

New Horizons Charter School Society Board Meeting

May 21, 2025



NEW HORIZONS CHARTER SCHOOL SOCIETY BOARD OF DIRECTORS' MEETING MAY 21, 2025 AGENDA

Online streaming is available via Google Meet; [click here to join](#).

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|---|------------|---------|
| 1. Call to Order | A. Asquini | 7:00 pm |
| 2. Statement of Territorial Acknowledgment | A. Asquini | 7:01 pm |

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

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| 3. Adoption of Agenda | A. Asquini | 7:02 pm |
| 4. Disclosure of Conflict of Interest | A. Asquini | 7:03 pm |
| 5. Approval of Minutes | A. Asquini | 7:05 pm |
| 5.1 April 16, 2025 - attachment | | |
| 6. FANHS Report | R. Koziak | 7:07 pm |
| 7. Administration Reports | | 7:15 pm |
| 7.1 Principal's Report - attachment | L. Vigfusson | |
| 7.2 Secretary Treasurer's Report - attachment | P. Dundas | |
| 7.3 Superintendent's Report - attachment | T. Moghrabi | |

Board Reports

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| | | 7:40 pm |
| 7.4 Board Chair's Report | A. Asquini | |
| 7.5 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 | |

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| 8.2.6 | High School Ad Hoc Committee | A. Asquini | |
| 8.2.7 | Board Activities | | |
| 9. | New Business | | 8:00 pm |
| 9.1 | Approve Education Plan for 2024-25 to 2025-26
- motion required | L. Vigfusson | |
| 9.2 | Approve 2025-26 Budget - attachment | P. Dundas | |
| 9.3 | Receive Stakeholder Survey Results - attachment | T. Panas / P. Kakkan | |
| 9.4 | Counsellor's Report | L. Vigfusson | |
| 9.5 | Superintendent Evaluation Approval - motion required | A. Asquini | |
| 9.6 | Charter School Insurance - attachment | P. Dundas | |
| 9.7 | Education Amendment Act - attachment | T. Moghrabi | |
| 9.8 | Confirm Policy Alignment with Administrative Procedures | T. Moghrabi | |
| 10. | Board Work Plan | A. Asquini | 8:45pm |
| 11. | The Association of Alberta Public Charter Schools | A. Asquini | 8:48pm |
| 12. | Receipt of Reports | A. Asquini | 8:55 pm |
| 13. | Correspondence Sent | A. Asquini | 8:55 pm |
| | • None | | |
| 14. | Correspondence Received | A. Asquini | 8:55 pm |
| | • EDC Deputy Minister - Funding of Potential Labour Settlements | | |
| | • Real Property Governance Act | | |
| 15. | In Camera | A. Asquini | 9:00 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 | 9:15 pm |

Next Board Meeting – Wednesday, June 18, 2025

NEW HORIZONS CHARTER SCHOOL SOCIETY
MINUTES

Type of Meeting: Board	Date: April 16, 2025	Initials: Chair	
Approved: DRAFT	Recorded By: A. DeJong	Secretary	

April 16, 2025, 7:00 p.m.

Board Members Present at Call to Order:

Kristie Derkson VICE CHAIR	Trevor Panas TREASURER	Adam Koziak SECRETARY
Praveen Kakkan DIRECTOR	Paul Jackson DIRECTOR	

Board Members Joining During the Meeting:

Andrea Andrews DIRECTOR		
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Board Members Absent:

Adam Asquini CHAIR		
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Administration Present at Call to Order:

Terry Moghrabi SUPERINTENDENT	Patti Dundas SECRETARY-TREASURER	Lori Vigfusson PRINCIPAL
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Administration Joining During the Meeting:

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1. Call to Order

Vice Chair Derkson called the meeting to order at 7:00 p.m. and made opening remarks.

2. Statement of Territorial Acknowledgment

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

NEW HORIZONS CHARTER SCHOOL SOCIETY
MINUTES

Type of Meeting: Board	Date: April 16, 2025	Initials: Chair	
Approved: DRAFT	Recorded By: A. DeJong	Secretary	

3. Adoption of Agenda

The following items were added to the agenda:

- 8.3 30th Anniversary Celebration
- 8.4 Board Retreat, including Move Retreat Date

<i>Motion 2025-04-16-01</i>	<i>Moved that the agenda for the Board Meeting of April 16, 2025 be adopted as amended.</i> <i>Moved: Director Kakkan</i> <i>Seconded: Director Jackson</i> <i>Carried</i>
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4. Disclosure of Conflict of Interest

Chair Asquini and Board Treasurer Panas have spouses at the school, other directors have spouses in parent groups within 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 March 17, 2025

<i>Motion 2025-04-16-02</i>	<i>Moved that the Board Meeting minutes of March 17, 2025 be approved as presented.</i> <i>Moved: Director Panas</i> <i>Seconded: Director Jackson</i> <i>Carried</i>
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6. Administration Reports

6.1 Principal's Report

Superintendent Moghrabi provided a summary of Principal Vigfusson's written report, which included volunteer tea, music festival, spring concert, PAT update, and surveys, as included in the meeting package. Discussion followed.

6.2 Secretary-Treasurer's Report

Secretary-Treasurer Dundas summarized her written report, which included Request for Qualifications (RFQ), school expansion/renovation, and Budget 2025-26, as included in the meeting package. Discussion followed.

NEW HORIZONS CHARTER SCHOOL SOCIETY
MINUTES

Type of Meeting: Board	Date: April 16, 2025	Initials: Chair	
Approved: DRAFT	Recorded By: A. DeJong	Secretary	

6.3 Superintendent's Report

Superintendent Moghrabi summarized his written report, which focused on learnings from the 2025 CASS Annual Learning Conference, as included in the meeting package. He further mentioned the movable, interactive display screen and indicated that the new technology had been delivered to the school that day, with multiple units available for staff to utilize and demo. Discussion followed.

Director Andrews joined the meeting during this report.

7. Board Reports

7.1 Board Chair's Report

Vice-Chair Derkson indicated that Superintendent Moghrabi, Chair Asquini and Vice-Chair Derkson had a lunch meeting with the EICS Superintendent, EICS Board Chair and EICS Board Vice-Chair for discussion about charter schools and how they are similar to and different from public and separate school boards. The Board Retreat was held successfully on April 12, 2025. Chair Asquini attended an information session regarding Bill 51; more information is expected.

7.2 Committee Reports

7.2.1 Finance and Audit Committee

The committee met to review the second quarter financials. Details to be provided under New Business.

7.2.2 Policy Guidelines and Bylaws Committee

No report.

Action Item: Superintendent Moghrabi will propose some possible meeting dates for the committee to meet.

7.2.3 Survey Committee

The survey was sent out on March 20 with a closing date of April 7, 2025. Survey results were looked at during the Board Retreat and will be discussed in further detail at the May board meeting.

7.2.4 Public Relations Committee

No report.

NEW HORIZONS CHARTER SCHOOL SOCIETY
MINUTES

Type of Meeting: Board	Date: April 16, 2025	Initials: Chair	
Approved: DRAFT	Recorded By: A. DeJong	Secretary	

7.2.5 Personnel Committee

No report.

Action Item: Vice-Chair Derkson will confirm a Personnel Committee meeting for Wednesday, May 14, 2025.

7.2.6 High School Ad Hoc Committee

No report.

7.2.7 Board Activities

No report.

8. New Business

8.1 Quarterly Financial Report for December 2024 to February 2025

Director Panas provided an overview of the second quarter financial report, as included in the meeting package. Discussion followed.

8.2 School Fees for 2025-26

Secretary-Treasurer Dundas provided background information and an overview of the proposed school fees for 2025-2026. Discussion followed.

<i>Motion 2025-04-16-03</i>	<i>Moved that the school fees for 2025-2026 be approved as presented.</i>
	<i>Moved: Director Jackson</i>
	<i>Seconded: Director Panas</i>
	<i>Carried</i>

8.3 30th Anniversary Celebration

Superintendent Moghrabi indicated that the 30th Anniversary Celebration is being planned for September 17, 2025. The Celebration Committee will be meeting in the near future to discuss plans and logistics. Discussion followed.

8.4 Board Retreat

Superintendent Moghrabi indicated that the Board Retreat held on April 12, 2025 was a successful event and generated great conversation amongst Board members. There is suggestion to move the summer Board Retreat from August to November after new directors have been elected. Discussion followed.

NEW HORIZONS CHARTER SCHOOL SOCIETY
MINUTES

Type of Meeting: Board	Date: April 16, 2025	Initials: Chair	
Approved: DRAFT	Recorded By: A. DeJong	Secretary	

Pursuant to discussion at the Board Retreat, Superintendent Moghrabi indicated that the bylaws require Board elections to be held by October 10th and the appointment of Officers to occur within seven days of the Board election. There is no time requirement for the appointment of Board Committee members. Discussion followed. Consensus is to hold an organizational board meeting with Officer elections immediately following the SGM in October. Committee membership will be confirmed in November after the Fall Retreat.

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)

Board Secretary Koziak indicated that the TAAPCS SGM is scheduled for Saturday, May 10, 2025. Ongoing discussion topics include budget and membership funding formula. Efforts continue to grow the membership of TAAPCS. Discussion followed.

11. Receipt of Reports

<i>Motion 2025-04-16-04</i>	<i>Moved that all reports be received as presented during the meeting.</i>
	<i>Moved: Director Jackson</i>
	<i>Seconded: Director Kakkan</i>
	<i>Carried</i>

12. Correspondence Sent

- None

13. Correspondence Received

- None

14. In Camera

No in-camera meeting.

15. Adjournment

Vice Chair Derkson adjourned the meeting at 8:11 p.m.

Next Board Meeting: Wednesday, May 21, 2025 at 7:00 p.m.



Lori Vigfusson
Principal
Email: lvigfusson@newhorizons.ca

MEMORANDUM

Date: May 21, 2025

To: Board of Directors

From: Lori Vigfusson, Principal

Re: Principal's Report-May 2025

Information and Highlights:

Admissions: We have sent out our registration forms for new students for the 2025-2026 school year and have received most back. We should be at capacity in most grades with an expectation that we will meet our enrollment projections.

Sunshine Social: Our Sunshine Social organized by School Council and FANHS will take place on May 24th here at the school. We will have games, activities and food trucks. New families will also be invited as an opportunity to meet some of our current families.

PAT Update:

Grade 6 and 9 students will write their first PAT on May 28th and 29th using the online digital assessment platform. Teachers have been completing practice tests to familiarize students with the system and Netsmart has been working to ensure the secure browser is functioning properly.

Instructional Minutes for 2025-2026:

With the adjusted schedule for next year, I have adjusted the minutes in our schedule to ensure we are meeting Alberta Education Requirements for instructional time in core and alternative subject areas.

Lori Vigfusson



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

MEMORANDUM

May 21, 2025

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

Capital Project:

On Wednesday, May 7, 2025 I met with Alberta Education regarding the accelerator program. I was informed at that time that we would not hear what projects were approved until the summer.

Classified/Support Handbook:

The revised Classified/Support Handbook is currently in DRAFT form. We would ask the Personnel Committee to meet in June to discuss the changes. We will send out the handbook before the meeting for review, and look forward to the June Board Meeting for approval.

TAAPCS/SST Meeting in Calgary:

Superintendent Moghrabi and I attended the SST meeting in Calgary on Saturday morning. The Charter School insurance RFP was discussed and reviewed again during the TAAPCS meeting. This will be discussed further in New Business. Director Koziak recommended that I join the Audit Committee for TAAPCS.

We also want to clarify the advantages of their services:

- **Broker of Record:** BrokerLink can take over your policies effective immediately, meaning there will be no cancellation fees or penalties as the policy stays in place until Sept. 1.
- **Market Access:** We are aware of concerns raised regarding market access—particularly with respect to Intact Public Entities (IPE). Please be assured that BrokerLink has confirmed access to IPE and is managing a coordinated transition plan to ensure minimal disruption.
- **Group Leverage:** Our entire group portfolio will go to market with the largest schools in the group, ensuring not just the best market to meet our needs, but also a lot more leverage to reduce premiums.
- **Improved Efficiency:** Their technology solutions, already in place, include streamlined data collection and centralized coordination, enhancing efficiency for all schools.
- **Cost Consistency:** Their heavily negotiated flat-fee structure also brings welcomed transparency and predictability in cost for the next five years. The flat rate of \$100,000 is estimated to save the collective of schools roughly \$100-150,000 vs the commission received by the current provider, estimated to be between \$200-250,000.

Patti Dundas
Secretary-Treasurer

MEMORANDUM

Date: May 21, 2025
To: Board of Directors
From: Terry Moghrabi- Superintendent
Re: Report to the Board

Student Surveys and Meetings: Superintendent met with the grade nine students to address board survey results around junior high responses and to provide input for future high school planning. This dialogue offered a student voice to contribute and further explain their thoughts about the programming areas of improvement. Feedback is essential when the administration plans strategies to improve the overall results of student engagement. Two most prominent student comments were I.P.P management and Investigations.

- New Horizons may become a K-12 school with future graduations in the coming years. Is this a good idea or a bad idea? Why?
- Do you feel prepared for grade 10? Why or why not
- What are your biggest fears about attending another school?
- "Do I like my school? " Why or why not? What could we do better to ensure the grade 8s have a better year next year?
- Is there an adult you can go to talk to if you need to speak with someone?

Additionally, there has been an increase in classroom visitations for other grades to participate in and watch student demonstrations. I thoroughly enjoy the opportunities to interact and engage with students and participate in student inquiry-based learning, which is prominent in every classroom.

Meeting with Field Services Representative. Terri-Lynn Mundorf, Field Services Representative, visited the school on May 7. Principal Vigfusson led a tour of the facility and gave historical context. She was very supportive of the revised Education Plan template that Lori redesigned. Terri-Lynn was very well informed from her conversations with the department review team. While we discussed many topics about future visions for New Horizons, she also focused on the charter revisions and will assist us with revisions to be completed next year. We discussed accountability in the following areas:

- Providing opportunities for stakeholders to participate in school-based decision-making.
- Developing and implementing an Annual Education Plan (AEP) to achieve the goals set out in the Charter and to fulfill provincial requirements.
- Developing an Annual Education Results Report that provides information to the school community on progress towards achieving the goals set out in the AEP.
- Developing and implementing a budget for the operations of the school.
- Ensuring an annual audit of the financial operations.
- Conducting annual surveys of the students, parents and staff to receive feedback regarding the educational programs.
- Operating within the terms of the Collective Agreement.
- Communicating Charter successes to the public.
- The Minister of Education conducts external evaluations.

30th-year celebration update: The superintendent, administration, and parent/board volunteers began meeting to plan the 30th celebration in the fall. The tentative date is September 17th, and letters of invitation are being prepared and sent to delegates before summer. The event planning is moving forward with student participation and delegate speeches. As we progress in the planning, the board is encouraged to invite political advocates to join our milestone celebration.

FANHS Fundraising is a vital funding source for enhanced classroom engagement and academic support. We greatly appreciated the years of funding contributions through fundraising. There is a significant impact on student learning and overall engagement in activities that benefit our entire school population. As per board direction, the superintendent, secretary, treasurer and principal will continue to work with FANHS and the school council to support school-wide initiatives. Through the School Council and FANHS, in collaboration with the principal, we will establish a priority list for future financial support of non-capital items.

