

New Horizons Charter School Society Board Meeting

November 27, 2024



**NEW HORIZONS CHARTER SCHOOL SOCIETY
BOARD OF DIRECTORS' MEETING
NOVEMBER 27, 2024
AGENDA**

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

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|--|--|----------------------|----------|
| 1. | Call to Order | A. Asquini | 7:30* pm |
| 2. | Statement of Territorial Acknowledgment | A. Asquini | 7:31 pm |
| <p><i>The Board of Directors of the New Horizons Charter School Society respectfully acknowledges that the land on which we meet is Treaty 6 territory, a traditional home, gathering place, a travelling route for diverse Indigenous Peoples, including Cree, Saulteaux, Blackfoot, Nakota, Sioux, as well as the homeland of the Métis Nation. We recognize our responsibility as Treaty members and honour the heritage and gifts of the First Peoples of this land.</i></p> | | | |
| 3. | Adoption of Agenda | A. Asquini | 7:32 pm |
| 4. | Disclosure of Conflict of Interest | A. Asquini | 7:33 pm |
| 5. | Approval of Minutes | A. Asquini | 7:35 pm |
| | 5.1 October 30, 2024 - attachment | | |
| 6. | School Council Report | E. Macve | 7:37 pm |
| 7. | Administration Reports | | 7:50 pm |
| | 7.1 Principal's Report - attachment | L. Vigfusson | |
| | 7.2 Secretary Treasurer's Report - attachment | P. Dundas | |
| | 7.3 Superintendent's Report - attachment | T. Moghrabi | |
| 8. | Board Reports | | 8:20 pm |
| | 8.1 Board Chair's Report | A. Asquini | |
| | 8.2 Other Committee Reports | A. Asquini | |
| | 8.2.1 Finance and Audit Committee | T. Panas | |
| | 8.2.2 Policy Guidelines and Bylaws Committee | A. Koziak | |
| | 8.2.3 Survey Committee | T. Panas / P. Kakkan | |
| | 8.2.4 Public Relations Committee | A. Asquini | |

8.2.5	Personnel Committee	K. Derkson	
8.2.6	High School Ad Hoc Committee	A. Asquini	
8.2.7	Board Activities		
9.	New Business		8:45 pm
9.1	2023-24 Audited Financial Statement - motion required	P. Dundas	
9.2	Fall Budget Update - attachment, motion required	P. Dundas	
9.3	Annual Education Results Report (AERR) 2023-24 - attachment, motion required	L. Vigfusson	
9.4	NHS Stakeholder Forum - attachment	T. Moghrabi	
9.5	Bill 20, Article 21.1 - attachment	T. Moghrabi	
10.	Board Work Plan	A. Asquini	9:15pm
11.	The Association of Alberta Public Charter Schools	A. Koziak	9:18pm
12.	Receipt of Reports	A. Asquini	9:25 pm
13.	Correspondence Sent	A. Asquini	9:25 pm
	● Letter to Minister Glubish		
14.	Correspondence Received	A. Asquini	9:25 pm
	● EDC Minister - Bill 27: Education Amendment Act, 2024		
15.	In Camera	A. Asquini	9:30 pm
15.1	Motion to Move In Camera		
15.2	Motion to Move Out of Camera		
15.3	Business Arising from In Camera		
16.	Adjournment	A. Asquini	9:40 pm

Next Board Meeting – Wednesday, December 18, 2024

NEW HORIZONS CHARTER SCHOOL SOCIETY
MINUTES

Type of Meeting: Board	Date: October 30, 2024	Initials: Chair
Approved: DRAFT	Recorded By: A. DeJong	Secretary

October 30, 2024, 7:00 p.m.

Board Members Present at Call to Order:

Adam Asquini CHAIR	Trevor Panas (virtual) TREASURER	Adam Koziak SECRETARY
Andrea Andrews DIRECTOR	Paul Jackson DIRECTOR	Praveen Kakkan DIRECTOR

Board Members Joining During the Meeting:

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Board Members Absent:

Kristie Derkson VICE CHAIR		
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Administration Present at Call to Order:

Terry Moghrabi SUPERINTENDENT	Patti Dundas SECRETARY-TREASURER	Lori Vigfusson (virtual) PRINCIPAL
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1. Call to Order

Chair Asquini called the meeting to order at 7:02 p.m. and made opening remarks.

2. Statement of Territorial Acknowledgment

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

NEW HORIZONS CHARTER SCHOOL SOCIETY
MINUTES

Type of Meeting: Board	Date: October 30, 2024	Initials:	Chair
Approved: DRAFT	Recorded By: A. DeJong		Secretary

3. Adoption of Agenda

<i>Motion 2024-10-30-01</i>	<p><i>Moved that the agenda for the Board Meeting of October 30, 2024 be adopted as amended.</i></p> <p><i>Moved: Director Jackson</i> <i>Seconded: Director Kakkan</i> <i>Carried</i></p>
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4. Disclosure of Conflict of Interest

Chair Asquini and Board Treasurer Panas have spouses at the school; based on the agenda, no conflict is anticipated. No other conflicts of interest were cited.

