86.5	90.9	84.7	79.5	79.1	78.9	Very High	Maintained	Excellent

#### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2020/20 to 2022/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/20 to 2022/22. School years 2020/20, 2021/21 and 2022/22 are not included in the Previous 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2019/19 and 2023/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 2023/23 PAT results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
8. Security breaches occurred over the last few days of the 2022/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

## Charter Goals

### Charter Goal 1: Student Learning is Improved

Outcome 1: Students will demonstrate mastery of learner outcomes mandated by the Alberta programs of study.*			
Measures			
See Provincial Achievement Test results in the Student Growth and Achievement section of this document.			
Measures: Annual Board Survey	Results		
	2022	2023	2024
<b>School Survey Parents:</b> Percentage of parents who are satisfied with the effectiveness of their child's Individual Program Plan (IPP).	78	57	73
Many of the strategies utilized are universal to our unique program. Exploration of a new model of IPP development will be included in the Education Plan with a goal to create more time spent on engaging with students and parents regarding targeted IPP goals.			

Outcome 2: Students will become creative risk takers academically.					
Measures: Annual Board Survey	Results				
	2020	2021	2022	2023	2024
<b>School Survey Parents:</b> Percentage of parents who feel that their child is encouraged to use at least some of the following in their schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	95	95	92	88	94
<b>School Survey Parents:</b> Percentage of parents who feel that their child's school work shows evidence that they use at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	92	95	93	91	94
<b>School Survey Parents:</b> Percentage of parents who agree that their child receives classroom work that is appropriately challenging.	87	87	92	78	82
<b>School Survey Students 7-9:</b> Percent of students who agree	95	88	90	77	86

that their teachers encourage them to use at least some of the following in their schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.					
<b>School Survey Students 7-9:</b> Percent of students who feel that their school work shows evidence that they use at least some of the following in their schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	88	85	78	69	80
<b>School Survey Students 7-9:</b> Percent of students who feel they are being appropriately challenged.	77	71	78	67	70
<b>School Survey Students 4-6:</b> Percent of students who agree that their teachers encourage them to use at least some of the following in their schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	88	82	84	86	87
<b>School Survey Students 4-6:</b> Percent of students who feel that their school work shows evidence that they use at least some of the following in their schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	91	78	69	81	80
<b>School Survey Students 4-6:</b> Percent of students who feel they are being appropriately challenged.	70	78	68	68	67
<p>Overall the positive results for this outcome suggest that New Horizons School is meeting the goal of fostering academic risk-taking. We have created a learning support teacher to support enrichment and differentiation opportunities for students.</p> <p>Continued practice of pre-testing and programming for student needs is included in the 2024-2027 Education Plan. Increased rigor in our options courses for Junior High will encourage students to be challenged in areas of interest. This has been included in the Education Plan.</p>					

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

Outcome 1: Students will develop positive interdependence skills.					
Measures: Annual Board Survey	Results				
	2019	2020	2022	2023	2024
<b>School Survey Parents:</b> Percentage of parents who feel that	67	70	79	63	73



their child is better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.					
<b>School Survey Parents:</b> Percentage of parents who feel that their child has the opportunity to work with other students to complete a task or accomplish a goal at school.	87	71	80	86	90
<b>School Survey Parents:</b> Percentage of parents who feel that their child has the opportunity to work with students in other grades.	77	44	56	85	80
<b>School Survey Parents:</b> Percentage of parents who feel their child is displaying increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.)	78	81	88	85	94
<b>School Survey Students 7-9:</b> Percentage of students who feel that they are better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.	56	46	56	33	44
<b>School Survey Students 7-9:</b> Percentage of students who feel that their school provides opportunities to work with other students to complete a task / accomplish a goal.	86	81	87	81	82
<b>School Survey Students 7-9:</b> Percentage of students who feel that they have the opportunity to work with students in other grades.	64	21	50	51	46
<b>School Survey Students 7-9:</b> Percentage of students who feel that they are using increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.)	76	81	71	53	57
<b>School Survey Students 4-6:</b> Percentage of students who feel that they are better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.	67	54	63	53	58
<b>School Survey Students 4-6 :</b> Percentage of students who feel that their school provides them with opportunities to work with	89	90	88	90	90