Modular Installation Through this modular project, I will have a higher level of involvement than in previous modular installations to provide more support to the Secretary Treasurer. We are taking steps to be more collaborative and take a team approach regarding major facility concerns. We met with Pemco and START Architecture to discuss the additional modular units and site preparation for the extra classroom spaces. The significant groundwork will commence once students are off for the summer. However, the permits - minor preparations for the site will occur beginning on June 16th, i.e fences and porta toilets.

The ECDT modulars will be mobilized in early summer. Some coordination with the Francephone SD will be required, and neighbours will be informed about the disruption of services due to all the modular activity.

Site safety plan: The fence plan, orientation, and risk identification will be reviewed and implemented. We are dealing with kids for a part and gas lines after the start of summer break. Site access and parking equipment will also be reviewed and implemented.

Provincial Bargaining for Teachers: I met with the ATA executive officer to review the negotiations' impact on charter schools with associate memberships. The teacher union mediators recommended **rejecting** the settlement terms. Since no agreement was ratified, the mediator and the union entered a 14-day cooling-off period, which ends shortly. If a job action or strike vote is taken, they will have up to 120 days to enact that job action.

The main public board collective agreements that have been bargained under the laws of the province of Alberta to the Education Act, the Alberta Human Rights Act, the Public Education Collective Bargaining Act (PECBA) The Teacher Employer Bargaining Association (TEBA), the Teaching Profession Act, the Employment Standards Code, the Occupational Health and Safety Act and the Labour Relations Code are bargained provincially.

Under Section one of the collective agreement, we do not have the same list bargaining clauses as the main public boards, and PECBA and TEBA do not apply to us. We are already protected under the current agreement, which does not expire until August 2026, whereas the main public boards are under a bridge agreement through TEBA.

Since our collective agreement is bargained independently but with the assistance of the ATA, we cannot legally strike. Our staff did not participate in the ratification vote, nor can they participate in a possible strike vote if it comes to that impasse. Our teachers must follow a different process if they elect to strike.

NHS staff have not authorized or taken a strike vote nor given notice of job action to the board. Our Collective Agreement still speaks to salary clauses that tie us to TEBA, and we must adjust our pay grids once a settlement has been ratified.

TAAPCS: Superintendent and Secretary Treasurer attended the meeting in Calgary on the weekend. The TAAPCS-led Public Charter School Teachers' Convention was discussed and confirmed for 2026 (in both the Calgary and Edmonton areas, on the same day). This conference will be for all charter schools, not just TAAPCS Schools. Membership fees were discussed (and a general agreement was reached regarding a willingness to pay a bit more). We also debriefed on Charter Permanency and the Provincial Budget. Two new charters were opened, and another potential six charter schools are pending approval. Other topics included the Accelerator program for capital projects, and Kelley will meet with the Chief of Staff later next week to discuss potential projects. Insurance was confirmed with a change to Brokerlink. Much of the discussion focused on public and political advocacy through social media to manage the miscommunication about charter schools. We also discussed CEP credits and the costs associated with the conferences. The admissions topic was raised for some charter schools because parents were concerned about schools using a lottery system. The appeals have gone to the ministry.

Amendment to the Education Act FAQ Changes to the Education Act and related regulations will support families and students navigating complex conversations around gender identity, sexual orientation and human sexuality, while also supporting continuity in a student's learning during a public health emergency or state of emergency. When will these changes come into effect? Some changes came into effect on March 1, 2025:

- Notification and consent for health measures
- Right to education during emergencies: updated requirements for shifts to at-home learning. Other changes are anticipated to come into effect on September 1, 2025:
- Parent notification and consent for gender identity-related preferred names and pronouns • Parent notification and opt-in consent for subject matter dealing primarily and explicitly with gender identity, sexual orientation, or human sexuality.
- Minister's approval of learning and teaching resources and external parties presenting learning and teaching resources that deal primarily and explicitly with gender identity, sexual orientation or human sexuality.

Real Property Sessions (Cancelled) Currently, buildings are transferred to school divisions when a school is constructed. Typically, the associated land is a designated municipal or school reserve. When the school division no longer needs school land, it is generally sold or repurposed to a different school board. Lands designated as school reserves are typically sold at fair market value to the municipality under the Municipal Government Act. Land not designated as a school reserve generally is sold to the public at fair market value. The school divisions retain the proceeds of school land sales—application of Real Property Governance in Schools. The governance would apply to school land under a few situations: School land would be included in the consolidated land inventory management system. School land that is no longer needed by a school division and is being sold would trigger the repurposing or disposal assessment process. See Fact Sheet in board correspondence.

A handwritten signature in black ink, appearing to read "T. Moghrabi".

Terry Moghrabi

MEMORANDUM

May 21, 2025

To: Board of Directors

From: Patti Dundas – Secretary-Treasurer

Subject: 2025-26 Budget

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

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

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

- ✓ We are projecting an increase for students to 448
- ✓ Our funding has increased by \$152,279.87

Incorporating these principles into our budget preparation for the 2025-26 budget, the changes are:

Revenue

Our Alberta Education Revenue funding increased by \$152,279.87.

Expenditures

Hired a half-time counsellor

Increased learning resources (digital) for new curriculum

Increased insurance, utilities, services, and grid increases

Continued Learning support teacher - .1

\$130,000 deficit in reserve spending; Maintenance \$10,000; Mental Health \$51,900; OT & SLP \$8,000;

Testing \$8,000; Technology \$50,000; Low incidence \$2,100

Recommendations:

1. It is recommended that the Board approve the Budget Principles.
2. It is recommended that the Board approve the 2025-26 budget as presented.

Patti Dundas – Secretary-Treasurer

Attachment

New Horizons School Board Survey Annual Results 2024-2025



Contents

Board Survey 2025 - All Responses	page 3
Board Survey 2025 - All Parent Responses	page 7
Board Survey 2025 - Parents (Division One)	page 11
Board Survey 2025 - Parents (Division Two)	page 15
Board Survey 2025 - Parents (Division Three)	page 19
Board Survey 2025 - Teacher Responses	page 23
Board Survey 2025 - All Student Responses	page 28
Board Survey 2025 - Students (Division Two)	page 32
Board Survey 2025 - Students (Division Three)	page 36

Board Survey 2025 - All Responses

Goal 1: Student learning is improved.

Outcome 2: Students will become creative risk takers academically.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	2024 Percent Who Agree	2023 Percent Who Agree	2022 Percent Who Agree	2021 Percent Who Agree
My child is encouraged to use at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	84%	136	166	19	9	28	358	89%	85%	89%	89%
My child's school work shows evidence that he/she uses at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	83%	121	175	25	11	26	358	83%	82%	80%	87%
My child receives classroom work that is appropriately challenging.	71%	92	163	45	19	39	358	73%	73%	80%	80%

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

Outcome 1: Students will develop positive interdependence skills.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	2024 Percent Who Agree	2023 Percent Who Agree	2022 Percent Who Agree	2021 Percent Who Agree
My child is better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.	55%	69	127	54	30	78	358	58%	53%	68%	59%
My child has the opportunity to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal at school.	87%	134	177	13	4	30	358	88%	87%	86%	80%
My child has opportunities to work with students in other grades.	68%	100	143	46	25	44	358	64%	71%	51%	32%
My child is displaying increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.).	73%	93	169	29	14	53	358	72%	73%	80%	75%

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

Outcome 2: Students will become creative risk takers socially

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	2024 Percent Who Agree	2023 Percent Who Agree	2022 Percent Who Agree	2021 Percent Who Agree
I am satisfied with the opportunities my child has for student leadership at school.	72%	102	155	29	17	55	358	63%	58%	60%	60%
The school provides my child opportunities to interact with and get to know students other than those with whom he/she usually associates (eg. play, hang out, interact).	76%	105	168	30	12	43	358	76%	76%	75%	64%
I agree that my child is becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	70%	90	160	35	21	52	358	67%	68%	68%	71%
My child is becoming better at taking social risks.	65%	62	170	54	23	49	358	56%	63%	67%	63%

Board Survey 2025 - All Responses

Goal 3: Students' emotional needs are supported.

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child finds Discovery Learning (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest him/her.	56%	89	111	46	70	42	358
The school is helping my child develop skills to become more independent and self-directed in their learning.	58%	92	58	42	15	51	258
My child is able to apply independence and self-direction in their learning and studies in an effective manner.	73%	72	189	32	8	57	358
My child is becoming better able to self-regulate (better able to recognize their emotional state and control it.)	69%	78	170	44	17	49	358
My child is able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accepting an unexpected event or result).	69%	78	170	47	23	39	357

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
53%	50%	54%	62%
73%	73%	81%	82%
70%	69%	76%	77%
68%	70%	73%	75%
66%	65%	69%	67%

Goal 3: Students' emotional needs are supported.

Outcome 2: Students will become creative risk takers emotionally.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is able to identify their emotions when they feel them.	82%	98	195	21	12	32	358
My child is able to express themselves in appropriate ways while feeling different emotions.	73%	71	192	44	14	37	358
My child wants to try again even when things don't go as they hoped.	72%	73	186	43	20	36	358
My school helps my child understand it's ok to make a mistake.	71%	105	148	28	27	50	358

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
76%	77%	79%	80%
71%	71%	66%	70%
63%	65%	67%	66%
71%	73%	74%	74%

Board Survey 2025 - All Responses

General							
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the ways in which the school recognizes my child's learning accomplishments.	65%	89	144	55	26	44	358
I am satisfied with the effectiveness of my child's Individual Program Plan (IPP).	53%	72	116	52	84	34	358
I am satisfied with the communication about my child's progress.	67%	123	118	43	42	32	358
I am satisfied that my concerns are dealt with effectively and efficiently at the school.	90%	58	38	7	2	2	107
I am satisfied that the school informs parents of its activities and plans in a timely manner.	96%	66	37	4	0	0	107
I agree that the school is proactive in promoting positive student behavior.	90%	59	37	7	0	4	107
I am satisfied with the school's discipline procedures to address inappropriate behaviors.	79%	45	40	5	3	14	107
I am satisfied with the leadership provided by the administration team.	93%	64	36	3	2	2	107
I would take advantage of the opportunities to provide input to the Board if I found it necessary.	92%	32	66	1	0	8	107
I am satisfied with the communication provided by the Board	93%	43	57	6	0	1	107
I am satisfied with the leadership provided by the Board.	89%	37	58	5	0	7	107
I am satisfied with the remote learning that is being offered to my child at this time.	n/a						0

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
66%	65%	n/a	74%
48%	48%	55%	59%
79%	72%	85%	83%
90%	77%	82%	86%
90%	81%	82%	92%
97%	83%	84%	87%
75%	64%	55%	68%
92%	84%	85%	93%
86%	85%	83%	88%
86%	74%	86%	83%
83%	67%	84%	77%
n/a	n/a	n/a	60%

Offering advanced courses and unique subjects can inspire and challenge gifted and 2E students while setting our school apart. How much do you agree with the importance of the following courses in a high school setting?

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Advanced STEM courses (e.g., engineering, robotics, artificial intelligence, biotechnology)	94%	184	112	14	6	0	316
Creative and performing arts (e.g., digital media, filmmaking, music composition, advanced visual arts)	84%	160	107	31	19	0	317
Specialized humanities (e.g., philosophy, ethics, debate, world languages, cultural studies)	85%	118	141	29	16	0	304
Entrepreneurship and business innovation (e.g., startup incubators, finance, marketing, leadership programs)	91%	165	120	21	8	0	314
Hands-on technical and maker courses (e.g., 3D printing, woodworking, auto mechanics, game development)	91%	177	111	19	10	0	317
Interdisciplinary and research-based learning (e.g., independent studies, mentorship programs, capstone projects)	83%	132	122	33	18	0	305

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
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	n/a	n/a	n/a

Board Survey 2025 - All Responses

Extracurricular activities, clubs, and partnerships with local organizations can enhance the learning experience for high school students. How much do you agree with the importance of the following extracurricular opportunities for High School Students?

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Academic and STEM clubs (e.g., robotics, math league, science fairs, coding competitions)	90%	170	119	21	11	0	321
Creative and performing arts programs (e.g., theater, music, film, visual arts, writing clubs)	83%	156	109	29	25	0	319
Leadership and service organizations (e.g., student government, debate team, Model UN, community service)	87%	145	128	31	11	0	315
Career and skill-based partnerships (e.g., internships, mentorships, apprenticeships, job shadowing with local businesses and post-secondary)	92%	170	122	19	7	0	318
Competitive and recreational sports (e.g., eSports, intramural leagues, traditional athletics, adventure sports)	89%	178	109	18	16	0	321
Special interest and hobby clubs (e.g., gaming, environmental activism, cultural clubs, entrepreneurship)	87%	162	115	23	17	0	317

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
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	n/a	n/a	n/a

High school students may benefit from different environments, technology access, and scheduling options compared to younger students. How much do you agree with the importance of the following supports for high school students?

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Dedicated quiet zones and independent workspaces to support focus and self-directed learning.	94%	196	103	11	8	0	318
Access to specialized spaces (e.g., maker spaces, creative labs, collaboration areas, auditorium space) for hands-on and project-based learning.	95%	203	99	9	6	0	317
Responsible and secure use of advanced technology, including AI tools, to enhance learning and productivity.	90%	168	114	18	14	0	314
Flexible scheduling options to accommodate different learning styles, extracurricular involvement, and preparation for post-secondary education.	94%	198	97	12	7	0	314

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
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

Board Survey 2025 - All Parent Responses

Goal 1: Student learning is improved.

Outcome 2: Students will become creative risk takers academically.

	Percent Who Agree 2021	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is encouraged to use at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	97%	52	40	1	1	1	95
My child's school work shows evidence that he/she uses at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	92%	48	39	4	2	2	95
My child receives classroom work that is appropriately challenging.	86%	44	38	10	3	0	95

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
94%	88%	93%	95%
94%	91%	92%	95%
82%	78%	92%	87%

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

Outcome 1: Students will develop positive interdependence skills.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.	72%	32	36	15	0	12	95
My child has the opportunity to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal at school.	91%	46	40	2	0	7	95
My child has opportunities to work with students in other grades.	83%	46	33	5	3	8	95
My child is displaying increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.).	92%	39	48	1	1	6	95

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
73%	63%	79%	70%
90%	86%	80%	71%
80%	85%	56%	44%
94%	85%	88%	81%

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

Outcome 2: Students will become creative risk takers socially

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the opportunities my child has for student leadership at school.	73%	29	40	7	1	18	95
The school provides my child opportunities to interact with and get to know students other than those with whom he/she usually associates (eg. play, hang out, interact).	84%	36	44	3	1	11	95
I agree that my child is becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	88%	33	51	3	1	7	95
My child is becoming better at taking social risks.	80%	23	53	11	1	7	95

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
65%	78%	59%	64%
75%	78%	69%	57%
75%	74%	76%	80%
69%	70%	85%	73%

Board Survey 2025 - All Parent Responses

Goal 3: Students' emotional needs are supported.

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child finds Discovery Learning (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest him/her.	77%	35	38	2	5	15	95
The school is helping my child develop skills to become more independent and self-directed in their learning.	84%	41	39	8	1	6	95
My child is able to apply independence and self-direction in their learning and studies in an effective manner.	80%	32	44	11	1	7	95
My child is becoming better able to self-regulate (better able to recognize their emotional state and control it.)	83%	32	47	10	0	6	95
My child is able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accepting an unexpected event or result).	83%	28	51	13	0	3	95

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
71%	51%	54%	61%
88%	74%	89%	91%
76%	66%	79%	79%
84%	75%	84%	79%
67%	76%	79%	67%

Goal 3: Students' emotional needs are supported.