5. Approval of Minutes

5.1 Minutes of October 9, 2024

<i>Motion 2024-10-30-02</i>	<p><i>Moved that the Board Meeting minutes of October 9, 2024 be approved as presented.</i></p> <p><i>Moved: Director Koziak</i> <i>Seconded: Director Andrews</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, which included Read-In Week, Parent-Teacher Interviews, Pre-Service Teachers, Provincial Achievement Test Results, and Powerschool Update, as included in the meeting package. She further indicated that the school has been in communication with parents regarding accepted and proper student use of social media. Discussion followed.

6.2 Secretary-Treasurer's Report

Secretary-Treasurer Dundas summarized her written report, which included the financial audit, meeting with Strathcona County, facilities, and school fee waiver form, as included in the agenda package. Discussion followed.

NEW HORIZONS CHARTER SCHOOL SOCIETY
MINUTES

Type of Meeting: Board	Date: October 30, 2024	Initials:	Chair
Approved: DRAFT	Recorded By: A. DeJong		Secretary

6.3 Superintendent's Report

Superintendent Moghrabi summarized his written report, which included EIPS calendar review, value scope updates, Alberta Education updates, TAAPCS and CASS, Minister Visit, and the NAGC Annual Convention, as included in the meeting package. Discussion followed.

7. Board Reports

8.1 Board Chair's Report

Chair Asquini indicated that he, along with Board Secretary Koziak and Director Jackson, participated in the ministerial school visit at the school on October 25, 2024. Minister Glubish attended and participated in a tour of the school and a conversation with the Directors and school administration. Minister Glubish very supportive of the school and future plans. Value scope information will be shared with his office and he has indicated that he will support the advancement of the value scope process and expansion plans where able.

Action Item: Superintendent Moghrabi will draft a thank you letter to Minister Glubish regarding his visit.

8.2 Committee Reports

8.2.1 Finance and Audit Committee

Director Panas indicated that the committee will be meeting on November 20, 2024 to review the financial audit. There are spaces available on the committee for community members to join and participate.

8.2.2 Policy Guidelines and Bylaws Committee

The committee has not met. The general consensus is to have Superintendent Moghrabi identify and prioritize policies urgently needing revision. Superintendent Moghrabi will work with the committee to initiate edits on selected policies.

8.2.3 Survey Committee

No report.

8.2.4 Public Relations Committee

No report.

8.2.5 Personnel Committee

No report.

NEW HORIZONS CHARTER SCHOOL SOCIETY
MINUTES

Type of Meeting: Board	Date: October 30, 2024	Initials: Chair	
Approved: DRAFT	Recorded By: A. DeJong	Secretary	

8.2.6 High School Ad Hoc Committee

Chair Asquini has created a terms of reference document that will be shared with directors by email. The committee will meet soon to discuss expansion further.

8.2.7 Board Activities

No report.

8. New Business

8.1 Signing Authorities

Secretary-Treasurer Dundas indicated that a formal motion is needed to update the signing authorities with the Royal Bank, as previously discussed at the October 9, 2024 meeting.

<i>Motion 2024-10-30-03</i>	<p><i>Moved that the following individuals serve as signing authorities for the New Horizons Charter School Society:</i></p> <ul style="list-style-type: none"> ● <i>Adam Asquini, Board Chair</i> ● <i>Trevor Panas, Board Treasurer</i> ● <i>Terry Moghrabi, Superintendent</i> ● <i>Patti Dundas, Secretary-Treasurer</i> ● <i>Lori Vigfusson, Principal</i> <p><i>Moved: Director Jackson</i> <i>Seconded: Director Kakkan</i> <i>Carried</i></p>
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8.2 Standing Committee Membership

Superintendent Moghrabi shared the updated committee member list and indicated that to date no additional parents have volunteered to join open committees. There are still spaces available if society members would like to participate in eligible committees.

<i>Motion 2024-10-30-04</i>	<p><i>Moved that Director Panas be appointed by acclamation as Board Treasurer.</i></p> <p><i>Moved: Director Koziak</i> <i>Seconded: Director Jackson</i> <i>Carried</i></p>
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NEW HORIZONS CHARTER SCHOOL SOCIETY
MINUTES

Type of Meeting: Board	Date: October 30, 2024	Initials:	Chair
Approved: DRAFT	Recorded By: A. DeJong		Secretary

8.3 Enrollment Report for September 30, 2024

Secretary-Treasurer Dundas provided an overview of Alberta Education's weighted moving average (WMA) funding formula. She indicated that as of September 30, 2024, actual enrollment for 2024-25 is 441 students, slightly less than anticipated, as included in the meeting package. Discussion followed.

8.4 Alberta Education Assurance Measures (AEAMS) Report

Principal Vigfusson provided a summary of the Annual Education Results Report (AERR) for 2023-24, as included in the meeting package. Discussion followed. Directors are invited to forward questions to Principal Vigfusson for further discussion at a future meeting, prior to approval of the AERR.