other students (a variety of classmates) to complete a task/activity/accomplish a goal..					
<b>School Survey Students 4-6:</b> Percentage of students who feel that they have the opportunity to work with students in other grades.	89	25	45	70	69
<b>School Survey Students 4-6:</b> Percentage of students who feel that they are using increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.	76	69	78	74	74
Increased strategies to address conflict resolution were included in the 2023-2026 Education Plan. Improved results in this area suggests these strategies are improving social outcomes for students.					

Outcome 2: Students will become creative risk takers socially.					
Measures: Annual Board Survey	Results				
	2019	2020	2022	2023	2024
<b>School Survey Parents:</b> I am satisfied with the opportunities my child has to take on a leadership role if he/she wants one (eg. lead a club; provide an activity for others; take a leadership option; choose leadership as an IPP goal, speak in front of others, etc.)	69	64	59	78	65
<b>School Survey Parents:</b> Percentage of parents who feel that the school provides their child opportunities to interact with and get to know students other than those with whom he/she usually associates (eg. play, hang out, interact).	72	57	69	78	75
<b>School Survey Parents:</b> Percentage of parents who feel that their child is becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.)	78	80	76	74	75
<b>School Survey Parents:</b> Percentage of parents who feel that their child is getting better at taking social risks.	70	73	85	70	69
<b>School Survey Students 7-9:</b> Percentage of students who feel	70	65	63	55	67

they have opportunities to take on a leadership role if they want one (eg. lead a club; provide an activity for others; take a leadership option; choose leadership as an IPP goal, speak in front of others, etc.)					
<b>School Survey Students 7-9:</b> Percentage of students who agree that the school provides them with opportunities to interact with and get to know students other than those with whom they usually associate (eg. play, hang out, interact).	83	65	77	67	73
<b>School Survey Students 7-9:</b> Percentage of students who feel they are becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	76	63	64	56	63
<b>School Survey Students 7-9:</b> Percentage of students who feel they are becoming better at taking social risks (doing something outside their comfort zone such as initiating discussion with someone they don't usually associate).	58	57	57	50	46
<b>Survey Students 4-6:</b> Percentage of students who feel they have opportunities to take on a leadership role if they want one (eg. lead a club; provide an activity for others; take a leadership option; choose leadership as an IPP goal, speak in front of others, etc.).	59	51	56	56	54
<b>Survey Students 4-6:</b> Percentage of students who feel that their school provides opportunities for them to interact with and get to know students other than those with whom I usually associate (eg. play, hang out, interact with).	81	73	77	75	74
<b>Survey Students 4-6:</b> Percentage of students who feel they are becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	68	67	60	66	61
<b>Survey Students 4-6:</b> Percentage of students who feel comfortable doing something outside their comfort zone such as initiating discussion with someone they don't usually associate).	67	56	57	61	52
Within classrooms, opportunities to take social risks do present themselves. Activities like Independent Studies and Project Based Learning continue to provide students with leadership experiences . Opportunities to participate in extracurricular activities (including after school and lunch hour clubs)					

continues to be a strategy in the 2024-2027 Education Plan.