Outcome 2: Students will become creative risk takers emotionally.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is able to identify their emotions when they feel them.	96%	36	55	3	1	0	95
My child is able to express themselves in appropriate ways while feeling different emotions.	85%	25	56	12	0	2	95
My child wants to try again even when things don't go as they hoped.	83%	18	61	14	0	2	95
My school helps my child understand it's ok to make a mistake.	88%	40	44	2	0	9	95

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
88%	82%	91%	82%
73%	77%	74%	71%
65%	72%	77%	68%
84%	77%	83%	77%

Board Survey 2025 - All Parent Responses

General								2024	2023	2022	2021
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
I am satisfied with the ways in which the school recognizes my child's learning accomplishments.	84%	37	43	9	2	4	95	78%	68%	84%	79%
I am satisfied with the effectiveness of my child's Individual Program Plan (IPP).	78%	35	39	11	8	2	95	73%	57%	78%	76%
I am satisfied with the communication about my child's progress.	82%	35	43	9	6	2	95	73%	69%	81%	81%
I am satisfied that my concerns are dealt with effectively and efficiently at the school.	87%	45	31	7	2	2	87	88%	70%	84%	86%
I am satisfied that the school informs parents of its activities and plans in a timely manner.	95%	53	30	4	0	0	87	85%	75%	83%	92%
I agree that agree that the school is proactive in promoting positive student behavior.	89%	48	29	7	0	3	87	98%	78%	87%	87%
I am satisfied with the school's discipline procedures to address inappropriate behaviors.	76%	36	30	5	3	13	87	63%	53%	61%	68%
I am satisfied with the leadership provided by the administration team.	92%	51	29	3	2	2	87	93%	80%	86%	93%
I would take advantage of the opportunities to provide input to the Board if I found it necessary.	93%	28	53	0	0	6	87	85%	85%	83%	88%
I am satisfied with the communication provided by the Board	94%	39	43	5	0	0	87	88%	75%	88%	83%
I am satisfied with the leadership provided by the Board.	89%	33	44	5	0	5	87	80%	65%	83%	77%
I am satisfied with the remote learning that is being offered to my child at this time.	n/a						0	n/a	n/a	n/a	60%

Offering advanced courses and unique subjects can inspire and challenge gifted and 2E students while setting our school apart. How much do you agree with the importance of the following courses in a high school setting?

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	2024	2023	2022	2021
	Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
Advanced STEM courses (e.g., engineering, robotics, artificial intelligence, biotechnology)	97%	66	18	3	0	0	87	n/a	n/a	n/a	n/a
Creative and performing arts (e.g., digital media, filmmaking, music composition, advanced visual arts)	97%	52	32	3	0	0	87	n/a	n/a	n/a	n/a
Specialized humanities (e.g., philosophy, ethics, debate, world languages, cultural studies)	95%	52	31	2	2	0	87	n/a	n/a	n/a	n/a
Entrepreneurship and business innovation (e.g., startup incubators, finance, marketing, leadership programs)	95%	63	20	4	0	0	87	n/a	n/a	n/a	n/a
Hands-on technical and maker courses (e.g., 3D printing, woodworking, auto mechanics, game development)	98%	65	18	2	0	0	85	n/a	n/a	n/a	n/a
Interdisciplinary and research-based learning (e.g., independent studies, mentorship programs, capstone projects)	95%	60	23	3	1	0	87	n/a	n/a	n/a	n/a

Board Survey 2025 - All Parent Responses

Extracurricular activities, clubs, and partnerships with local organizations can enhance the learning experience for high school students. How much do you agree with the importance of the following extracurricular opportunities for High School Students?

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Academic and STEM clubs (e.g., robotics, math league, science fairs, coding competitions)	100%	64	23	0	0	0	87
Creative and performing arts programs (e.g., theater, music, film, visual arts, writing clubs)	98%	57	28	1	1	0	87
Leadership and service organizations (e.g., student government, debate team, Model UN, community service)	100%	58	29	0	0	0	87
Career and skill-based partnerships (e.g., internships, mentorships, apprenticeships, job shadowing with local businesses and post-secondary)	100%	68	19	0	0	0	87
Competitive and recreational sports (e.g., eSports, intramural leagues, traditional athletics, adventure sports)	94%	53	29	4	1	0	87
Special interest and hobby clubs (e.g., gaming, environmental activism, cultural clubs, entrepreneurship)	93%	42	39	5	1	0	87

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
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	n/a	n/a	n/a

High school students may benefit from different environments, technology access, and scheduling options compared to younger students. How much do you agree with the importance of the following supports for high school students?

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Dedicated quiet zones and independent workspaces to support focus and self-directed learning.	100%	65	22	0	0	0	87
Access to specialized spaces (e.g., maker spaces, creative labs, collaboration areas, auditorium space) for hands-on and project-based learning.	95%	63	20	3	1	0	87
Responsible and secure use of advanced technology, including AI tools, to enhance learning and productivity.	95%	58	25	3	1	0	87
Flexible scheduling options to accommodate different learning styles, extracurricular involvement, and preparation for post-secondary education.	97%	58	26	3	0	0	87

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
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

Board Survey 2025 - Parents (Division One)

Goal 1: Student learning is improved.

Outcome 2: Students will become creative risk takers academically.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is encouraged to use at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	98%	25	17	0	0	1	43
My child's school work shows evidence that he/she uses at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	95%	23	18	1	0	1	43
My child receives classroom work that is appropriately challenging.	84%	19	17	6	1	0	43

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
96%	85%	94%	93%
96%	90%	97%	95%
70%	73%	88%	84%

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

Outcome 1: Students will develop positive interdependence skills.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.	72%	15	16	6	0	6	43
My child has the opportunity to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal at school.	93%	23	17	0	0	3	43
My child has opportunities to work with students in other grades.	93%	25	15	3	0	0	43
My child is displaying increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.).	93%	18	22	0	0	3	43

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
74%	61%	82%	71%
89%	83%	69%	65%
89%	88%	57%	49%
93%	88%	89%	84%

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

Outcome 2: Students will become creative risk takers socially

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the opportunities my child has for student leadership at school.	63%	11	16	3	0	13	43
The school provides my child opportunities to interact with and get to know students other than those with whom he/she usually associates (eg. play, hang out, interact).	91%	17	22	2	0	2	43
I agree that my child is becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	91%	16	23	0	0	4	43
My child is becoming better at taking social risks.	84%	13	23	4	0	3	43

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
56%	54%	48%	62%
70%	78%	69%	58%
70%	63%	69%	78%
74%	68%	80%	75%

Board Survey 2025 - Parents (Division One)

Goal 3: Students' emotional needs are supported.

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child finds Discovery Learning (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest him/her.	74%	15	17	2	0	9	43
The school is helping my child develop skills to become more independent and self-directed in their learning.	88%	20	18	2	0	3	43
My child is able to apply independence and self-direction in their learning and studies in an effective manner.	74%	14	18	5	0	6	43
My child is becoming better able to self-regulate (better able to recognize their emotional state and control it.)	84%	14	22	4	0	3	43
My child is able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accepting an unexpected event or result).	88%	12	26	3	0	2	43

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
70%	27%	35%	36%
85%	66%	86%	93%
67%	63%	72%	71%
81%	68%	78%	71%
67%	68%	68%	56%

Goal 3: Students' emotional needs are supported.

Outcome 2: Students will become creative risk takers emotionally.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is able to identify their emotions when they feel them.	98%	15	27	0	1	0	43
My child is able to express themselves in appropriate ways while feeling different emotions.	86%	10	27	5	0	1	43
My child wants to try again even when things don't go as they hoped.	88%	6	32	4	0	1	43
My school helps my child understand it's ok to make a mistake.	93%	20	20	0	0	3	43

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
93%	78%	89%	87%
67%	73%	69%	69%
63%	68%	78%	73%
85%	78%	77%	78%

Board Survey 2025 - Parents (Division One)

General							
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the ways in which the school recognizes my child's learning accomplishments.	88%	14	24	5	0	0	43
I am satisfied with the effectiveness of my child's Individual Program Plan (IPP).	77%	17	16	6	2	2	43
I am satisfied with the communication about my child's progress.	81%	19	16	5	2	1	43
I am satisfied that my concerns are dealt with effectively and efficiently at the school.	87%	20	14	4	0	1	39
I am satisfied that the school informs parents of its activities and plans in a timely manner.	97%	23	15	1	0	0	39
I agree that the school is proactive in promoting positive student behavior.	97%	20	18	0	0	1	39
I am satisfied with the school's discipline procedures to address inappropriate behaviors.	82%	18	14	1	1	5	39
I am satisfied with the leadership provided by the administration team.	95%	26	11	0	1	1	39
I would take advantage of the opportunities to provide input to the Board if I found it necessary.	97%	13	25	0	0	1	39
I am satisfied with the communication provided by the Board.	95%	18	19	2	0	0	39
I am satisfied with the leadership provided by the Board.	95%	16	21	0	0	2	39
I am satisfied with the remote learning that is being offered to my child at this time.	n/a						0

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
67%	63%	80%	78%
63%	51%	78%	76%
59%	66%	77%	84%
82%	71%	82%	88%
77%	75%	76%	90%
95%	82%	84%	90%
68%	64%	60%	63%
91%	86%	82%	93%
91%	79%	84%	88%
86%	75%	84%	88%
91%	64%	84%	83%
n/a	n/a	n/a	50%

Offering advanced courses and unique subjects can inspire and challenge gifted and 2E students while setting our school apart. How much do you agree with the importance of the following courses in a high school setting?

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Advanced STEM courses (e.g., engineering, robotics, artificial intelligence, biotechnology)	100%	31	8	0	0	0	39
Creative and performing arts (e.g., digital media, filmmaking, music composition, advanced visual arts)	97%	25	13	1	0	0	39
Specialized humanities (e.g., philosophy, ethics, debate, world languages, cultural studies)	92%	24	12	1	2	0	39
Entrepreneurship and business innovation (e.g., startup incubators, finance, marketing, leadership programs)	95%	31	6	2	0	0	39
Hands-on technical and maker courses (e.g., 3D printing, woodworking, auto mechanics, game development)	97%	28	9	1	0	0	38
Interdisciplinary and research-based learning (e.g., independent studies, mentorship programs, capstone projects)	95%	30	7	1	1	0	39

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
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	n/a	n/a	n/a

Board Survey 2025 - Parents (Division One)

Extracurricular activities, clubs, and partnerships with local organizations can enhance the learning experience for high school students. How much do you agree with the importance of the following extracurricular opportunities for High School Students?

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Academic and STEM clubs (e.g., robotics, math league, science fairs, coding competitions)	100%	32	7	0	0	0	39
Creative and performing arts programs (e.g., theater, music, film, visual arts, writing clubs)	97%	29	9	1	0	0	39
Leadership and service organizations (e.g., student government, debate team, Model UN, community service)	100%	30	9	0	0	0	39
Career and skill-based partnerships (e.g., internships, mentorships, apprenticeships, job shadowing with local businesses and post-secondary)	100%	35	4	0	0	0	39
Competitive and recreational sports (e.g., eSports, intramural leagues, traditional athletics, adventure sports)	97%	26	12	1	0	0	39
Special interest and hobby clubs (e.g., gaming, environmental activism, cultural clubs, entrepreneurship)	92%	22	14	2	1	0	39

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
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	n/a	n/a	n/a

High school students may benefit from different environments, technology access, and scheduling options compared to younger students. How much do you agree with the importance of the following supports for high school students?

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Dedicated quiet zones and independent workspaces to support focus and self-directed learning.	100%	29	10	0	0	0	39
Access to specialized spaces (e.g., maker spaces, creative labs, collaboration areas, auditorium space) for hands-on and project-based learning.	90%	27	8	3	1	0	39
Responsible and secure use of advanced technology, including AI tools, to enhance learning and productivity.	97%	27	11	1	0	0	39
Flexible scheduling options to accommodate different learning styles, extracurricular involvement, and preparation for post-secondary education.	97%	26	12	1	0	0	39

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
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

Board Survey 2025 - Parents (Division Two)

Goal 1: Student learning is improved.

Outcome 2: Students will become creative risk takers academically.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is encouraged to use at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	94%	18	14	1	1	0	34
My child's school work shows evidence that he/she uses at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	82%	16	12	3	2	1	34
My child receives classroom work that is appropriately challenging.	85%	15	14	4	1	0	34

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
85%	93%	96%	97%
85%	93%	89%	95%
100%	93%	100%	95%

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

Outcome 1: Students will develop positive interdependence skills.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.	68%	9	14	8	0	3	34
My child has the opportunity to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal at school.	88%	15	15	2	0	2	34
My child has opportunities to work with students in other grades.	85%	15	14	0	1	4	34
My child is displaying increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.).	88%	11	19	1	1	2	34

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
77%	67%	86%	74%
92%	89%	100%	79%
85%	78%	50%	41%
100%	85%	86%	82%

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

Outcome 2: Students will become creative risk takers socially

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the opportunities my child has for student leadership at school.	79%	12	15	3	1	3	34
The school provides my child opportunities to interact with and get to know students other than those with whom he/she usually associates (eg. play, hang out, interact).	82%	12	16	1	1	4	34
I agree that my child is becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	82%	7	21	3	1	2	34
My child is becoming better at taking social risks.	71%	4	20	6	1	3	34

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
92%	59%	71%	59%
77%	81%	68%	56%
85%	81%	86%	79%
69%	70%	89%	72%

Board Survey 2025 - Parents (Division Two)

Goal 3: Students' emotional needs are supported.

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child finds Discovery Learning (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest him/her.	79%	12	15	0	3	4	34
The school is helping my child develop skills to become more independent and self-directed in their learning.	82%	12	16	4	1	1	34
My child is able to apply independence and self-direction in their learning and studies in an effective manner.	85%	9	20	3	1	1	34
My child is becoming better able to self-regulate (better able to recognize their emotional state and control it.)	76%	7	19	6	0	2	34
My child is able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accepting an unexpected event or result).	71%	7	17	9	0	1	34

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
77%	70%	86%	95%
100%	89%	93%	92%
100%	78%	86%	90%
85%	74%	86%	87%
69%	74%	89%	77%

Goal 3: Students' emotional needs are supported.