8.5 Provincial Achievement Tests Results Report

Principal Vigfusson indicated that the Provincial Achievement Tests Results for 2023-24 have been embargoed by Alberta Education and cannot be shared at this time. They will be shared at a future meeting once the embargo is lifted.

9. Board Work Plan

The Board reviewed the Work Plan for 2024-25, as included in the meeting package.

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

Director Koziak indicated that there is no report at this time but that the AGM is scheduled for November 2, 2024 in Calgary.

11. Receipt of Reports

<i>Motion 2024-10-30-05</i>	<i>Moved that all reports be received as presented during the meeting.</i>
	<i>Moved: Director Kakkan Seconded: Director Jackson Carried</i>

12. Correspondence Sent

- None.

13. Correspondence Received

- None.

NEW HORIZONS CHARTER SCHOOL SOCIETY
MINUTES

Type of Meeting: Board	Date: October 30, 2024	Initials:	Chair
Approved: DRAFT	Recorded By: A. DeJong		Secretary

14. In Camera

14.1 Motion to Move In Camera

<i>Motion 2024-10-30-06</i>	<i>Moved that the meeting move in camera at 8:26 p.m.</i> <i>Moved: Director Koziak</i> <i>Seconded: Director Andrews</i> <i>Carried</i>
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14.2 Motion to Move Out of Camera:

<i>Motion 2024-10-30-07</i>	<i>Moved that the meeting move out of camera at 8:50 p.m.</i> <i>Moved: Director Koziak</i> <i>Seconded: Director Jackson</i> <i>Carried</i>
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14.3 Matters Arising from In Camera Meeting

None.

15. Adjournment

Chair Asquini adjourned the meeting at 8:50 p.m.

Next Board Meeting: Wednesday, November 27, immediately following the AGM.



Lori Vigfusson

Principal

Email: lvigfusson@newhorizons.ca

MEMORANDUM

Date: November 27,2024

To: Board of Directors

From: Lori Vigfusson, Principal

Re: Principal's Report-November 2024

Information and Highlights:

Report Cards:

Report Cards will go out December 6, 2024. These will be developed through the Powerschool Student Information System and sent digitally either through the parent portal or email.

NAGC Conference:

Vice Principal Watson and I attended the National Association of Gifted Children Conference in Seattle last week and will present to the board on the highlights of our learning at the December Board Meeting.

Remembrance Day Ceremony:

On November 8th we held our Remembrance Day Ceremony. Aviator Sarah Giberson spoke to the students about the role of the Canadian Armed Forces throughout the world. Families were invited to attend.

Artist in residence:

Local singer-songwriter, Mallory Chipman has been in the last couple of weeks working with students in Kindergarten to Grade 6 as well as our Band and choirs on some original songs. These will be performed in concert on November 29th. This program was made possible by a successful grant application to the ALberta Foundation for the Arts. Thanks go to School Council and FANHS for their support in this grant application as well as the additional funding to support this program.

Lori Vigfusson



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

MEMORANDUM

November 27, 2024

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

Technology

Our new technology-contracted staff has been on top of school issues. We have asked them to create an evergreening technology plan with input from the administration and central office. They will also provide examples of new technology such as smart technology for our classrooms so educated decisions can be made regarding the implementation. This could also provide options for future boardroom delivery.

Software

We have purchased a program that allows the administration to create and edit report cards in Powerschool, which cost an additional \$1,600.00. Competitive software with similar features were reviewed as well.

Maintenance

As our school grows and ages, we have more maintenance issues. Our Facilities Manager has been completing maintenance requests from staff and administration, so we have had to increase our hours for maintenance work. We meet monthly to review issues and concerns. We have modified our tracking system for maintenance to provide data to the Board.

Capital Planning Meeting

The Superintendent and I attended a Capital Planning Workshop with Alberta Education's Capital Planning sector on November 15, 2024, from 9:00 a.m. to 3:35 p.m. to discuss the recently announced Charter School Accelerator Pilot Program and the Capital Plan process.

The morning consisted of information regarding project proposal requirements, and the afternoon provided an opportunity to discuss questions/concerns with each department. I was also able to sit one-on-one with our Capital Planning representative to discuss our specific proposal requirements. This was a very beneficial and positive day. After input from our meeting, they are proposing a new submission template. Despite our completed application, we will re-submit on this new template.

Transportation/Calendar Revisions

On November 21, 2024, the Superintendent and I met with Elk Island Public Schools to discuss the possibility of bussing changes as they contemplate a calendar change for the 2025-26 school year. We will receive further information once more concrete decisions have been made.

Audit

Our audit has been completed. The Finance/Audit Committee met last week with the auditors to review the audit. Documentation will be signed at this meeting as it must be submitted to Alberta Education by November 30, 2024. We need to courier this due to the postal strike.

Bill 13

The *Real Property Governance Act, 2024* (formerly Bill 13) helps modernize how government manages public property to improve accountability and transparency.

The *Real Property Governance Act* ensures consistent handling of public property sales across the government. It also mandates that departments and consolidated entities offer the transfer of public property to Infrastructure prior to sale.