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

Outcome 1: Students will develop independence, self- direction and self-discipline in learning.					
Measures: Annual Board Survey	Results (in percentages)				
	2019	2020	2022	2023	2024
<b>School Survey Parents:</b> Percentage of parents who agree that their child finds Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest him/her.	61	61	54	51	71
<b>School Survey Parents:</b> Percentage of parents who agree the school is helping their child develop skills to become more independent and self-directed in his/her learning.	76	91	89	74	88
<b>School Survey Parents:</b> Percentage of parents who agree that their child is able to apply independence and self-direction in his/her learning to his/her studies in an effective manner.	70	79	79	66	76
<b>School Survey Parents:</b> Percentage of parents who agree that their child is becoming better able to self-regulate (better able to recognize their emotional state and control it.)	77	79	84	75	84
<b>School Survey Parents:</b> Percentage of parents who agree that their child is able to deal with disappointment or failure in a positive way (eg. trying something new, not giving up, accepting an unexpected event or result).	62	67	79	76	67
<b>School Survey Students 7-9:</b> Percentage of students who agree that Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest them.	55	42	42	36	36
<b>School Survey Students 7-9:</b> Percentage of students who agree that the school is helping them develop skills to become more independent and self-directed in their learning.	80	72	76	52	63
<b>School Survey Students 7-9:</b> Percentage of students who agree that they are able to apply the skills of being more independent and self-directed to their studies in an effective manner.	86	75	76	56	58

<b>School Survey Students 7-9:</b> Percentage of students who agree that they are better able to self-regulate (better able to recognize my emotional state and control it).	73	72	66	65	59
<b>School Survey Students 7-9:</b> Percentage of students who agree that they are better able to deal with disappointment or failure in a positive way (eg. trying something new, not giving up, accepting an unexpected event or result).	66	66	60	45	60
<b>School Survey Students 4-6:</b> Percentage of students who agree that Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest them.	75	77	61	58	58
<b>School Survey Students 4-6:</b> Percentage of students who agree that the school is helping them develop skills to become more independent and self-directed in their learning.	80	79	83	83	70
<b>School Survey Students 4-6:</b> Percentage of students who agree that they are able to apply the skills of being more independent and self-directed to their studies in an effective manner.	87	77	75	75	76
<b>School Survey Students 4-6:</b> Percentage of students who agree that they are better able to self-regulate (better able to recognize my emotional state and control it).	72	72	64	64	66
<b>School Survey Students 4-6:</b> Percentage of students who agree that they are better able to deal with disappointment or failure in a positive way (eg. trying something new, not giving up, accepting an unexpected event or result).	70	65	65	65	67
<p>The emotional well-being of students is vital to their academic success. The greater degree to which the students' emotional needs are addressed and met, the greater the likelihood that this outcome (develop independence, self-direction and self-discipline in learning) will be met.</p> <p>It is for that reason that the 2024-2027 Education Plan has strategies such as the following:</p> <ul style="list-style-type: none"> <li>• continued emphasis on developing executive functioning skills( time management skills; improve accountability and responsibility; organization/prioritizing)</li> <li>• continuing to address resilience: (learning to fail; being able to deal with stressful and ambiguous situations)</li> <li>• understanding giftedness to understand oneself better</li> </ul> <p>Continued exploration on ways to make Independent Study (Investigations in Junior High) more engaging is included in the 2024-2027 Education Plan. Strategies to make this more engaging for students will continue to be explored in the 2024-2025 school year.</p>					

Outcome 2: Students will become creative risk takers emotionally.					
Measures: Annual Board Survey	Results				
	2019	2020	2022	2023	2024
<b>School Survey Parents:</b> Percentage of parents who agree that their child is able to identify his/her emotions when they feel them.	84	82	91	82	88
<b>School Survey Parents:</b> Percentage of parents who agree their child is able to express himself/herself in appropriate ways while feeling different emotions.	71	71	74	77	73
<b>School Survey Parents:</b> Percentage of parents who agree their child wants to try again even when things don't go as hoped.	61	68	77	72	65
<b>School Survey Parents:</b> My child understands it is ok to make a mistake.	84	77	83	77	84
<b>School Survey Parents:</b> Percentage of parents who agree they are satisfied with the ways in which the school recognizes their child's learning accomplishments.	77	79	84	68	78
<b>School Survey Students 7-9:</b> Percentage of students who agree that they are able to identify their emotions when they feel them.	83	73	74	72	68
<b>School Survey Students 7-9:</b> Percentage of students who agree that they are able to express themselves in appropriate ways while feeling different emotions.	79	72	65	65	68
<b>School Survey Students 7-9:</b> Percentage of students who agree that they want to try again even when things don't go as hoped.	76	59	59	47	53
<b>School Survey Students 7-9:</b> Percentage of students who agree that the school helps them understand that it is ok to make a mistake.	65	71	56	52	53
<b>School Survey Students 7-9:</b> Percentage of students who agree that they are satisfied with the ways in which the school	74	72	63	48	57