Outcome 2: Students will become creative risk takers emotionally.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is able to identify their emotions when they feel them.	91%	10	21	3	0	0	34
My child is able to express themselves in appropriate ways while feeling different emotions.	76%	7	19	7	0	1	34
My child wants to try again even when things don't go as they hoped.	79%	5	22	6	0	1	34
My school helps my child understand it's ok to make a mistake.	88%	11	19	1	0	3	34

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
85%	85%	96%	85%
77%	81%	86%	77%
77%	78%	75%	67%
77%	85%	96%	82%

Board Survey 2025 - Parents (Division Two)

General

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the ways in which the school recognizes my child's learning accomplishments.	79%	13	14	3	1	3	34
I am satisfied with the effectiveness of my child's Individual Program Plan (IPP).	76%	12	14	4	4	0	34
I am satisfied with the communication about my child's progress.	85%	10	19	2	3	0	34
I am satisfied that my concerns are dealt with effectively and efficiently at the school.	87%	14	12	2	1	1	30
I am satisfied that the school informs parents of its activities and plans in a timely manner.	97%	19	10	1	0	0	30
I agree that agree that the school is proactive in promoting positive student behavior.	80%	15	9	4	0	2	30
I am satisfied with the school's discipline procedures to address inappropriate behaviors.	67%	12	8	4	2	4	30
I am satisfied with the leadership provided by the administration team.	90%	16	11	2	1	0	30
I would take advantage of the opportunities to provide input to the Board if I found it necessary.	93%	9	19	0	0	2	30
I am satisfied with the communication provided by the Board	90%	11	16	3	0	0	30
I am satisfied with the leadership provided by the Board.	80%	9	15	3	0	3	30
I am satisfied with the remote learning that is being offered to my child at this time.	n/a						0

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
85%	85%	96%	79%
92%	81%	82%	85%
85%	85%	96%	82%
88%	83%	82%	81%
100%	83%	91%	88%
100%	72%	91%	81%
63%	50%	59%	73%
88%	83%	91%	88%
63%	94%	86%	88%
88%	83%	95%	73%
63%	72%	86%	69%
n/a	n/a	n/a	50%

Offering advanced courses and unique subjects can inspire and challenge gifted and 2E students while setting our school apart. How much do you agree with the importance of the following courses in a high school setting?

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Advanced STEM courses (e.g., engineering, robotics, artificial intelligence, biotechnology)	100%	31	8	0	0	0	39
Creative and performing arts (e.g., digital media, filmmaking, music composition, advanced visual arts)	97%	25	13	1	0	0	39
Specialized humanities (e.g., philosophy, ethics, debate, world languages, cultural studies)	92%	24	12	1	2	0	39
Entrepreneurship and business innovation (e.g., startup incubators, finance, marketing, leadership programs)	95%	31	6	2	0	0	39
Hands-on technical and maker courses (e.g., 3D printing, woodworking, auto mechanics, game development)	97%	28	9	1	0	0	38
Interdisciplinary and research-based learning (e.g., independent studies, mentorship programs, capstone projects)	95%	30	7	1	1	0	39

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
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	n/a	n/a	n/a

Board Survey 2025 - Parents (Division Two)

Extracurricular activities, clubs, and partnerships with local organizations can enhance the learning experience for high school students. How much do you agree with the importance of the following extracurricular opportunities for High School Students?

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Academic and STEM clubs (e.g., robotics, math league, science fairs, coding competitions)	100%	21	9	0	0	0	30
Creative and performing arts programs (e.g., theater, music, film, visual arts, writing clubs)	100%	19	11	0	0	0	30
Leadership and service organizations (e.g., student government, debate team, Model UN, community service)	100%	18	12	0	0	0	30
Career and skill-based partnerships (e.g., internships, mentorships, apprenticeships, job shadowing with local businesses and post-secondary)	100%	21	9	0	0	0	30
Competitive and recreational sports (e.g., eSports, intramural leagues, traditional athletics, adventure sports)	97%	17	12	1	0	0	30
Special interest and hobby clubs (e.g., gaming, environmental activism, cultural clubs, entrepreneurship)	93%	13	15	2	0	0	30

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
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	n/a	n/a	n/a

High school students may benefit from different environments, technology access, and scheduling options compared to younger students. How much do you agree with the importance of the following supports for high school students?

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Dedicated quiet zones and independent workspaces to support focus and self-directed learning.	100%	23	7	0	0	0	30
Access to specialized spaces (e.g., maker spaces, creative labs, collaboration areas, auditorium space) for hands-on and project-based learning.	100%	23	7	0	0	0	30
Responsible and secure use of advanced technology, including AI tools, to enhance learning and productivity.	97%	19	10	1	0	0	30
Flexible scheduling options to accommodate different learning styles, extracurricular involvement, and preparation for post-secondary education.	97%	19	10	1	0	0	30

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
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

Board Survey 2025 - Parents (Division Three)

Goal 1: Student learning is improved.

Outcome 2: Students will become creative risk takers academically.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is encouraged to use at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	100%	9	9	0	0	0	18
My child's school work shows evidence that he/she uses at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	100%	9	9	0	0	0	18
My child receives classroom work that is appropriately challenging.	94%	10	7	0	1	0	18

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
100%	88%	84%	96%
100%	94%	79%	96%
89%	81%	95%	84%

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

Outcome 1: Students will develop positive interdependence skills.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.	78%	8	6	1	0	3	18
My child has the opportunity to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal at school.	89%	8	8	0	0	2	18
My child has opportunities to work with students in other grades.	56%	6	4	2	2	4	18
My child is displaying increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.).	94%	10	7	0	0	1	18

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
67%	63%	63%	60%
89%	100%	89%	72%
67%	88%	63%	36%
89%	75%	84%	72%

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

Outcome 2: Students will become creative risk takers socially

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the opportunities my child has for student leadership at school.	83%	6	9	1	0	2	18
The school provides my child opportunities to interact with and get to know students other than those with whom he/she usually associates (eg. play, hang out, interact).	72%	7	6	0	0	5	18
I agree that my child is becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	94%	10	7	0	0	1	18
My child is becoming better at taking social risks.	89%	6	10	1	0	1	18

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
44%	63%	79%	76%
78%	69%	68%	56%
67%	88%	84%	84%
44%	75%	95%	72%

Board Survey 2025 - Parents (Division Three)

Goal 3: Students' emotional needs are supported.

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child finds Discovery Learning (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest him/her.	78%	8	6	0	2	2	18
The school is helping my child develop skills to become more independent and self-directed in their learning.	78%	9	5	2	0	2	18
My child is able to apply independence and self-direction in their learning and studies in an effective manner.	83%	9	6	3	0	0	18
My child is becoming better able to self-regulate (better able to recognize their emotional state and control it.)	94%	11	6	0	0	1	18
My child is able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accepting an unexpected event or result).	94%	9	8	1	0	0	18

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
56%	81%	74%	64%
78%	75%	95%	84%
67%	56%	95%	80%
89%	88%	100%	84%
56%	100%	100%	76%

Goal 3: Students' emotional needs are supported.

Outcome 2: Students will become creative risk takers emotionally.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is able to identify their emotions when they feel them.	100%	11	7	0	0	0	18
My child is able to express themselves in appropriate ways while feeling different emotions.	100%	8	10	0	0	0	18
My child wants to try again even when things don't go as they hoped.	78%	7	7	4	0	0	18
My school helps my child understand it's ok to make a mistake.	78%	9	5	1	0	3	18

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
89%	88%	89%	68%
89%	81%	74%	68%
44%	75%	74%	60%
89%	69%	84%	68%

Board Survey 2025 - Parents (Division Three)

General

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the ways in which the school recognizes my child's learning accomplishments.	83%	10	5	1	1	1	18
I am satisfied with the effectiveness of my child's Individual Program Plan (IPP).	83%	6	9	1	2	0	18
I am satisfied with the communication about my child's progress.	78%	6	8	2	1	1	18
I am satisfied that my concerns are dealt with effectively and efficiently at the school.	89%	11	5	1	1	0	18
I am satisfied that the school informs parents of its activities and plans in a timely manner.	89%	11	5	2	0	0	18
I agree that agree that the school is proactive in promoting positive student behavior.	83%	13	2	3	0	0	18
I am satisfied with the school's discipline procedures to address inappropriate behaviors.	78%	6	8	0	0	4	18
I am satisfied with the leadership provided by the administration team.	89%	9	7	1	0	1	18
I would take advantage of the opportunities to provide input to the Board if I found it necessary.	83%	6	9	0	0	3	18
I am satisfied with the communication provided by the Board	100%	10	8	0	0	0	18
I am satisfied with the leadership provided by the Board.	89%	8	8	2	0	0	18
I am satisfied with the remote learning that is being offered to my child at this time.	n/a						0

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
100%	56%	79%	80%
67%	38%	68%	60%
89%	44%	74%	72%
100%	40%	94%	89%
88%	70%	94%	100%
100%	80%	88%	89%
50%	40%	69%	72%
100%	60%	88%	100%
88%	90%	75%	89%
88%	80%	88%	89%
63%	70%	75%	78%
n/a	n/a	n/a	94%

Offering advanced courses and unique subjects can inspire and challenge gifted and 2E students while setting our school apart. How much do you agree with the importance of the following courses in a high school setting?

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Advanced STEM courses (e.g., engineering, robotics, artificial intelligence, biotechnology)	94%	14	3	1	0	0	18
Creative and performing arts (e.g., digital media, filmmaking, music composition, advanced visual arts)	94%	11	6	1	0	0	18
Specialized humanities (e.g., philosophy, ethics, debate, world languages, cultural studies)	100%	11	7	0	0	0	18
Entrepreneurship and business innovation (e.g., startup incubators, finance, marketing, leadership programs)	100%	10	8	0	0	0	18
Hands-on technical and maker courses (e.g., 3D printing, woodworking, auto mechanics, game development)	100%	14	4	0	0	0	18
Interdisciplinary and research-based learning (e.g., independent studies, mentorship programs, capstone projects)	94%	12	5	1	0	0	18

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
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	n/a	n/a	n/a

Board Survey 2025 - Parents (Division Three)

Extracurricular activities, clubs, and partnerships with local organizations can enhance the learning experience for high school students. How much do you agree with the importance of the following extracurricular opportunities for High School Students?

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Academic and STEM clubs (e.g., robotics, math league, science fairs, coding competitions)	100%	11	7	0	0	0	18
Creative and performing arts programs (e.g., theater, music, film, visual arts, writing clubs)	94%	9	8	0	1	0	18
Leadership and service organizations (e.g., student government, debate team, Model UN, community service)	100%	10	8	0	0	0	18
Career and skill-based partnerships (e.g., internships, mentorships, apprenticeships, job shadowing with local businesses and post-secondary)	100%	12	6	0	0	0	18
Competitive and recreational sports (e.g., eSports, intramural leagues, traditional athletics, adventure sports)	83%	10	5	2	1	0	18
Special interest and hobby clubs (e.g., gaming, environmental activism, cultural clubs, entrepreneurship)	94%	7	10	1	0	0	18

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
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	n/a	n/a	n/a

High school students may benefit from different environments, technology access, and scheduling options compared to younger students. How much do you agree with the importance of the following supports for high school students?

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Dedicated quiet zones and independent workspaces to support focus and self-directed learning.	100%	13	5	0	0	0	18
Access to specialized spaces (e.g., maker spaces, creative labs, collaboration areas, auditorium space) for hands-on and project-based learning.	100%	13	5	0	0	0	18
Responsible and secure use of advanced technology, including AI tools, to enhance learning and productivity.	89%	12	4	1	1	0	18
Flexible scheduling options to accommodate different learning styles, extracurricular involvement, and preparation for post-secondary education.	94%	13	4	1	0	0	18

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
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

Board Survey 2025 - All Teacher Responses

Goal 1: Student learning is improved.

Outcome 2: Students will become creative risk takers academically.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My students are encouraged to use at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	100%	14	6	0	0	0	20
My students' school work shows evidence that they use at least some of the following in their schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	100%	10	10	0	0	0	20
My students receive classroom work that is appropriately challenging.	100%	12	8	0	0	0	20

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
100%	100%	100%	
95%	100%	100%	
100%	100%	100%	

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

Outcome 1: Students will develop positive interdependence skills.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My students are better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.	100%	6	14	0	0	0	20
My students have the opportunity to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal at school.	100%	14	6	0	0	0	20
My students have opportunities to work with students in other grades.	100%	14	6	0	0	0	20
My students are displaying increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.).	90%	6	12	2	0	0	20

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
95%	100%	92%	
100%	100%	100%	
100%	100%	77%	
95%	95%	92%	

Board Survey 2025 - All Teacher Responses

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

Outcome 2: Students will become creative risk takers socially

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the opportunities my students have for leadership at school.	95%	9	10	1	0	0	20
I provide my students opportunities to interact with and get to know students other than those with whom he/she usually associates (eg. play, hang out, interact).	100%	8	12	0	0	0	20
I agree that my students are becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	90%	7	11	1	0	1	20
My students are becoming better at taking social risks.	90%	3	15	0	0	2	20

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
89%	90%	92%	
100%	100%	92%	
100%	100%	100%	
95%	100%	92%	

Goal 3: Students' emotional needs are supported.

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My students find Discovery Learning (Grade K-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest them.	80%	2	14	3	0	1	20
I am helping my students develop skills to become more independent and self-directed in their learning.	100%	10	10	0	0	0	20
My students are able to apply independence and self-direction in their learning and studies in an effective manner.	75%	5	10	3	0	2	20
My students are becoming better able to self-regulate (better able to recognize their emotional state and control it).	90%	7	11	1	0	1	20
My students are able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accepting an unexpected event or result).	90%	5	13	2	0	0	20

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
74%	67%	62%	
100%	100%	100%	
95%	100%	100%	
95%	95%	100%	
89%	95%	100%	

Board Survey 2025 - All Teacher Responses

Goal 3: Students' emotional needs are supported.

Outcome 2: Students will become creative risk takers emotionally.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My students are able to identify their emotions when they feel them.	90%	4	14	0	0	2	20
My students are able to express themselves in appropriate ways while feeling different emotions.	90%	4	14	1	0	1	20
My students want to try again even when things don't go as they hoped.	90%	4	14	2	0	0	20
I help my students understand it's okay to make a mistake.	100%	12	8	0	0	0	20

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
100%	100%	92%	
100%	81%	85%	
84%	76%	69%	
100%	100%	100%	

General

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the ways in which I recognize my students' learning accomplishments.	95%	8	11	1	0	0	20
I am satisfied with the effectiveness of my students' Individual Program Plan (IPP).	70%	3	11	5	1	0	20
I am satisfied with the communication about my students' progress.	90%	10	8	2	0	0	20
I am satisfied that my concerns are dealt with effectively and efficiently by the administration team.	100%	13	7	0	0	0	20
I am satisfied with the communication provided by administration.	100%	13	7	0	0	0	20
I agree that agree that the school is proactive in promoting positive student behavior.	95%	11	8	0	0	1	20
I am satisfied with the school's discipline procedures to address inappropriate behaviors.	95%	9	10	0	0	1	20
I am satisfied with the leadership provided by the administration team.	100%	13	7	0	0	0	20
I would take advantage of the opportunities to provide input to the Board if I found it necessary.	85%	4	13	1	0	2	20
I am satisfied with the communication provided by the Board	90%	4	14	1	0	1	20
I am satisfied with the leadership provided by the Board.	90%	4	14	0	0	2	20

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
95%	100%	85%	
79%	67%	77%	
95%	100%	100%	
95%	95%	69%	
100%	100%	77%	
95%	95%	69%	
100%	95%	15%	
89%	95%	85%	
89%	86%	85%	
84%	71%	77%	
89%	71%	92%	

Board Survey 2025 - All Teacher Responses

Offering advanced courses and unique subjects can inspire and challenge gifted and 2E students while setting our school apart. How much do you agree with the importance of the following courses in a high school setting?

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Advanced STEM courses (e.g., engineering, robotics, artificial intelligence, biotechnology)	100%	14	5	0	0	0	19
Creative and performing arts (e.g., digital media, filmmaking, music composition, advanced visual arts)	100%	11	8	0	0	0	19
Specialized humanities (e.g., philosophy, ethics, debate, world languages, cultural studies)	95%	9	9	1	0	0	19
Entrepreneurship and business innovation (e.g., startup incubators, finance, marketing, leadership programs)	100%	11	8	0	0	0	19
Hands-on technical and maker courses (e.g., 3D printing, woodworking, auto mechanics, game development)	100%	12	7	0	0	0	19
Interdisciplinary and research-based learning (e.g., independent studies, mentorship programs, capstone projects)	95%	9	9	1	0	0	19

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
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	n/a	n/a	n/a

Extracurricular activities, clubs, and partnerships with local organizations can enhance the learning experience for high school students. How much do you agree with the importance of the following extracurricular opportunities for High School Students?