This will impact our transfer of New Horizons School from Elk Island Catholic as they must release the school to Alberta Infrastructure first and then sell it to us.

Recommendations:

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

Patti Dundas

Patti Dundas
Secretary-Treasurer

MEMORANDUM

Date: November 27, 2024
To: Board of Directors
From: Terry Moghrabi- Superintendent
Re: Superintendent Report

Capital Planning Workshop Summary and Recommendations

On November 15th, the Secretary-Treasurer and I attended the Capital Planning Workshop hosted by Alberta Infrastructure at the Queen Elizabeth Building on the Legislature Grounds. This full-day workshop provided an opportunity for Charter School Authorities to engage in discussions and gain insights into the Charter School Accelerator Pilot Program. The session, facilitated by Capital Planning staff, focused on the project proposal template and requirements for capital planning submissions.

Our school has already submitted a capital request and is nearing completion of the required documentation. While we may not need to adhere strictly to the new template format, we have opted to submit a draft version using the updated template. This additional submission serves as a precautionary measure to ensure our proposal is reviewed under both formats, thus reinforcing our commitment to meeting all provincial requirements.

Further updates regarding the rubric used by the province to evaluate submissions through the Treasury Board will be presented under New Business.

Recommendations for Further Action:

1. Continue monitoring updates from Alberta Infrastructure to ensure alignment with any evolving requirements.
2. Review and finalize the draft template submission to maintain our proactive stance and enhance the strength of our case.

CASS Absence and Future Professional Development

Following the TAAPCS AGM in Calgary, the Fall CASS Conference took place several days later. Unfortunately, I was unable to attend this year's conference, which resulted in missing the opportunity to earn the Continuing Education Program (CEP) credits provided through the sessions at the event.

I am making the board aware that additional time will be needed to complete alternative courses or sessions to stay on track with the required CEP credits. Notably, TAAPCS is exploring initiatives to establish Communities of Practice, which may qualify for CEP credits in the future. CASS Connection magazines will be shared in person at the board meetings.

Recommendations for Further Action:

1. Monitor TAAPCS's progress on developing Communities of Practice to assess their eligibility for CEP credit accreditation.
2. Maintain proactive communication with CASS to stay informed about upcoming conferences or sessions that can help fulfill CEP requirements. Investigate and enroll in alternative professional development opportunities to make up for the missed credits.

Correspondence with the Minister and Document Updates

On behalf of the Board of Directors, a formal letter of appreciation was sent to the Minister to thank him for his recent visit and his commitment to supporting New Horizons School through the application process. Due to the postal strike, a subsequent letter was sent via email, and we received confirmation from the Minister's office acknowledging its receipt.

The Minister's efforts to assist our school by fostering connections with the municipality, government agencies, and neighboring school boards are greatly valued. These collaborative efforts are critical to advancing our application and achieving a successful outcome.

Updated documents regarding the site plans were required and are being finalized for submission to the Minister. These updates will ensure the Minister has the most current information to support his continued advocacy on our behalf.

Summary of TAAPCS Annual General Meeting

On November 2nd, Director Koziak and I attended the TAAPCS Annual General Meeting (AGM) held at the new Charter Hub Building in Calgary. Before the meeting, we participated in several charter school facility tours, including STEM Innovation Academy Junior High, Calgary Girls Charter School, Connect Charter School, and Alberta Classical Currie. These visits provided valuable insights into how facilities can effectively support the mandates and philosophies of charter education.

In addition to the tours, we attended presentations by newly established charters, such as Footprints for Learning Charter Academy and WISE Charter School. During the Charter Hub tour, we engaged with representatives from newly added charter authorities, including Al-Madina Charter, STEM Innovation Academy, and STEM Collegiate (*A new proposed 20 million-dollar gymnasium was announced at the meeting*). These interactions and networking opportunities with fellow superintendents, board members, and secretary-treasurers proved invaluable in sharing best practices, exploring potential capital partnerships, and gaining insights into effective capital request submissions.

The AGM's primary focus was to establish priorities for the upcoming school year and to elect a new executive team. We extend our congratulations to Director Koziak, who was elected as the Vice Chair of the TAAPCS Executive.

Recommendations for Further Action:

1. Continue fostering connections with other charter authorities to exchange knowledge and collaborate on shared challenges, particularly in capital planning and partnership development.
2. Support Director Koziak in his new role as Vice Chair to strengthen our school's voice and presence within TAAPCS.

Alberta Education summary of legislative recommendations and Proposed

Bill 27: Education Amendment Act, 2024- On October 31, 2024, Bill 27: Education Amendment Act, 2024, was introduced in the Legislative Assembly. The Bill includes amendments to the Education Act that would, if passed:

- help students, families and teachers navigate complex conversations and make informed decisions, as well as improve transparency related to gender identity, sexual orientation, and human sexuality topics in schools; and
- respond to recommendations from the Public Health Emergencies Governance Review Panel.