recognizes their learning accomplishments.					
<b>School Survey Students 4-6:</b> Percentage of students who agree that they are able to identify their emotions when they feel them.	79	81	71	72	73
<b>School Survey Students 4-6:</b> Percentage of students who agree that they are able to express themselves in appropriate ways while feeling different emotions.	72	66	59	69	67
<b>School Survey Students 4-6:</b> Percentage of students who agree that they want to try again even when things don't go as hoped.	78	69	62	71	68
<b>School Survey Students 4-6:</b> Percentage of students who agree that the school helps them understand that it is ok to make a mistake.	79	71	75	80	77
<b>School Survey Students 4-6:</b> Percentage of students who agree that they are satisfied with the ways in which the school recognizes their learning accomplishments.	73	72	66	70	64
The data suggests that counselling and classroom supports contribute to our students' social-emotional well-being. Ongoing strategies to address resilience and flexible thinking (learning to fail; being able to deal with stressful and ambiguous situations) are being explored, specifically within the gifted population.					

## Student Growth and Achievement

### Provincial Achievement Results By Course and Grade

The Fall 2024 PATs and Diploma Examination results included in the updated are embargoed until further notice. These will be included once the Embargo is lifted.

### Early Years Assessments

Students completed the Lens and CC3 literacy assessments and the CAT4 for numeracy as required by Alberta Education. We had one student in the at-risk category for the CC3 and intervention strategies were utilized.

### Citizenship

Measure AEAM		Current Result	Previous Year Result	Previous Three Year Average*
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Overall	81.6	81.0	81.5
	Parent	86.8	89.3	
	Student	64.8	66.9	
	Teacher	93.2	86.7	
Education around active citizenship within a school community will be included in the Education Plan. Opportunities to participate in activities outside the classroom have increased and will continue to foster active citizenship.				

\*3 year averages were not included in the AEAM results for individual groups.

### Student Learning Engagement

Measure (AEAM)		Current Result	Previous Year Result	Previous Three Year Average*
Percentage of teachers, parents and students who agree that students are engaged in their learning at school.	Overall	80.9	85.2	83.6
	Parent	90.3	91.0	
	Student	61.1	64.5	
	Teacher	91.1	100.0	



Strategies to increase student engagement continue to be a priority in the 2024-2026 Three Year Education Plan. Information gathering through stakeholder forums and student focus groups will help to determine steps moving forward to increase student engagement.

Data gathered through the Annual Board Survey presented above also indicates areas where engagement can be improved including fostering creativity and innovation. The 2024-2026 Three Year Education Plan includes strategies to address this including cross-grade learning activities; increased use of visible thinking routines and inquiry based learning projects; as well as the creation of additional spaces for technology and creative learning such as a maker-space and outdoor classroom.

\*3 year averages were not included in the AEAM results for individual groups.

## Teaching and Leading

Measure (AEAM)		Current Result	Previous Year Result	Previous Three Year Average
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	Overall	87.8	90.6	89.9
	Parent	90.3	91.4	
	Student	61.1	85.9	
	Teacher	91.1	94.4	

\*3 year averages were not included in the AEAM results for individual groups.