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Academic and STEM clubs (e.g., robotics, math league, science fairs, coding competitions)	100%	12	7	0	0	0	19
Creative and performing arts programs (e.g., theater, music, film, visual arts, writing clubs)	95%	9	9	1	0	0	19
Leadership and service organizations (e.g., student government, debate team, Model UN, community service)	95%	11	7	1	0	0	19
Career and skill-based partnerships (e.g., internships, mentorships, apprenticeships, job shadowing with local businesses and post-secondary)	100%	10	9	0	0	0	19
Competitive and recreational sports (e.g., eSports, intramural leagues, traditional athletics, adventure sports)	100%	8	11	0	0	0	19
Special interest and hobby clubs (e.g., gaming, environmental activism, cultural clubs, entrepreneurship)	100%	12	6	0	0	0	18

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
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	n/a	n/a	n/a

Board Survey 2025 - All Teacher Responses

High school students may benefit from different environments, technology access, and scheduling options compared to younger students. How much do you agree with the importance of the following supports for high school students?

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Dedicated quiet zones and independent workspaces to support focus and self-directed learning.	95%	15	3	1	0	0	19
Access to specialized spaces (e.g., maker spaces, creative labs, collaboration areas, auditorium space) for hands-on and project-based learning.	100%	17	2	0	0	0	19
Responsible and secure use of advanced technology, including AI tools, to enhance learning and productivity.	100%	14	5	0	0	0	19
Flexible scheduling options to accommodate different learning styles, extracurricular involvement, and preparation for post-secondary education.	100%	12	7	0	0	0	19

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
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

Board Survey 2025 - All Students

Goal 1: Student learning is improved.

Outcome 2: Students will become creative risk takers academically.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My teachers encourage me to use at least some of the following in my schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	78%	70	120	18	8	27	243
My school work shows evidence that I use at least some of the following in my schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	78%	63	126	21	9	24	243
My school work challenges me appropriately (not too hard - not too easy).	63%	36	117	35	16	39	243

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
87%	83%	87%	85%
80%	76%	73%	81%
68%	67%	72%	75%

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

Outcome 1: Students will develop positive interdependence skills.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I feel that I am better able to address conflicts with others (e.g. differences of opinion) than I could at the beginning of the year.	44%	31	77	39	30	66	243
My school provides me with opportunities to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal.	84%	74	131	11	4	23	243
I have the opportunity to work with students in other grades.	59%	40	104	41	22	36	243
I am getting better at using positive interdependence skills (working with others, being inclusive, resolving conflict with others, etc.).	65%	48	109	26	13	47	243

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
51%	45%	60%	20%
86%	86%	88%	86%
57%	62%	47%	23%
65%	65%	75%	71%

Board Survey 2025 - All Students

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

Outcome 2: Students will become creative risk takers socially

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
At school, I have opportunities to take on a leadership role if I want one (eg. lead a club; provide an activity for others; etc.)	70%	64	105	21	16	37	243
The school provides me with opportunities to interact with and get to know students other than those with whom I usually associate (eg. play, hang out, interact).	71%	61	112	27	11	32	243
I am becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	61%	50	98	31	20	44	243
I am becoming better at taking social risks (doing something outside my comfort zone such as initiating discussions with someone you don't usually associate with, etc.).	57%	36	102	43	22	40	243

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
61%	55%	59%	57%
74%	72%	77%	70%
62%	62%	62%	65%
49%	56%	57%	57%

Goal 3: Students' emotional needs are supported.

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I find Discovery Learning (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest me.	46%	52	59	41	65	26	243
My school is helping me develop skills to become more independent and self-directed in my learning.	62%	41	109	34	14	45	243
I am able to apply the skills of being more independent and self-directed to my learning and studies in an effective manner.	70%	35	135	18	7	48	243
I am able to or becoming better able to self-regulate (better able to recognize my emotional state and control it.)	62%	39	112	33	17	42	243
I am able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accept an unexpected event or result).	62%	45	106	32	23	36	242

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
47%	49%	53%	63%
67%	70%	75%	76%
67%	67%	73%	76%
62%	65%	66%	72%
63%	57%	62%	66%

Board Survey 2025 - All Students

Goal 3: Students' emotional needs are supported.

Outcome 2: Students will become creative risk takers emotionally.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am able to identify my emotions when I feel them.	76%	58	126	18	11	30	243
I am able to express myself in appropriate ways while feeling different emotions.	67%	42	122	31	14	34	243
I want to try again even when things don't go as I hoped.	67%	51	111	27	20	34	243
My school helps me understand it's ok to make a mistake.	61%	53	96	26	27	41	243

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
70%	72%	73%	78%
67%	67%	61%	68%
60%	61%	61%	65%
65%	68%	67%	71%

General

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the ways in which the school recognizes my learning accomplishments.	55%	44	90	45	24	40	243
My IPP is helpful in my learning.	41%	34	66	36	75	32	243
I like my school.	60%	78	67	32	36	30	243

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
65%	61%	65%	70%
39%	42%	41%	48%
68%	71%	86%	85%

		Male	Female	Other	Prefer Not to Say		
I identify as:		124	100	12	7		243

Offering advanced courses and unique subjects can inspire and challenge gifted and 2E students while setting our school apart. How much do you agree with the importance of the following courses in a high school setting?

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Advanced STEM courses (e.g., engineering, robotics, artificial intelligence, biotechnology)	92%	104	89	11	6	0	210
Creative and performing arts (e.g., digital media, filmmaking, music composition, advanced visual arts)	78%	97	67	28	19	0	211
Specialized humanities (e.g., philosophy, ethics, debate, world languages, cultural studies)	80%	57	101	26	14	0	198
Entrepreneurship and business innovation (e.g., startup incubators, finance, marketing, leadership programs)	88%	91	92	17	8	0	208
Hands-on technical and maker courses (e.g., 3D printing, woodworking, auto mechanics, game development)	87%	100	86	17	10	0	213
Interdisciplinary and research-based learning (e.g., independent studies, mentorship programs, capstone projects)	77%	63	90	29	17	0	199

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
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	n/a	n/a	n/a

Board Survey 2025 - All Students

Extracurricular activities, clubs, and partnerships with local organizations can enhance the learning experience for high school students. How much do you agree with the importance of the following extracurricular opportunities for High School Students?

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Academic and STEM clubs (e.g., robotics, math league, science fairs, coding competitions)	85%	94	89	21	11	0	215
Creative and performing arts programs (e.g., theater, music, film, visual arts, writing clubs)	76%	90	72	27	24	0	213
Leadership and service organizations (e.g., student government, debate team, Model UN, community service)	80%	76	92	30	11	0	209
Career and skill-based partnerships (e.g., internships, mentorships, apprenticeships, job shadowing with local businesses and post-secondary)	88%	92	94	19	7	0	212
Competitive and recreational sports (e.g., eSports, intramural leagues, traditional athletics, adventure sports)	87%	117	69	14	15	0	215
Special interest and hobby clubs (e.g., gaming, environmental activism, cultural clubs, entrepreneurship)	84%	108	70	18	16	0	212

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
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	n/a	n/a	n/a

High school students may benefit from different environments, technology access, and scheduling options compared to younger students. How much do you agree with the importance of the following supports for high school students?

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Dedicated quiet zones and independent workspaces to support focus and self-directed learning.	92%	116	78	10	8	0	212
Access to specialized spaces (e.g., maker spaces, creative labs, collaboration areas, auditorium space) for hands-on and project-based learning.	95%	123	77	6	5	0	211
Responsible and secure use of advanced technology, including AI tools, to enhance learning and productivity.	87%	96	84	15	13	0	208
Flexible scheduling options to accommodate different learning styles, extracurricular involvement, and preparation for post-secondary education.	92%	128	64	9	7	0	208

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
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

Board Survey 2025 - Students (Division Two)

Goal 1: Student learning is improved.

Outcome 2: Students will become creative risk takers academically.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My teachers encourage me to use at least some of the following in my schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	83%	47	57	5	1	16	126
My school work shows evidence that I use at least some of the following in my schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	84%	38	68	7	0	13	126
My school work challenges me appropriately (not too hard - not too easy).	65%	22	60	14	6	24	126

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
87%	86%	84%	82%
80%	81%	69%	78%
67%	68%	68%	78%

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

Outcome 1: Students will develop positive interdependence skills.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I feel that I am better able to address conflicts with others (e.g. differences of opinion) than I could at the beginning of the year.	56%	18	52	16	12	28	126
My school provides me with opportunities to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal.	90%	51	62	2	0	11	126
I have the opportunity to work with students in other grades.	71%	30	59	14	4	19	126
I am getting better at using positive interdependence skills (working with others, being inclusive, resolving conflict with others, etc.).	73%	34	58	10	4	20	126

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
58%	53%	63%	54%
90%	90%	88%	90%
69%	70%	45%	25%
74%	74%	78%	69%

Board Survey 2025 - Students (Division Two)

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

Outcome 2: Students will become creative risk takers socially

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
At school, I have opportunities to take on a leadership role if I want one (eg. lead a club; provide an activity for others; etc.)	74%	39	54	9	6	18	126
The school provides me with opportunities to interact with and get to know students other than those with whom I usually associate (eg. play, hang out, interact).	73%	39	53	10	4	20	126
I am becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	68%	37	49	14	6	20	126
I am becoming better at taking social risks (doing something outside my comfort zone such as initiating discussions with someone you don't usually associate with, etc.).	60%	24	51	20	6	25	126

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
54%	56%	56%	51%
74%	75%	77%	73%
61%	66%	60%	67%
52%	61%	57%	56%

Goal 3: Students' emotional needs are supported.

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I find Discovery Learning (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest me.	70%	44	44	14	6	18	126
My school is helping me develop skills to become more independent and self-directed in my learning.	71%	29	60	9	1	27	126
I am able to apply the skills of being more independent and self-directed to my learning and studies in an effective manner.	77%	24	73	2	1	26	126
I am able to or becoming better able to self-regulate (better able to recognize my emotional state and control it.)	64%	24	57	18	4	23	126
I am able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accept an unexpected event or result).	73%	30	61	10	6	18	125

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
58%	58%	61%	77%
70%	83%	75%	79%
76%	75%	72%	77%
66%	64%	66%	72%
67%	65%	63%	66%

Board Survey 2025 - Students (Division Two)

Goal 3: Students' emotional needs are supported.

Outcome 2: Students will become creative risk takers emotionally.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am able to identify my emotions when I feel them.	77%	38	59	9	3	17	126
I am able to express myself in appropriate ways while feeling different emotions.	71%	24	66	15	5	16	126
I want to try again even when things don't go as I hoped.	78%	34	64	9	2	17	126
My school helps me understand it's ok to make a mistake.	73%	41	51	13	4	17	126

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
73%	72%	71%	81%
67%	69%	59%	66%
68%	71%	62%	69%
77%	80%	75%	71%

General

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the ways in which the school recognizes my learning accomplishments.	69%	35	52	18	1	20	126
My IPP is helpful in my learning.	62%	27	51	14	13	21	126
I like my school.	76%	64	32	8	5	17	126

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
64%	70%	66%	72%
54%	61%	53%	50%
74%	80%	91%	88%

	Male	Female	Other	Prefer Not to Say		
I identify as:	58	64	4	0		126

Offering advanced courses and unique subjects can inspire and challenge gifted and 2E students while setting our school apart. How much do you agree with the importance of the following courses in a high school setting?

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Advanced STEM courses (e.g., engineering, robotics, artificial intelligence, biotechnology)	91%	60	36	8	2	0	106
Creative and performing arts (e.g., digital media, filmmaking, music composition, advanced visual arts)	88%	65	31	10	3	0	109
Specialized humanities (e.g., philosophy, ethics, debate, world languages, cultural studies)	86%	30	56	11	3	0	100
Entrepreneurship and business innovation (e.g., startup incubators, finance, marketing, leadership programs)	90%	45	50	8	3	0	106
Hands-on technical and maker courses (e.g., 3D printing, woodworking, auto mechanics, game development)	93%	69	31	5	3	0	108
Interdisciplinary and research-based learning (e.g., independent studies, mentorship programs, capstone projects)	83%	39	46	14	3	0	102

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
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	n/a	n/a	n/a

Board Survey 2025 - Students (Division Two)

Extracurricular activities, clubs, and partnerships with local organizations can enhance the learning experience for high school students. How much do you agree with the importance of the following extracurricular opportunities for High School Students?

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Academic and STEM clubs (e.g., robotics, math league, science fairs, coding competitions)	88%	61	38	10	4	0	113
Creative and performing arts programs (e.g., theater, music, film, visual arts, writing clubs)	85%	60	34	11	6	0	111
Leadership and service organizations (e.g., student government, debate team, Model UN, community service)	84%	46	48	14	4	0	112
Career and skill-based partnerships (e.g., internships, mentorships, apprenticeships, job shadowing with local businesses and post-secondary)	86%	43	51	13	2	0	109
Competitive and recreational sports (e.g., eSports, intramural leagues, traditional athletics, adventure sports)	89%	66	34	7	5	0	112
Special interest and hobby clubs (e.g., gaming, environmental activism, cultural clubs, entrepreneurship)	88%	68	31	9	4	0	112

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
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	n/a	n/a	n/a

High school students may benefit from different environments, technology access, and scheduling options compared to younger students. How much do you agree with the importance of the following supports for high school students?

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Dedicated quiet zones and independent workspaces to support focus and self-directed learning.	90%	67	30	8	3	0	108
Access to specialized spaces (e.g., maker spaces, creative labs, collaboration areas, auditorium space) for hands-on and project-based learning.	96%	73	28	2	2	0	105
Responsible and secure use of advanced technology, including AI tools, to enhance learning and productivity.	92%	53	44	3	6	0	106
Flexible scheduling options to accommodate different learning styles, extracurricular involvement, and preparation for post-secondary education.	92%	64	31	5	3	0	103

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
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

Board Survey 2025 - Students (Division Three)

Goal 1: Student learning is improved.

Outcome 2: Students will become creative risk takers academically.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree					Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
My teachers encourage me to use at least some of the following in my schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	74%	23	63	13	7	11	117	86%	77%	90%	88%
My school work shows evidence that I use at least some of the following in my schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	71%	25	58	14	9	11	117	80%	69%	78%	85%
My school work challenges me appropriately (not too hard - not too easy).	61%	14	57	21	10	15	117	70%	67%	78%	71%

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

Outcome 1: Students will develop positive interdependence skills.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree					Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
I feel that I am better able to address conflicts with others (e.g. differences of opinion) than I could at the beginning of the year.	32%	13	25	23	18	38	117	44%	33%	56%	46%
My school provides me with opportunities to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal.	79%	23	69	9	4	12	117	82%	81%	87%	81%
I have the opportunity to work with students in other grades.	47%	10	45	27	18	17	117	46%	51%	50%	21%
I am getting better at using positive interdependence skills (working with others, being inclusive, resolving conflict with others, etc.).	56%	14	51	16	9	27	117	57%	53%	71%	74%

Board Survey 2025 - Students (Division Three)

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

Outcome 2: Students will become creative risk takers socially

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree					Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
At school, I have opportunities to take on a leadership role if I want one (eg. lead a club; provide an activity for others; etc.)	65%	25	51	12	10	19	117	67%	55%	63%	65%
The school provides me with opportunities to interact with and get to know students other than those with whom I usually associate (eg. play, hang out, interact).	69%	22	59	17	7	12	117	73%	67%	77%	65%
I am becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	53%	13	49	17	14	24	117	63%	56%	64%	63%
I am becoming better at taking social risks (doing something outside my comfort zone such as initiating discussions with someone you don't usually associate with, etc.).	54%	12	51	23	16	15	117	46%	50%	57%	57%

Goal 3: Students' emotional needs are supported.