Bill 27 would also introduce changes to support information sharing with families and establish clear expectations for continuity of education during emergencies. If passed, the proposed legislative changes would:

- highlight government's views on the importance of education, the right to education for students during emergencies, and the prioritization of maintaining access to in-person learning during emergencies;
- establish a new right to education for Alberta students during a public health emergency, state of emergency and other types of emergencies determined by the Minister; and
- require school authorities to obtain parental consent for non-routine individual health measures applicable to their child (under 16 years of age) during an emergency. Students aged 16 and older may provide their own consent, however parental notification would be required.

Fairness and Safety in Sport

Bill 29, the Fairness and Safety in Sport Act was also introduced by the Minister of Tourism and Sport. More details can be found [here](#).

If passed, Bill 29 would require organizations, including school authorities, offering amateur competitive sport to establish, implement, and maintain policies that would ensure female leagues and divisions are limited to only female-born athletes.

Recommendations and Governance Implications:



Terry Moghrabi



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

MEMORANDUM

November 27, 2024

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

The annual budget is prepared in the spring and then requires adjustment as new revenues and/or expenses become applicable; a summary of the changes for the 2024-25 fiscal year is provided.

There have been revenue and expenditure changes as well as housekeeping revisions. I will provide a verbal update of changes at the Board meeting.

Recommendations:

It is recommended that the Board approve the Budget Update as presented.

Patti Dundas

Patti Dundas
Secretary-Treasurer

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 November 27, 2024.

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
	PAT6: Acceptable	n/a	89.6	89.6	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	58.3	58.3	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	97.1	97.1	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	53.7	53.7	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	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
School Survey Parents: 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
School Survey Parents: 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
School Survey Parents: 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
School Survey Parents: Percentage of parents who agree that their child receives classroom work that is appropriately challenging.	87	87	92	78	82
School Survey Students 7-9: 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.					
School Survey Students 7-9: 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
School Survey Students 7-9: Percent of students who feel they are being appropriately challenged.	77	71	78	67	70
School Survey Students 4-6: 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
School Survey Students 4-6: 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
School Survey Students 4-6: 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
School Survey Parents: 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.					
School Survey Parents: 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
School Survey Parents: Percentage of parents who feel that their child has the opportunity to work with students in other grades.	77	44	56	85	80
School Survey Parents: 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
School Survey Students 7-9: 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
School Survey Students 7-9: 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
School Survey Students 7-9: Percentage of students who feel that they have the opportunity to work with students in other grades.	64	21	50	51	46
School Survey Students 7-9: 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
School Survey Students 4-6: 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
School Survey Students 4-6 : 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..					
School Survey Students 4-6: Percentage of students who feel that they have the opportunity to work with students in other grades.	89	25	45	70	69
School Survey Students 4-6: 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. We continue to offer cross grade options in Jr. High and will explore further ways to engage students cross-grade.					

Outcome 2: Students will become creative risk takers socially.					
Measures: Annual Board Survey	Results				
	2019	2020	2022	2023	2024
School Survey Parents: 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
School Survey Parents: 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
School Survey Parents: 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
School Survey Parents: Percentage of parents who feel that their child is getting better at taking social risks.	70	73	85	70	69

School Survey Students 7-9: 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.)	70	65	63	55	67
School Survey Students 7-9: 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
School Survey Students 7-9: 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
School Survey Students 7-9: 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
Survey Students 4-6: 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
Survey Students 4-6: 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
Survey Students 4-6: 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
Survey Students 4-6: 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. Students also					

have opportunities to start clubs of interest and provide leadership to younger students through our buddy and house team programs.
 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
School Survey Parents: 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
School Survey Parents: 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
School Survey Parents: 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
School Survey Parents: 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
School Survey Parents: 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
School Survey Students 7-9: 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
School Survey Students 7-9: 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

School Survey Students 7-9: 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
School Survey Students 7-9: 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
School Survey Students 7-9: 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
School Survey Students 4-6: 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
School Survey Students 4-6: 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
School Survey Students 4-6: 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
School Survey Students 4-6: 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
School Survey Students 4-6: 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"> ● continued emphasis on developing executive functioning skills(time management skills; improve accountability and responsibility; organization/prioritizing) ● continuing to address resilience: (learning to fail; being able to deal with stressful and ambiguous situations) ● understanding giftedness to understand oneself better 					

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.

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

mistake.					
School Survey Students 7-9: Percentage of students who agree that they are satisfied with the ways in which the school recognizes their learning accomplishments.	74	72	63	48	57
School Survey Students 4-6: Percentage of students who agree that they are able to identify their emotions when they feel them.	79	81	71	72	73
School Survey Students 4-6: Percentage of students who agree that they are able to express themselves in appropriate ways while feeling different emotions.	72	66	59	69	67
School Survey Students 4-6: Percentage of students who agree that they want to try again even when things don't go as hoped.	78	69	62	71	68
School Survey Students 4-6: Percentage of students who agree that the school helps them understand that it is ok to make a mistake.	79	71	75	80	77
School Survey Students 4-6: 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