Annual Board Survey Measure	Current Result	Previous Year Result	Three Year Average
Percentage of parents satisfied with the communication about students' progress.	73	69	74.3
Percentage of parents satisfied that concerns are dealt with effectively and efficiently at the school.	88	70	80.6
Percentage of parents satisfied with the leadership provided by the administration team.	93	80	86.3
Percentage of parents satisfied with the leadership provided by the Board.	80	65	77.7
Continued focus on communication to parents/caregivers is included in the 2024-2026 Education Plan.			

As per the Teacher Growth, Supervision, and Evaluation Policy and associated administrative procedures, all teachers in their first year at NHS with probationary contracts and those teachers who are transitioning from interim to permanent certification are given formal evaluations. Teachers on continuing contracts and with permanent certification are observed as well and given feedback and, when necessary, support in areas of instruction and assessment.

Staff submit and provide professional growth plans annually. Their personal growth goals are supported with professional development funds provided by the school as per the Collective Agreement.

Helping staff gain an increased awareness and understanding of First Nation, Metis, and Inuit (FNMI) remains a priority. A portion of each monthly staff meeting is set aside for FNMI whole-staff learning.

## Learning Supports

Measure (AEAM)		Current Result	Previous Year Result	Previous Three Year Average
The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.	Overall	86.8	84.1	85.4
	Parent	93.6	93	
	Student	73.6	73.4	
	Teacher	93.1	85.7	
The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.	Overall	80.9	86.7	78.7
	Parent	82.6	87.5	
	Student	73.6	72.7	
	Teacher	86.5	100	

\*3 year averages were not included in the AEAM results for individual groups.

Annual Board Survey Measure	Current Result	Previous Year Result	Three Year Average
Percentage of parents who agree that the school is proactive in promoting positive student behavior.	98	78	87.7
The adjustments made to the SLS funding model allowed us to access additional support through an outside			

contracted psychological service provider. This program will continue into the 2024-2025 school year and will provide much-needed mental health support.

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

Governance

Measure (AEAM)		Current Result	Previous Year Result	Previous Three Year Average
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	Overall	86.5	90.9	84.7
	Parent	78.4	81.7	
	Teacher	94.7	100.0	
Parent engagement and communication strategies continue to be included in the Education Plan. Communication protocols were implemented in the 2023-2024 school year. These will continue, and new communication channels are being utilized to ensure families have the opportunity to provide feedback and input into their child's education.				

\*3 year averages were not included in the AEAM results for individual groups.

Budget-Actual Comparison

BUDGET: Revenue
Expenses
Variance
ACTUAL: Revenue
Expenses
Variance
Explanation:

## Summary of Financial Results

## Stakeholder Engagement

The annual stakeholder forum is held each year in late January or early February. The committee consisting of at least one board member and the principal determine the forum topics that are needed to address areas that the school requires or needs parent input. As an example, this past year the topic areas were around conflict resolution and High School Planning

Specific points within the AEP and AERR where stakeholder input is solicited is numerous.

## Accountability/Assurance

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

As identified in policy, the framework includes parent membership on board committees, board surveys of parents, providing stakeholders with the opportunity to participate in school, based decision making through annual stakeholder forums, participation in issue discussions, parent participation in monthly board meetings as a few examples.

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

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

## Whistleblower Protection

There were no disclosures made in the 2023-2024 school year.

## Local and Societal Contexts

New Horizons School is a public charter school serving 441 students from Kindergarten through Grade 9. Located in Sherwood Park, just minutes east of the City of Edmonton, the school serves students primarily from Sherwood Park and rural Strathcona County, although a growing number of students commute from other communities throughout the Greater Edmonton area.

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

on providing our students with an environment that supports their unique intellectual, social and emotional needs.

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

The Society operates under the terms of a charter, or agreement, with the Minister of Education for the Province of Alberta. Since its first year, New Horizons School has been on a path of continued growth. In 1995, its first year of operation, New Horizons School had a population of 79 students. In the 25+ years since that time, our school has grown by 362 students and currently serves the needs of 441 gifted learners.