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree					Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
I find Discovery Learning (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest me.	20%	8	15	27	59	8	117	36%	36%	42%	43%
My school is helping me develop skills to become more independent and self-directed in my learning.	52%	12	49	25	13	18	117	63%	52%	76%	72%
I am able to apply the skills of being more independent and self-directed to my learning and studies in an effective manner.	62%	11	62	16	6	22	117	58%	56%	76%	75%
I am able to or becoming better able to self-regulate (better able to recognize my emotional state and control it.)	60%	15	55	15	13	19	117	59%	65%	66%	72%
I am able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accept an unexpected event or result).	51%	15	45	22	17	18	117	60%	45%	60%	67%

Board Survey 2025 - Students (Division Three)

Goal 3: Students' emotional needs are supported.

Outcome 2: Students will become creative risk takers emotionally.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am able to identify my emotions when I feel them.	74%	20	67	9	8	13	117
I am able to express myself in appropriate ways while feeling different emotions.	63%	18	56	16	9	18	117
I want to try again even when things don't go as I hoped.	55%	17	47	18	18	17	117
My school helps me understand it's ok to make a mistake.	49%	12	45	13	23	24	117

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
68%	72%	74%	74%
68%	65%	65%	72%
53%	47%	59%	59%
53%	52%	56%	71%

General

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the ways in which the school recognizes my learning accomplishments.	40%	9	38	27	23	20	117
My IPP is helpful in my learning.	19%	7	15	22	62	11	117
I like my school.	42%	14	35	24	31	13	117

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
57%	48%	63%	66%
24%	17%	24%	44%
62%	59%	77%	81%

		Male	Female	Other	Prefer Not to Say		
I identify as:		66	36	8	7		117

Offering advanced courses and unique subjects can inspire and challenge gifted and 2E students while setting our school apart. How much do you agree with the importance of the following courses in a high school setting?

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Advanced STEM courses (e.g., engineering, robotics, artificial intelligence, biotechnology)	93%	44	53	3	4	0	104
Creative and performing arts (e.g., digital media, filmmaking, music composition, advanced visual arts)	67%	32	36	18	16	0	102
Specialized humanities (e.g., philosophy, ethics, debate, world languages, cultural studies)	73%	27	45	15	11	0	98
Entrepreneurship and business innovation (e.g., startup incubators, finance, marketing, leadership programs)	86%	46	42	9	5	0	102
Hands-on technical and maker courses (e.g., 3D printing, woodworking, auto mechanics, game development)	82%	31	55	12	7	0	105
Interdisciplinary and research-based learning (e.g., independent studies, mentorship programs, capstone projects)	70%	24	44	15	14	0	97

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
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	n/a	n/a	n/a

Board Survey 2025 - Students (Division Three)

Extracurricular activities, clubs, and partnerships with local organizations can enhance the learning experience for high school students. How much do you agree with the importance of the following extracurricular opportunities for High School Students?

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Academic and STEM clubs (e.g., robotics, math league, science fairs, coding competitions)	82%	33	51	11	7	0	102
Creative and performing arts programs (e.g., theater, music, film, visual arts, writing clubs)	67%	30	38	16	18	0	102
Leadership and service organizations (e.g., student government, debate team, Model UN, community service)	76%	30	44	16	7	0	97
Career and skill-based partnerships (e.g., internships, mentorships, apprenticeships, job shadowing with local businesses and post-secondary)	89%	49	43	6	5	0	103
Competitive and recreational sports (e.g., eSports, intramural leagues, traditional athletics, adventure sports)	83%	51	35	7	10	0	103
Special interest and hobby clubs (e.g., gaming, environmental activism, cultural clubs, entrepreneurship)	79%	40	39	9	12	0	100

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
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	n/a	n/a	n/a

High school students may benefit from different environments, technology access, and scheduling options compared to younger students. How much do you agree with the importance of the following supports for high school students?

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Dedicated quiet zones and independent workspaces to support focus and self-directed learning.	93%	49	48	2	5	0	104
Access to specialized spaces (e.g., maker spaces, creative labs, collaboration areas, auditorium space) for hands-on and project-based learning.	93%	50	49	4	3	0	106
Responsible and secure use of advanced technology, including AI tools, to enhance learning and productivity.	81%	43	40	12	7	0	102
Flexible scheduling options to accommodate different learning styles, extracurricular involvement, and preparation for post-secondary education.	92%	64	33	4	4	0	105

2024	2023	2022	2021
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
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



Patti Dundas
Secretary-Treasurer
Phone: 780-416-2353
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MEMORANDUM

May 21, 2025

To: Board of Directors

From: Patti Dundas – Secretary-Treasurer

Subject: Insurance

TAAPCS/SST Meeting in Calgary:

Superintendent Moghrabi and I attended the SST meeting in Calgary on Saturday morning. The Charter School insurance RFP was discussed and reviewed again during the TAAPCS meeting. This will be discussed further in New Business. Director Koziak recommended that I join the Audit Committee for TAAPCS.

We also want to clarify the advantages of their services:

- **Broker of Record:** BrokerLink can take over your policies effective immediately, meaning there will be no cancellation fees or penalties as the policy stays in place until Sept. 1.
- **Market Access:** We are aware of concerns raised regarding market access—particularly with respect to Intact Public Entities (IPE). Please be assured that BrokerLink has confirmed access to IPE and is managing a coordinated transition plan to ensure minimal disruption.
- **Group Leverage:** Our entire group portfolio will go to market with the largest schools in the group, ensuring not just the best market to meet our needs, but also a lot more leverage to reduce premiums.
- **Improved Efficiency:** Their technology solutions, already in place, include streamlined data collection and centralized coordination, enhancing efficiency for all schools.
- **Cost Consistency:** Their heavily negotiated flat-fee structure also brings welcomed transparency and predictability in cost for the next five years. The flat rate of \$100,000 is estimated to save the collective of schools roughly \$100-150,000 vs the commission received by the current provider, estimated to be between \$200-250,000.

Recommendations:

It is recommended that the Board approve the move to a new broker - Brokerlink and remain part of the Charter Insurance Group as presented.

Patti Dundas
Secretary-Treasurer

Education Amendment Act, 2024

Parent Guide

Background

The [Education Amendment Act, 2024](#) (formerly Bill 27) amends the *Education Act* to support families and students navigating complex conversations around gender identity, sexual orientation, and human sexuality, while also supporting continuity in a student's learning during a public health emergency or states of emergency.

The amendments create greater transparency between school authorities and parents and result in greater consistency for students, parents and teachers.

Amendments related to notification and consent for health measures, the right to education during emergencies, and updated requirements for shifts to at-home learning took effect on March 1, 2025. School authorities are required to develop related policies by September 1, 2025.

The remaining amendments to the *Education Act* are anticipated to take effect on September 1, 2025. This includes changes related to:

Parental notification and consent of preferred names or pronouns

Alberta Education recognizes the importance of open communication between schools and families while ensuring students feel supported in their learning environment.

If a student under the age of 18 requests that school staff refer to them using a new gender identity-related preferred name or pronouns, the school authority is required to notify the student's parent. For students under 16 years of age, school staff may only use the new preferred name or pronouns in school once parental consent has been provided.

If a student requests access to assistance before parental notification, or if notification is reasonably expected to cause emotional or psychological harm to the student, school authorities will ensure the student is provided with counselling or other assistance to help them through the process.

Students can access guidance counsellors, social workers and other school-based supports without parental consent. After notification has occurred, students and families can also connect with affordable mental health services through [Counselling Alberta](#).

Parental notification and opt-in for subject matter dealing with gender identity, sexual orientation or human sexuality

As a parent, it is important that you are informed about your child's education. When classroom subject matter deals primarily and explicitly with gender identity, sexual orientation or human sexuality, schools must notify you at least 30 days in advance and provide you with the option to opt your child in for this instruction. This requirement does not apply to other subject matter or incidental references to these topics.

Also, once the amendments take effect, all school authorities must have publicly available policies in place for parental notification and opt-in consent. Among other things, these policies must ensure that:

- You get sufficient information and detail to make an informed decision
- If you provide consent, you have the choice to opt your child in either partially or fully

These changes support transparency and help you stay actively involved in your child's learning.

Minister approval of learning and teaching resources and external parties that deal with gender identity, sexual orientation or human sexuality

To ensure transparency and consistency, the Minister of Education must approve any learning and teaching resources that deal primarily and explicitly with gender identity, sexual orientation or human sexuality before they are used in classrooms, unless they are specifically for religious instruction.

If an external party provides or uses learning and teaching resources on these topics—whether in the context of religious instruction or otherwise—the external party itself must also receive Minister approval.

These measures help ensure that parents are involved in their child's learning and understand what is being taught in schools.

Policies for at-home learning

School authorities must have clear policies in place to support students and families if there are circumstances where an in-person learning option is not available. By September 1, 2025, school authorities will establish and publish policies to minimize disruptions and ensure learning continues smoothly.

These policies will include:

- factors the school authority will consider when deciding if learning should be in person or at home or a combination of both
- opportunities for continuing in-person learning at buildings other than the building where students regularly attend school
- how the board plans to provide at-home learning while fulfilling its obligations under the *Education Act* and the regulations
- how the board plans to make reasonable efforts to enable students to participate in at-home learning

These policies will help ensure that, even when in-person learning is unavailable, your child's education remains a priority.

Timing

The amendments are anticipated to come into effect September 1, 2025, and will apply to all school authorities in Alberta, including public, separate, francophone, charter, and independent (private) schools for the 2025/26 school year.

Engagement

Alberta's government engaged with approximately 250 stakeholders including school boards, parents and teacher representatives, superintendents, mental health organizations and other education stakeholders about policy implementation.

For more information

If you have any questions about the policies and procedures coming into effect September 1, 2025, please contact your local school and/or school authority directly. They are your best point of contact for how these policies will apply to your child.

Frequently asked questions: *Education Amendment Act, 2024*

What changes are taking place?

Changes to the *Education Act* and related regulations will support families and students navigating complex conversations around gender identity, sexual orientation and human sexuality, while also supporting continuity in a student's learning during a public health emergency or state of emergency.

When will these changes come into effect?

Some changes came into effect on March 1, 2025:

- notification and consent for health measures
- right to education during emergencies
- updated requirements for shifts to at-home learning

Other changes are anticipated to come into effect on September 1, 2025:

- parent notification and consent for gender identity-related preferred names and pronouns
- parental notification and opt-in consent for subject matter dealing primarily and explicitly with gender identity, sexual orientation or human sexuality.
- Minister approval of learning and teaching resources and external parties presenting learning and teaching resources that deal primarily and explicitly with gender identity, sexual orientation or human sexuality.
- school authority policies related to at-home learning where no in-person learning option is provided

Who do these changes apply to?

The changes apply to all school authorities in Alberta, governed by the *Education Act*, including public, separate, Francophone, charter, and independent (private) schools.

The changes do not apply to First Nations Education Authorities.

Parent notification and consent for gender identity-related preferred names and pronouns

What is changing?

Where a student under 18 years of age requests that teachers or school staff use a new gender identity-related preferred name or pronouns, the school authority must notify the parent. For students who are 16 or 17 years old, school staff can only use the new preferred name or pronouns when referring to the student in school after this notification has occurred. For students under 16 years of age, school staff can only use the new preferred name or pronouns once notification has occurred and parental consent has been provided.

If parental notification is reasonably expected to cause psychological or emotional harm to the student, or if a student requests assistance, the school authority must ensure the student is provided with counselling or other assistance prior to notifying their parents. This could include supports such as guidance counsellors or social workers that do not require parental consent for students to access in schools.

How quickly should a parent be notified when a student requests to change to a preferred name and/or pronoun?

Notifying parents and, where applicable, seeking parental consent should happen in a timely manner. The student's new preferred name/pronouns cannot be used by teachers, teacher leaders or other school staff until parental notification has occurred, and if applicable, consent has been given.

At what age is parental notification and/or consent needed for schools to use students' gender identity-related preferred names or pronouns?

If a student under the age of 18 requests that school staff use a new gender identity-related preferred name or pronouns, the school authority is required to notify the parent, and school staff may only use the new preferred name or pronoun once notification has occurred. For students under 16 years of age, school staff may only use the new preferred name or pronouns in school once notification has occurred and parental consent has been provided.

If parents are supportive of a student's gender identity-related preferred names or pronouns, does the *Education Act* require school authorities required to use them at school?

The legislation requires school authorities to notify the parents of the request. It does not require school authorities to seek parental consent or to use a requested preferred name or pronouns.

School authorities who do not plan to seek parental consent or use a student's gender identity-related preferred name or pronoun, should ensure the school community is aware of their policy/process. Should there be a disagreement between the school authority and parents, the school authority is encouraged to work with the parents and student to help resolve the conflict.

What will happen in the case of students already using a gender identity-related preferred name and/or pronoun at school?

These requirements do not apply retroactively. As a result, where a student is already being referred to in school by a gender identity-related preferred name or pronouns when the amendments to the *Education Act* take effect, the school authority would not be required to notify or obtain parental consent to continue using the preferred name or pronoun.

What about students adopting a preferred name at school for a reason not related to their gender identity?

This requirement only applies to changes to a new preferred name or pronoun the student prefers for reasons related to the student's gender identity (e.g, a name identified by a student that is more aligned with their gender identity, to be used in place of the name that the student has been using).

It does not apply to preferred names or nicknames that are not related to the student's gender identity.

What will happen if a student's parents are not receptive to a student using a preferred name or pronouns related to their gender identity?

In most cases, a child's parent or guardian is in the best position to support their child, including when their child wishes to be referred to by a new preferred name and/or pronouns. Where notifying the student's parent is reasonably expected to result in psychological or emotional harm to the student, or if the student requests access to assistance, the board must ensure that the student is provided with counselling or other assistance prior to parental notification.

If a parent or guardian needs help supporting their child, Family Resource Networks (FRNs), administered by Children and Family Services, are available. They focus on strengthening parenting/caregiver knowledge, building coping and problem-solving skills, understanding child and youth development and supporting well-being and resilience. There are 70 FRNs across Alberta, and all services are free and open to every Albertan, no matter where they live. With respect to exceptional cases where there are reasonable and probable grounds to believe that the safety or security of a student is endangered, the *Child, Youth and Family Enhancement Act* continues to apply to school settings, as it always has.

What supports will be available to students who request assistance before their parents are notified?

Where a student requests access to assistance before parental notification, the school authority is best positioned to determine appropriate assistance in the circumstances. For example, assistance may include access to school-based guidance counsellors or social workers in the school. In some circumstances, a school authority may seek out other options for assistance or counselling.

Can a preferred name be displayed on an official document like a diploma?