		New Horizons School				Alberta			
		2024		Prev 3 Year Average		2024		Prev 3 Year Average	
Course	Measure	N		N		N		N	
English Language Arts 6	Acceptable Standard								
	Standard of Excellence								
Mathematics 6	Acceptable Standard								
	Standard of Excellence								
Science 6	Acceptable Standard								
	Standard of Excellence								
Social Studies 6	Acceptable Standard	43	95.6	n/a	n/a	41681	79.2	n/a	n/a
	Standard of Excellence	26	57.8	n/a	n/a	12017	22.8	n/a	n/a
English Language Arts 9	Acceptable Standard	50	100	n/a	n/a	41078	83.8	n/a	n/a
	Standard of Excellence	23	46.0	n/a	n/a	6962	14.2	n/a	n/a
Mathematics 9	Acceptable Standard	50	98	n/a	n/a	30859	62.0	n/a	n/a
	Standard of Excellence	21	41.2	n/a	n/a	8192	16.5	n/a	n/a
Science 9	Acceptable Standard	51	100.0	n/a	n/a	39914	79.2	n/a	n/a
	Standard of Excellence	34	66.7	n/a	n/a	12310	24.4	n/a	n/a
Social Studies 9	Acceptable Standard	50	100.0	n/a	n/a	35780	70.9	n/a	n/a
	Standard of Excellence	31	62.0	n/a	n/a	9323	18.5	n/a	n/a

Our Grade 6 classes implemented new Curriculum in 2023-2024 and were exempt from writing the PAT in Math, Science and Language Arts. PAT results indicate that NHS students continue to demonstrate strong ability in the core subject areas.

Early Years Assessments

Students completed the Lens and CC3 literacy assessments and the CAT4 for numeracy as required by Alberta Education. There were 41 students assessed in Grade 1; 43 students in grade 2 and 46 students in grade 3. We had one student in the at-risk category for the CC3 in grade 1 and intervention strategies were utilized resulting in no at-risk students at the end of the year. Strategies used included small group and one-on-one interventions, as well as direct whole group instruction.

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. Professional development on student engagement is also ongoing.

*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	\$4,887,206
Expenses	\$4,987,674
Variance	(\$100,468)
ACTUAL: Revenue	\$5,067,448
Expenses	\$5,048,716
Variance	\$18,732
Explanation:	
We received an additional \$23,945 for new curriculum implementation funding and an additional WMA adjustment of \$74,388 which increased our revenue. This changed our deficit to a surplus.	

Summary of Financial Results

New Horizons Charter School (NHCS) shares the gymnasium and playground space with Ecole Claudette-Et-Denis-Tardif (ECDT), a francophone school that is situated on the same site.

NHCS shares janitorial, school maintenance, electricity, heating, water and sewer and property repairs with ECSD as well.

<https://newhorizons.ca/nhs-society-board-news-and-information-2/>

Financial information can be obtained through Secretary-Treasurer Patti Dundas.

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 and information from these engagement strategies are shared through the Education Plan, the AERR, at Board Meetings, at school council meetings and through school Newsletters and via email directly to parents.

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.

New Horizons is proud to have a very active and engaged School Council that meets monthly to provide advice share information on the AERR and the Education Plan. Information on these meetings can be found on the school website.

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.



Terry Moghrabi
Superintendent
Phone: 780-212-1158
Email: Tmoghrabi@newhorizons.ca

MEMORANDUM

Date: November 27, 2024
To: Board of Directors
From: Terry Moghrabi- Superintendent
Re: Stakeholder Forum

Background

Traditionally, the Board has hosted a Stakeholder Forum early in the calendar year. These forums bring together representatives from students, parents, staff, and the Board of Directors to engage in meaningful discussions. The topics for discussion are determined by the Board, with corresponding questions developed by the administration.

To facilitate this process, I have included some preliminary ideas for discussion topics below. The Board is encouraged to review and expand upon these ideas, selecting two priorities to be addressed during the forum. A final recommendation on the selected topics will be presented at the December Board meeting. Additionally, the Board will need to finalize the forum date and determine whether to appoint a facilitator for the session.

Proposed Discussion Topics

1. Addressing the evolving curriculum and instructional needs of our diverse learners.
2. Enhancing emotional and social support for students.
3. Strengthening partnerships and communication between the school, parents, and the broader community.
4. Exploring programs to challenge and engage students at higher grade levels, particularly in high school.
5. Developing a strategic vision for New Horizons to further our mission of advancing gifted education.

Other potential topics may be added based on the Board's input.

Key Considerations for Planning

- **Forum Date:** The Stakeholder Forum should be scheduled for January or early February 2025. Last year, the forum was held on Tuesday, February 6, and this date may serve as a useful reference. Please note that other events include the regular Board meeting on January 22 and the Information Night on January 15. An early February date may provide better flexibility for participants.
 - **Facilitation:** Stakeholder forums have traditionally been facilitated by the school administration. However, the Board may opt to appoint Directors as facilitators or engage an external facilitator. If an external facilitator is selected, arrangements should be made promptly. I am available to support facilitation efforts as needed. It is also recommended that Board Chair Asquini deliver opening remarks.
-

Recommendations and Governance Implications

The Stakeholder Forum represents a key opportunity for the Board to engage with stakeholders on initiatives, policies, and strategies that enhance instructional quality and student engagement. Insights gathered during the forum will support continuous improvement and inform the Annual Education Plan as recognized by Alberta Education.