## Board of Directors – Work Plan for 2024-25

### September

- ☒ Adopt Board Work Plan for 2024-25
- ☒ Set date for October Board meeting
- ☒ Receive report on provincial achievement test results (closed meeting), deferred to October
- ☒ Technology Update

### October

- ☐ Complete Board Organizational Actions
  - ☒ - Conduct Special General Meeting; hold Board elections
  - ☒ - Elect Board executive officers (must be within one week of SGM)
  - ☒ - Select members for Board standing committees
  - ☒ - Set dates for Board meetings (motion required)
  - ☐ - Notify Service Alberta of change in executive officers
  - ☐ - Identify Board signing authorities
  - ☒ - Sign Board Member Code of Conduct – Policy #101
- ☐ Receive Alberta Education Assurance Measures (AEAMS) Report
- ☐ Attend TAAPCS Annual General Meeting
- ☐ Receive enrolment report for September 30, 2024
- ☐ Conduct initial orientation session for new Board members
- ☒ Set date for NHCS Society Annual General Meeting
- ☐ Receive report on provincial achievement test results (closed meeting), deferred from September

### November

- ☐ Conduct AGM of NHCS Society
- ☐ Approve revised budget for 2024-25
- ☐ Approve Annual Education Results Report 2023-24
- ☐ Approve audited financial statement year ending Aug 31, 2024
- ☐ Receive Report #1 from School Council
- ☐ Determine priorities, possible date for Stakeholder Forum

### December

- ☐ Set date for March Board Planning Retreat
- ☐ Receive Counsellor's Report #1
- ☐ Review Draft Stakeholder Forum Agenda
- ☐ Review Charter Revisions

### January

- ☐ Receive Quarterly Financial Report for Sep - Nov 2024
- ☐ Review Policy 210 and associated Student Code of Conduct
- ☐ Approve school calendar for 2025-26 in principle
- ☐ Host Stakeholder Forum, gather input on possible Education Plan priorities
- ☐ Prepare breakfast for school staff

<b>February</b>	<input type="checkbox"/> Provide final approval of school calendar for 2025-26 <input type="checkbox"/> Receive mid-year progress report on Three-Year Education Plan 2025-28 <input type="checkbox"/> Technology Update
<b>March</b>	<input type="checkbox"/> Host Board Retreat – Identify priorities for upcoming Education Plan <input type="checkbox"/> Approve Three-Year Capital Plan for 2026-27 to 2028-29 <input type="checkbox"/> Administer Board-developed Stakeholder Survey
<b>April</b>	<input type="checkbox"/> Receive Quarterly Financial Report for Dec 2024 – Feb 2025 <input type="checkbox"/> Review school fees for 2025-26 <input type="checkbox"/> Superintendent Evaluation
<b>May</b>	<input type="checkbox"/> Provide approval to Education Plan 2024-25 to 2025-26 <input type="checkbox"/> Attend TAAPCS Spring General Meeting <input type="checkbox"/> Approve budget for 2025-26, May 31 submission deadline <input type="checkbox"/> Receive Board-developed stakeholder survey results <input type="checkbox"/> Consider salary adjustment for support staff, senior administration <input type="checkbox"/> Receive report from FANHS <input type="checkbox"/> Receive Counsellor's Report #2 <input type="checkbox"/> Superintendent Evaluation Approval <input type="checkbox"/> Confirm Policy Alignment with Administrative Procedures (from superintendent)
<b>June</b>	<input type="checkbox"/> Assess Board Work Plan progress for 2024-25 <input type="checkbox"/> Receive Quarterly Financial Report for March – May 2025 <input type="checkbox"/> Schedule SGM of NHCS Society (requires 21 days' notice; must be on or before Oct 10) <input type="checkbox"/> Schedule September 2025 Board meeting <input type="checkbox"/> Set date for summer Board 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>- County Council</li> <li>- MLAs</li> </ul>