Official documents like a diploma reflect a student's legal name. Students must legally change their name if they would like an official record, like a diploma, to reflect a name other than their current legal name. This is a separate process that applies to all name changes and is not affected by these amendments.

In the case of 'independent students' under the *Education Act*, would school authorities have to notify or seek consent from parents?

School boards are responsible for setting operational policies for independent students, in line with the *Education Act*. When a school board determines that a student meets the criteria to be considered independent, that student assumes all the rights, responsibilities and benefits under the *Education Act* that would otherwise belong to their parent. In such cases, the parent no longer holds those rights or responsibilities.

As outlined in the *Education Act* an "independent student" means a student who is 18 years of age or older, or 16 years of age or older and:

- a. living independently as determined by a board in accordance with section 6, or
- b. a party to an agreement under section 57.2 of the *Child, Youth and Family Enhancement Act*.

Do these changes impact school staff

These changes only apply to parent notification and consent for gender identity-related preferred names and pronouns for students. There are no

sharing their pronouns with students or staff?

requirements in the *Education Act* respecting school staff sharing gender identity-related preferred names or their pronouns with students or staff.

Is there a minimum age for a student to request use of a gender identity-preferred name or pronouns?

The requirements apply to all students as defined in the *Education Act*. The term “student” excludes a child younger than 6 years of age who is enrolled in an early childhood services program.

If a parent consents to a gender identity-preferred name or pronoun, how should it be reflected in the student record?

The Provincial Approach to Student Information (PASI), the system used to securely store Alberta student information required by the Student Record Regulation, can accommodate a student’s given name and preferred name, as well as four gender options (M - Male, F - Female, U - Unknown, X - Unspecified). If a parent consents to use of a different gender identity-preferred name, the given name in PASI should remain as the student’s name, as outlined in the Student Record Regulation, but a gender identity-preferred name can be entered as the preferred name should the parent choose to do so in accordance with the school authority’s policies. Parents may also choose to update the gender in accordance with the school authority’s policies.

How do these requirements apply to people who work in a school, but are not employed by the school authority (i.e. staff of a contractor)?

These requirements apply to teachers, teacher leaders, and other school staff. School authorities are responsible for setting the terms of their contracts and may choose to include expectations for contractors to follow their policies and procedures.

How do these changes align with professional requirements for confidentiality that some school counsellors must adhere to?

School counseling services may be provided by various practitioners, including, but not limited to, teachers, social workers and psychologists. These changes are not intended to affect the ethical codes or confidentiality standards that members of professional associations must follow. School authorities should ensure that their processes and procedures align with the professional requirements of their staff.

How should school authorities respond if there is a disagreement between parents on

Where parental consent is required, once a parent, as defined in the *Education Act* provides consent, school staff can use the preferred name or pronoun. Should parents have continued disagreement, they can take steps to resolve it independent of the school. Depending on the circumstances,

the use of a gender identity-related preferred name or pronoun?

this could include accessing community supports, such as through Family Resource Networks (FRNs), or engaging a family law practitioner.

Parental notification and opt-in consent for subject matter dealing primarily and explicitly with gender identity, sexual orientation or human sexuality

What is changing?

Where classroom content includes subject-matter that deals primarily and explicitly with gender identity, sexual orientation or human sexuality, school authorities must notify parents at least 30 calendar days in advance and provide parents the option to opt-in their child, rather than opt-out, for this instruction. This does not apply to other subjects or incidental references to these topics.

School authorities must also establish and implement publicly available policies, by September 1, 2025, regarding parental notification and opt-in consent, which must address:

- The process (form and manner) the school authority will use to provide notice to parents
- The frequency and timing of the notice, which must occur at least 30 days in advance
- The process (form and manner) to seek parents' consent, which must:
 - Include sufficient detail to enable parents to make an informed decision; and
 - provide parents with the option for full or partial consent.

Some boards may choose to provide notification at the start of a school year or semester, while others may provide notification of individual units or events.

What does it mean for school authority policies to be “publicly available?”

For a policy to be publicly available it means that school authorities must ensure that the policy is readily available and/or be provided on request. This could include posting the policy on a school authority's public facing website or being prepared to provide a copy, in a timely manner, when a copy is requested.

Will these changes impact the creation or operation of GSAs/QSAs? Should parents be notified and required to provide opt-in consent for their child to participate in GSAs/QSAs?

Section 35.1(1) of the *Education Act* deals with the establishment of voluntary student organizations activities intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, such as a Gay-Straight Alliance or Queer-Straight Alliance. This has not changed.

New parental notification and opt-in consent requirements for courses, programs of study or instructional materials, or instruction or exercises that include subject-matter dealing primarily and explicitly with gender identity, sexual orientation or human sexuality will not apply to a student's participation in voluntary student organizations or activities such as GSAs.

However, the new requirements related to Minister of Education approval of learning and teaching resources dealing primarily and explicitly with gender identity, sexual orientation, or human sexuality do apply. This means, for example, that where an external party uses or provides learning and teaching resources (materials, presentation, etc.) to students in the context of a GSA, those resources and the external party itself must first be approved by the Minister of Education.

Note: Under section 35.1(b), a staff liaison is a staff member designated by the principal of the school whose role is to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity. A staff member who is the liaison of the GSA would not be considered an external party, nor would student members of the GSA.

What does “primarily and explicitly” mean in reference to the parental opt-in requirement?

The parental opt-in requirement applies when subject matter deals primarily and explicitly with gender identity, sexual orientation or human sexuality. This is referring to direct references to these themes, as part of the following learning outcomes identified by Alberta Education:

- Physical Education and Wellness (Grades 3, 4, 5 and 6)
- Health and Life Skills (Grades 7, 8 and 9)
- Career and Life Management (High School)
- Career and Technology Studies (High School) – Reproduction and Readiness for Parenting
- Career and Technology Studies (High School) – Developing Maturity and Independence

Indirect or incidental references to these topics would not require parental notification or opt-in consent. For example, if there was an indirect reference in a book being discussed in language arts, this would not require parental consent. Another example is Biology 30, which would not require parental opt-in consent. Although some of the learning outcomes are explicit in that they deal with the anatomy and physiology of human reproduction, they are not explicitly about human sexuality.

Will the changes impact the current parental opt-out approach for religious instruction?

The amendments will not impact the parental opt-out approach for religious instruction in Section 58.1 of the *Education Act*. Boards will continue to provide parents notice where there is instruction that deals primarily and explicitly with religion. When a parent makes a written request, a student shall be exempt from such instruction without academic penalty.

What will happen if a student wants to participate in subject matter involving gender identity, sexual orientation or human sexuality, but

A student may not participate unless their parent has opted them in. During this time, the student would leave the classroom or place where the instruction is taking place and would be provided an alternate instruction or supervision.

their parent has not opted them in?	Similar to the opt-out model under section 58.1, if there is a disagreement, the school is encouraged to work with the parents and student to help resolve the conflict.
Is parental consent needed for students 18 years of age and older?	Students aged 18 or older will not require parental opt-in consent to participate in instruction involving gender identity, sexual orientation or human sexuality. Parental opt-in consent is also not required for “independent students” under the <i>Education Act</i> .
Will this apply every time sexuality, sexual orientation or gender identity is mentioned in the classroom?	No, it will only apply to scenarios where subject matter deals primarily and explicitly with one or more of these topics. An incidental reference (for example, a single mention in a book in Language Arts) would not trigger the opt-in requirement. It's up to school authorities to determine the timeframe and frequency of parental notification and opt-in (e.g. once per year, quarterly, etc.). However, notification must be a minimum of 30 calendar days before the subject matter is presented.
Do the changes mean that parents will need to opt-in students to learn about consent?	Students will continue to learn about consent in Alberta classrooms at several grade levels. Only one learning outcome that includes instruction on consent will require parental opt-in (Grade 6 - Any sexual activity always requires consent).
Since the change takes effect on September 1, 2025, and 30 days' notice is required, can school authorities offer programming on human sexuality, gender identity or sexual orientation in September?	While the requirements for notification and consent do not come into effect until proclaimed in force (anticipated for September 1, 2025), school authorities have the flexibility to take steps prior to September to ensure appropriate notification and request opt-in consent for September programming.
If a new student registers less than 30 days before related subject matter is to be provided, can they still participate?	The requirements are in place for registered students. In the case of new students or late registrations, school authorities can provide notice during the registration process. Written consent from parents will still be required prior to the student participating in the lesson(s).
Will notification and opt-in consent be needed for a staff member to share their	A staff member sharing their preferred pronouns with students would not require parental notification or opt-in consent.

preferred pronouns
with students?

When seeking
consent, how much
information are
school authorities to
provide parents on
subject matter? Are
school authorities
required to provide
parents with copies of
lesson plans?

How should school
authorities manage
students who do not
receive consent to
participate in a
course, program or
study or instruction?

If a learning common/
library held an
optional book talk
(e.g. on pride books),
would opt-in consent
be required for
students to take
part?

If there are
complaints about how
gender identity,
sexual orientation or
human sexuality
content is being
taught in schools,
who responds or
investigates those
complaints?

School boards are responsible for determining how to provide notice and seek parental consent in accordance with required policies. School authorities must provide sufficient detail to enable parents to make an informed decision about their child's participation, with the option for full or partial consent, but this does not require school authorities to provide parents with copies of lesson plans.

If consent is not provided, teachers must arrange alternate instruction or supervision for the student outside the classroom or setting where the course, program or materials will be used. School authority policies should outline how this will be managed, including for situations of partial consent. As opt-in parental consent is required, no academic penalty can apply to the extent that a student's parent has not opted the student in to the applicable course, program of study or instructional materials, instruction or exercises. Should a parent request specific alternative courses, programs, instruction or instructional materials, school authorities are not required to accommodate the parent's request.

Parental opt-in will not apply to a student's participation in extra-curricular voluntary activities. However, the new requirements related to Minister of Education approval of learning and teaching resources dealing primarily and explicitly with gender identity, sexual orientation, or human sexuality do apply. This means, for example, that where an external party uses or provides learning and teaching resources (materials, presentation, etc.) to students in an extra-curricular context, those resources and the external party itself must first be approved by the Minister of Education.

Where concerns relate to a teacher, it is expected that complaints regarding the teaching of gender identity, sexual orientation or human sexuality content will follow the same process as all complaints involving teachers.

School authorities have guidelines and processes in place to address complaints and concerns related to their employees. Concerns are often addressed and resolved at the local level. If parents are comfortable and it is safe to do so, they are encouraged to try to address concerns at the local level first. Parents can discuss the issue with the teacher or teacher-lead if possible or their supervisor if necessary.

If the complaint is not adequately resolved at the local level, parents can contact the Office of the Registrar to discuss their concerns and may wish to seek further information about submitting a complaint that will be

addressed by the Alberta Teaching Profession Commission. More information is available at <https://www.alberta.ca/alberta-teaching-profession-commission>.

Minister approval of learning and teaching resources and external presenters that deal primarily and explicitly with gender identity, sexual orientation or human sexuality

What is changing?

Anticipated to take effect on September 1, 2025:

- The Minister of Education must approve learning and teaching resources dealing primarily and explicitly with gender identity, sexual orientation, or human sexuality.
 - Minister approval of these learning and teaching resources is not required where they are being used to provide religious instruction.
- External parties using or providing learning and teaching resources that deal primarily and explicitly with gender identity, sexual orientation or human sexuality must be approved by the Minister of Education, whether in the context of religious instruction or otherwise.

What is considered a learning and teaching resource?

A learning and teaching resource means any resource used in a school to engage in learning or teaching, but does not include:

- A resource created by a student, or
- A resource accessed by a student independently, including through a school library.

What will happen to existing learning and teaching resources that cover topics of gender identity, sexual orientation or human sexuality?

School authorities will need to submit learning and teaching resources dealing primarily and explicitly with gender identity, sexual orientation or human sexuality to receive Minister approval prior to classroom use. Minister approval of these learning and teaching resources is not required where they are being used for religious instruction.

What is the department's review process?

The review process for both learning and teaching resources and external parties are similar and are outlined in the Provincial Resource Review Guide and External Party Review Guide, respectively.

To seek approval, school authorities and external parties can complete the request for approval forms found on [New.LearnAlberta.ca](https://www.alberta.ca/new-learn-alberta). Requests are reviewed on an ongoing basis, and Alberta Education will notify the school authority or external party of the decision. The lists of approved of learning and teaching resources and external parties will be updated quarterly on [New.LearnAlberta.ca](https://www.alberta.ca/new-learn-alberta).

Learning and teaching resources that will be used or provided by the external party must be submitted for review separately from the request for approval of the external party itself. Minister approval of learning and

teaching resources is not required where they are being used to provide religious instruction.

Are school administrators and teachers included in the review process?

Alberta Education, school authorities, school leaders and teachers share responsibilities in the selection of approved external parties and learning and teaching resources that meet the needs of local learning environments and align with legislation, provincial and local policies, and directives.

School authorities and external parties are responsible for ensuring that their request for learning and teaching resource approval meets the review criteria set out in the Provincial Resource Review Guide. School authority leaders are responsible for selecting from the list of approved learning and teaching resources and external parties. School staff and administration are responsible for seeking approval from their school authority leader to meet the needs of their local learning environments.

Why are resources used for religious instruction exempt from the requirement for Minister approval?

On November 27, 2024, Minister Nicolaides introduced a house amendment to the legislation to clarify that the Minister's approval is not required for materials that deal primarily and explicitly with gender identity, sexual orientation or human sexuality where these materials are used for religious instruction.

This exemption is based on stakeholder feedback about the interconnection of sexual education and religious instruction. This balances the need for transparency with the autonomy of religious instruction programs to select resources that align with their faith.

Do external parties require Minister approval, even in the context of religious instruction?

Yes – external parties presenting on topics dealing primarily and explicitly with gender identity, sexual orientation or human sexuality will require approval, whether in the context of religious instruction or otherwise. The approval of their learning and teaching resources is not required if they are being used for religious instruction. More information about the process and review criteria for external parties seeking approval is set out in the External Party Review Guide.

How is it determined if a resource is age and developmentally appropriate?

Learning and teaching resources that deal primarily and explicitly with gender identity, sexual orientation or human sexuality will be reviewed using the criteria outlined in the Provincial Resource Review Guide. Learning and teaching resources submitted for approval must demonstrate curriculum alignment and developmental appropriateness. To be considered developmentally appropriate, a learning and teaching resource must be cognitively, physically, and emotionally appropriate for the age of the students for whom it is intended. More information is available in Part 3 of the Provincial Resource Review Guide.