Recommendations:

1. The Board of Directors should finalize the forum date and identify two priority topics for discussion.
2. Early February is recommended as the preferred timeframe for the forum.

Given the typical two-hour duration of the forum, it is advisable to limit the discussion to two focused topics to ensure meaningful engagement.

Please be prepared to discuss these recommendations and provide direction at the December Board meeting.

Sincerely,



Terry Moghrabi



Terry Moghrabi
Superintendent
Phone: 780-212-1158
Email: Tmoghrabi@newhorizons.ca

MEMORANDUM

Date: November 27, 2024
To: Board of Directors
From: Terry Moghrabi, Superintendent
Re: Bill 20, Article 21.1

Background:

Legislative changes affecting municipal council and school board elections introduced by the Alberta Government through Bill 20 Municipal Affairs Statutes Amendment Act, 2024, as well as regulations made under the Local Authorities Election Act (LAEA) related to local political parties, slates and expense limits took effect on October 31, 2024.

Bill 20, Article 21.1 states: *An elected authority, by a bylaw passed prior to December 31 of the year before a year in which a general election is to be held, may require a person seeking to be nominated as a candidate to provide a criminal record check.*

Information and Highlights:

Currently, criminal record checks are not required for members of the Board of Directors, but they are required for all staff members, School Council, FANHS and parent volunteers.

Recommendations and Governance Implications:

The Board may wish to pass a motion requiring criminal record checks for members of the Board of Directors until the bylaws can be revised.

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

Terry Moghrabi

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, deferred to November

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
- Receive report on provincial achievement test results (closed meeting), deferred from September

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

February	<ul style="list-style-type: none"> <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
March	<ul style="list-style-type: none"> <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
April	<ul style="list-style-type: none"> <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
May	<ul style="list-style-type: none"> <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)
June	<ul style="list-style-type: none"> <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
Ongoing	<ul style="list-style-type: none"> <input type="checkbox"/> Consider proposals for new or amended Board policies <input type="checkbox"/> Receive recommendations from Board committees
Annually	<ul style="list-style-type: none"> <input type="checkbox"/> Negotiate collective agreement with ATA (as needed)

As Needed

- Meet with:
- County Council
 - MLAs



Adam Asquini

Board Chair

Phone: 780-416-2353

Email: a_asquini@newhorizons.ca

November 6, 2024

Hon Nate Glubish
Minister of Innovation and Technology
Athabasca Professional Building
#105, 80 Chippewa Road
Sherwood Park, AB T8A 4W6

Dear Minister Glubish

On behalf of the Board of Directors and the administration of New Horizons Charter School, I would like to extend our sincere gratitude for your visit to our school on Friday, October 25th. We greatly appreciate the time you took to meet with us and the opportunity to engage with you directly. Both our board and administration were impressed by your willingness to engage in meaningful dialogue, and we are hopeful for continued collaboration with your office as we work to advance our school's mission and growth.

Thank you also for taking the time before the tour to review our school's unique history and mandate. As we discussed, New Horizons Charter School is the oldest charter school in Alberta. It was founded in 1995 and currently serves 446 students. Our focus is to meet the needs of academically and socially gifted students. With our current enrollment, our facility is at 111% capacity. We are eager to explore future expansion to include high school programming. To achieve this, new infrastructure will be essential within Sherwood Park.

We deeply value your expressed commitment to supporting our expansion project and your willingness to help us advance it. We will also keep you informed about our school's events, fundraising initiatives and other activities in our school community. Additionally, as per our agreement during your visit, we will forward the documentation related to our school expansion to gain a more comprehensive understanding of the project. Superintendent Moghrabi will ensure that this information is provided to you in the coming weeks.

Thank you again for your support and engagement with New Horizons Charter School. We look forward to working together in the future.

Thank you,

A handwritten signature in blue ink, appearing to read "A. Asquini".

Adam Asquini
Board Chair
New Horizons Charter School Society

From: **EDC Minister** <Education.Minister@gov.ab.ca>

Date: Thu, Oct 31, 2024 at 3:58 PM

Subject: Bill 27: Education Amendment Act, 2024 / Projet de loi 27, Education Amendment Act, 2024

To: EDC Minister <Education.Minister@gov.ab.ca>

**To: Board Chairs of Public, Separate, Francophone, and Charter School Authorities
Independent (Private) Schools**

Presidents of Stakeholder Associations

ACSTA (Alberta Catholic School Trustees' Association)

AISCA (Association of Independent Schools & Colleges in Alberta)

ASBA (Alberta School Boards Association)

ASCA (Alberta School Councils' Association)

ATA (Alberta Teachers' Association)

CASS (College of Alberta School Superintendents)

CCSSA (Council of Catholic School Superintendents of Alberta)

FPFA (Fédération des parents francophones de l'Alberta)

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

PSBAA (Public School Boards' Association of Alberta)

TAAPCS (The Association of Alberta Public Charter Schools)

Le texte français suit le texte anglais./French text follows English text.