Is there an appeal process if a certain

If a learning and teaching resource or external party does not meet the review criteria, Alberta Education may provide feedback to the school

resource or external party is denied?	authority or external party on their submission, and they may re-submit for approval.
What criteria is used by the Minister to approve learning and teaching resources and external parties?	<p>Requests for approval of learning and teaching resources will be reviewed using the criteria outlined in the Provincial Resource Review Guide. All learning and teaching resources that deal primarily and explicitly with gender identity, sexual orientation or human sexuality submitted for approval must demonstrate curriculum alignment and developmental appropriateness. For more information on the review criteria, please see Part 3 of the Provincial Resource Review Guide.</p> <p>Request for approval of external parties will be reviewed using the criteria outlined in the External Party Review Guide. All external parties using or providing learning and teaching resources dealing primarily and explicitly on gender identity, sexual orientation or human sexuality must demonstrate a developmentally appropriate instructional approach, agree to conduct themselves in a developmentally appropriate way and use approved learning and teaching resources. The use of approved learning and teaching resources does not apply to external parties seeking approval to present in the context of religious instruction. For more information on the review criteria, please see Part 2 of the External Party Review Guide.</p>
Does the review of learning and teaching resources apply to library books?	These changes don't apply to library books or other resources that students access independently.
How can schools and parents access approved materials on these topics?	<p>Parents can request access to learning and teaching resources for all curricular learning outcomes, including these topics. Parents are encouraged to communicate directly with their child's teacher and school for specific information on their selection of approved learning and teaching resources.</p> <p>A list of approved learning and teaching resources will be publicly available on New.LearnAlberta.ca. Parents are encouraged to reach out to their teacher, school or school authority to see the specific learning and teaching resources being used.</p>
How will you ensure school boards receive timely approvals of learning and teaching resources?	We understand that timely approval of learning and teaching resources will be a priority for schools and teachers. This will be considered as we implement the review process. To support schools, it is anticipated that decision will take up to 90 days from the time of submission of request for approval. Approval of learning and teaching resources and external parties is effective upon receipt of email communicating approval.
Who is considered an external party?	<p>An external party means any person or organization other than:</p> <ul style="list-style-type: none"> • a board or an employee of a board,

- a student,
- a student organization established under section 35.1 of the *Education Act*, or
- a staff liaison designated, or responsible adult appointed, under section 35.1 of the *Education Act*.

An external party may include non-profit organizations, a member of a religious organization or a public body such as Alberta Health Services.

Note: a staff liaison is a staff member designated by the principal of the school whose role is to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity under section 35.1 of the *Education Act*.

Will external parties' resources need to be approved?

Yes, unless the external party's learning and teaching resource is being used for religious instruction. Learning and teaching resources that require approval will be reviewed separately using the Provincial Resource Review Guide. Learning and teaching resources presented in the context of religious instruction only do not require approval.

Will approved resources or external parties need to be renewed? If there are changes to the approved resources, do those need to be re-approved?

Once a learning and teaching resource has been approved, if the learning and teaching resource undergoes any changes, including but not limited to any modifications or alterations, the responsible school authority or external party will need to re-submit the updated learning and teaching resource for review and approval. School authorities remain responsible for ensuring that their use of an approved resource otherwise complies with legal requirements, such as those related to copyright/intellectual property.

Approval of external parties is valid for 3 years from the approval date. External parties will need to re-submit a Request for Approval of External Parties Form every 3 years to ensure the approval is still in alignment with the intended student learning in Alberta and to reflect any updates to provincial curriculum.

School authority policies related to at-home learning where no in-person learning option is provided

What is changing?

School authorities must establish, publish, implement, and maintain policies, to be in place by September 1, 2025 related to any shifts to at-home learning where no in-person learning option is offered to mitigate negative impacts. Policies must include:

- consideration of ways to potentially accommodate students at other facilities for in-person learning;
- rationale/criteria for considering a shift to temporary at-home learning for all or some of the students;
- how the board will make reasonable efforts to enable students to continue with the same courses and education program that they were enrolled in as of the date at-home learning begins; and

- how schools will make reasonable efforts to enable students to participate in at-home learning.

How should school authority policies address considerations for students with exceptional needs?

In their policies, school authorities must address how the board plans to provide at-home learning while fulfilling its obligations under the *Education Act* and the regulations, factors for consideration in determining if learning should be in person or at home, or a combination of both as well as how the board plans to make a reasonable effort to provide an in-person learning option to all students. This should include how the school authority will evaluate and distribute resources considering all students in an inclusive, equitable and fair manner. School authorities are also required to make reasonable efforts to enable all students to continue with the same courses and education program that the students are enrolled in as of the date at-home learning begins, which should be reflected in their policies.

Should school authority policies prioritize in-person learning if the result is that students must be transported a long distance from their community?

While in-person learning is important for students' success and mental well-being and should be prioritized, school authorities are responsible for considering the unique circumstances and priorities of the communities they serve when determining how best meet the needs of their students.

What does it mean for school authority policies to be "published?"

For a policy to be published it means that school authorities must ensure that the policy is readily available and/or be provided on request. This could include posting the policy on a school authority's public facing website or being prepared to provide copies, in a timely manner, when a copy is requested.

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	<input checked="" type="checkbox"/> Receive Quarterly Financial Report for Sep - Nov 2024 <input checked="" type="checkbox"/> Review Policy 210 and associated Student Code of Conduct <input checked="" type="checkbox"/> Approve school calendar for 2025-26 in principle <input checked="" type="checkbox"/> Host Stakeholder Forum, gather input on possible Education Plan priorities (scheduled for February) <input checked="" type="checkbox"/> Prepare lunch for school staff
February	<input checked="" type="checkbox"/> Provide final approval of school calendar for 2025-26 <input checked="" type="checkbox"/> Receive mid-year progress report on Three-Year Education Plan 2025-28 <input checked="" type="checkbox"/> Technology Update <input checked="" type="checkbox"/> Host Stakeholder Forum, gather input on possible Education Plan priorities, deferred from January
March	<input checked="" type="checkbox"/> Host Board Retreat – Identify priorities for upcoming Education Plan, deferred to April <input checked="" type="checkbox"/> Approve Three-Year Capital Plan for 2026-27 to 2028-29 <input checked="" type="checkbox"/> Administer Board-developed Stakeholder Survey
April	<input checked="" type="checkbox"/> Receive Quarterly Financial Report for Dec 2024 – Feb 2025 <input checked="" type="checkbox"/> Review school fees for 2025-26 <input checked="" type="checkbox"/> Host Board Retreat – Identify priorities for upcoming Education Plan, deferred from March <input checked="" type="checkbox"/> Superintendent Evaluation, deferred to May
May	<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	<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	<input type="checkbox"/> Consider proposals for new or amended Board policies <input type="checkbox"/> Receive recommendations from Board committees
Annually	<input type="checkbox"/> Negotiate collective agreement with ATA (as needed)
As Needed	<input type="checkbox"/> Meet with: <ul style="list-style-type: none"> - County Council - MLAs

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

Date: Thu, Apr 17, 2025 at 3:46 PM

Subject: Funding of potential labour settlements / Financement d'éventuels règlements de conflits de travail

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

**To: Superintendents of Public, Separate, and Francophone School Authorities
Executive Directors of Stakeholder Associations**

ACSTA (Alberta Catholic School Trustees' Association)

ASBA (Alberta School Boards Association)

CASS (College of Alberta School Superintendents)

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

Subject: Funding of potential labour settlements

Dear colleagues,

I understand some questions have come up regarding the funding of potential labour settlements. I wanted to provide the following update. If the mediator's recommendation is accepted by the parties, funding will be provided for:

- Wage increase (3%) for the 2024/25 school year retroactive to September 1, 2024.
- The 2025/26 school year through the funding framework to support teacher settlement costs, including:
 - salary increases;
 - Northern incentives; and,
 - substitute teacher compensation increases and the September 1, 2025, market adjustment.
- Grid harmonization starting February 1, 2027. Details will be provided with the 2026/27 school year funding.

The funding noted above will be in addition to funding provided via Budget 2025 and classroom improvement funding earmarked for allocation through the Teacher Policy and Education Funding Working Group.

We will provide more information after the settlement is ratified. Please share this information with your secretary-treasurers.

Thank you,

Lora Pillipow
Deputy Minister of Education

Real Property Governance Act

Fact sheet

Requirements for approval for disposal of real property

Under the *Post Secondary Learning Act*, *Government Organization Act*, *Health Act*, *Education Act*, and possibly other provincial legislation, ministerial approvals may be required to sell or lease consolidated government real property.

The requirement to obtain the Infrastructure Minister's notice to accept or decline the Offer to Transfer under the *Real Property Governance Act* (the RPG Act) comes into effect on Royal Assent of the Bill.

Scope of consolidated entities under the RPG Act

Consolidated entities that are listed in the Government of Alberta's Financial statements, which include Departments, Government Organizations, School Jurisdictions and Charter Schools, Post-secondary Institutions, and Alberta Health Services (AHS) and Other Health Entities.

For clarity, the Act does not apply to the Office of the Legislative Assembly and Offices of the Legislature, Regulated Funds, or Government Business Enterprises.

Scope of the RPG Act: inclusions and exclusions

The RPG Act applies to all departments and the consolidated entities, listed as a government organization in the Government of Alberta's annual financial statement and is subject to exceptions listed in Section 7 (6) of the RPG Act. Examples of when entities or land are not subject to Sections of the RPG Act are:

- Land that does not have a Certificate of Title under the *Land Titles Act* however, once a title is created the RPG Act will apply.
- Land currently being used by departments or consolidated entities for program purposes are not subject to Section 7 regarding Offer to Transfer.
- Caveats registered on land titles that restricts use of the land will be honoured.

Regulations are being developed to consider other potential exemptions to s.7 such as land held in land trust.

The RPG Act notes "Departments" and "Government Organizations." This includes:

- All Ministries
- Government organizations (many of whom do not own land), such as the Alberta Energy Regulator, the Alberta Indigenous Opportunities Corporation, and Invest Alberta.
- All school jurisdictions
- All post-secondary institutions
- AHS and the Health Quality Council

It does not include government business enterprises such as ATB, AGLC and others identified as "Government Business Enterprises".

Distinguishing offer to transfer from right of first refusal

The Offer to Transfer is the same as a Right of First Refusal, as the owning entity is obligated to provide Infrastructure notice and an offer to transfer at net book value transfer. This functions as an option to transfer at a specific price. Infrastructure must specifically refuse the transfer offer for the owning entity to sell, offer for sale, transfer, or otherwise dispose of the property to other parties.

Land owned by departments are titled to “His Majesty the King in Right of Alberta”, so moving land between departments is not a sale, it’s a transfer. The Offer to transfer wording is used in the RPG Act to more accurately reflect the process between departments as well as between a department and a consolidated entity (i.e., a right to transfer at net book value).

Section 7(2) offer to transfer: assessment process

The assessment has two components Repurposing and Disposal, which are completed prior to Infrastructure accepting the Offer to Transfer a property.

The repurposing assessment will circulate the surplus property to all departments and consolidated entities to identify current or future program uses. For efficiency, this circulation may be coordinated with ministerial disposal or lease approvals required under other Acts.

The disposal assessment will determine if the offer to transfer will be accepted by Infrastructure with sale proceeds being deposited into the General Revenue Fund or rejected and the property can be disposed by the owning entity with sale proceeds retained by the owning entity or deposited into a dedicated revenue fund.

The assessments will be guided by established government-wide priorities and principles.

Section 7 (6) exceptions to the RPG Act

The Inventory requirements in Section 5 and 6 of the RPG Act apply to all land owned or leased by departments and consolidated entities. There are no exceptions to the Inventory sections other than owned land must have a Certificate of Title, as that determines legal ownership in Alberta and is required to sell, lease, or otherwise dispose of property.

The exceptions listed in Section 7 (6) are exceptions to the Offer to Transfer process only. Entities or land that are outside of the RPG Act’s scope are not listed as exceptions. The Minister may create regulations to amend or create exceptions to sections of the Act.

Purposes of the Act

The purposes of the Act, as outlined in Section 2, are:

- to establish and manage a centralized system for collecting and reporting inventory information for all real property in Alberta;
- to develop a consolidated inventory records management system involving departments and consolidated entities;
- to allow input of government asset data in a consistent and comprehensive manner;
- to increase government awareness of a broader portfolio of real property;
- to inform decisions on priority capital investments and generating revenues from disposals of real property;
- to ensure proper assessment of real property and to determine better purposes for retaining or transferring real property to meet the priorities of the Government of Alberta; and
- to facilitate consistent government decision making and effective management with respect to real property.

Lands that are not owned by the consolidated entity

RPG only applies to government’s consolidated entities. It doesn’t apply to non-consolidated entities such as:

- Covenant-owned properties.
- Housing management bodies.
- Hope Mission Society, which purchased government land at fair market value in 2022.

Offer to transfer process for consolidated vs non-consolidated entities

For consolidated entities, the Offer to Transfer process begins when the owner decides it no longer needs a property for specific program use. The Offer to Transfer steps are:

1. Owner decides to surplus the property.
2. Government-wide assessment is completed for repurposing or disposal based on Ministerial Committee identified priority GOA uses.
3. If the Offer to Transfer is exercised following analysis, a transfer to Infrastructure is completed.
4. If the Offer to Transfer is not exercised, the owner can dispose under the appropriate process.

For non-consolidated owners, the process does not apply when they declare property surplus to their program needs.

Donated land under RPG

A. Lands donated for a specific use can be honoured through an Offer to Transfer exemption or registering a caveat to restrict use to the intended donated use.

For Foundations' donations made to support a healthcare program, caveats can be used to ensure continued healthcare use.

- If the property is sold, a caveat can ensure an amount like the donation is redirected from the sale proceeds to continuing healthcare programs.
- If the property is repurposed, a caveat can ensure an alternative property, like the donation value, is provided to continuing healthcare programs.

Current practices for schools

Currently, buildings are transferred to school divisions when the construction of a school is completed. Typically, the associated land is a designated municipal or school reserve.

- When school land is no longer needed by the school division, it is typically sold or repurposed to a different school board.
- Lands designated as school reserves are typically sold at fair market value to the municipality under the *Municipal Government Act*.
- Land that is not designated a school reserve is typically sold to the public at fair market value.
- The proceeds of school land sales are retained by the school divisions.

Application of Real Property Governance in schools

The governance would apply to school land under a few situations:

- School land would be included in the consolidated land inventory management system.
- School land that is no longer needed by a school division and is being sold would trigger the repurposing or disposal assessment process.

Inventory of properties held by primary consolidated entities

The primary consolidated entities hold properties as follows:

	Number of Properties	Net Book Value (Billions)	Total Replacement Value (Billions)
School Boards	1,610 Schools and 5,786 Modulares	\$9.6	\$31.5
Regional Health Authorities	510 Owned Facilities	\$10.3	\$26.0
Post Secondary Institutions	716 Buildings on 60 Campuses	\$8.7	\$20.0
Infrastructure	1,512 Buildings on 1,270 Sites	\$3.6	\$12.3
Alberta Social Housing Corp.	2,761 Buildings	\$1.4	\$5.5

*Sources: Infrastructure Submission 2023-24 Committee of Supply; 2022-2023 Ministry Annual Reports; Alberta Land Titles Report October 2023

Application of Real Property Governance to post secondary institution’s land trusts

Post Secondary Institution’s (PSI) Land Trusts will be reviewed through additional consultation with Advanced Education on land currently owned by Land Trusts. The aim is to honour the intent of PSI Land Trusts’ autonomy.

Currently, land trusts can create revenue through development and long-term leasing strategies. They do not currently sell lands.

Recommendation of the Mackinnon Blue-Ribbon Panel

The recommendation is provided on page 57 of the 2019 Blue Ribbon Panel on Alberta’s Finances:

“Recommendation 16: The Government of Alberta should redefine its inventory of land assets to include the broader public sector and create a definitive policy to clearly define surplus assets and a process for disposal of surplus assets. Providing an increased ability to core government and the broader public sector to dispose of surplus assets can act as an offset to the capital cost of new investments or provide revenue for the province”.

Key benefits of the RPG Act

The Real Property Governance Act provides the following key benefits:

- Creating a single consolidated inventory;
- Increasing portfolio awareness to inform investment and disposal decisions;
- Assessing underutilized and surplus property from a government-wide perspective; and
- Improving consistency and management of the portfolio.