Subject: Bill 27: Education Amendment Act, 2024

Dear colleagues:

On October 31, 2024, Bill 27: Education Amendment Act, 2024, was introduced in the Legislative Assembly. The Bill includes amendments to the Education Act that would, if passed:

- help students, families and teachers navigate complex conversations and make informed decisions, as well as improve transparency related to gender identity, sexual orientation, and human sexuality topics in schools; and
- respond to recommendations from the Public Health Emergencies Governance Review Panel.

Amendments are focused on improving transparency, resulting in greater consistency for students, parents, and teachers. An overview of the proposed changes, and the dates on which the changes will take effect, is provided below. These changes would apply to all school authorities in Alberta, including public, separate, francophone, charter, and independent (private) schools.

Preserving choice for children and youth in Alberta schools

Alberta's government is committed to ensuring all students, feel safe, supported, and included at school and in our communities. When students feel like they belong, it encourages them to stay in school to learn and succeed. The proposed legislative amendments would provide clarity and promote consistency for students, parents and teachers as a child or youth is navigating their gender identity or sexual orientation.

If passed, the following changes would be implemented:

- For students under 16 years of age, school authorities must obtain parental consent before a new gender-related preferred name or pronoun can be used by teachers, principals, and other school staff. For students aged 16 or 17, parents must be notified, but consent is not required.
 - If parental notification is reasonably expected to result in psychological or emotional harm to the student, or if the student requests assistance, the principal shall ensure the student receives assistance prior to parental notification.
- For subject matter dealing primarily or explicitly with human sexuality, gender identity or sexual orientation, school authorities must notify parents and provide parents the option to

opt-in their child for this instruction. School authorities must establish and implement policies regarding parental notification and opt-in consent, which must include:

- providing notice at least 30 days prior to the instruction or classroom content;
 - providing parents with sufficient information to make an informed decision; and,
 - providing parents the opportunity to opt their child in for all or part of the instruction.
- The Minister of Education will approve learning and teaching resources and third-party presenters for topics dealing primarily and explicitly with gender identity, sexual orientation or human sexuality.

In addition to the legislative amendments, affordable counselling is available to students through Counselling Alberta. Alberta Education will work with school authorities to ensure there are appropriate referral pathways between school-based supports and Counselling Alberta. Counselling Alberta can be reached by visiting their website: [counsellingalberta.com](https://www.counsellingalberta.com).

The proposed amendments to preserve choice for children and youth in Alberta schools would come into effect upon proclamation, which would be anticipated for September 1, 2025.

Education Response to the Public Health Emergencies Governance Review Panel

Bill 27 would also introduce changes to support information sharing with families and establish clear expectations for continuity of education during emergencies.

If passed, the proposed legislative changes would:

- highlight government's views on the importance of education, the right to education for students during emergencies, and the prioritization of maintaining access to in-person learning during emergencies;
- establish a new right to education for Alberta students during a public health emergency, state of emergency and other types of emergencies determined by the Minister; and
- require school authorities to obtain parental consent for non-routine individual health measures applicable to their child (under 16 years of age) during an emergency. Students aged 16 and older may provide their own consent, however parental notification would be required.

Should the legislation pass, further amendments to related regulations would provide school authorities with more clarity and guidance on expectations for learning during emergencies. Changes would require school authorities to develop publicly available policies related to temporary shifts to at-home learning, including:

- options for accommodating students at other facilities, or other accommodations for students who are unable to work from home;
- criteria for deciding to move to solely at-home learning; and
- how learning will continue during the shift.

In response to both the panel's recommendations and stakeholder feedback, the proposed regulatory amendments would also mean that shifts of three or fewer school days to at-home learning would no longer require a Ministerial Order in certain emergencies as defined in regulation.

If the legislation passes and once regulatory amendments are complete, Education would share additional information with your organizations to support implementation. If passed, the legislation and regulatory amendments for education continuity during public health and states of emergencies would be expected to come into force on January 1, 2025, except the sections regarding school authority policies, which would come into effect on September 1, 2025.

You can find additional details in the Alberta government [news release](#) or view the [bill](#). Further information will be shared by my department following the bill's passage.

Fairness and Safety in Sport

Bill 29, the Fairness and Safety in Sport Act was also introduced by the Minister of Tourism and Sport. More details can be found [here](#).

If passed, Bill 29 would require organizations, including school authorities, offering amateur competitive sport to establish, implement, and maintain policies that would ensure female leagues and divisions are limited to only female-born athletes.

Future regulations would establish the required content for these policies, including eligibility requirements and processes for determining whether individual athletes meet those eligibility requirements. If passed, the Bill would also identify reporting requirements, including establishment of new co-ed leagues, if required.

More information will be provided on Bill 29 at a later date to support school boards.

Thank you for your ongoing commitment to student safety and wellness.

Best,

Demetrios Nicolaidis ECA PhD
Minister of Education

cc: Superintendents of Public, Separate, Francophone, and Charter School
Authorities
Executive Directors of Stakeholder Associations
Communications Contacts at School Divisions