

New Horizons Charter School Society
Board Meeting
November 26, 2025



**NEW HORIZONS CHARTER SCHOOL SOCIETY
BOARD OF DIRECTORS' MEETING
NOVEMBER 26, 2025
AGENDA**

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

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|---|------------|----------|
| 1. Call to Order | P. Jackson | 7:10* pm |
| 2. Statement of Territorial Acknowledgment | P. Jackson | 7:11 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 | P. Jackson | 7:12 pm |
| 4. Disclosure of Conflict of Interest | P. Jackson | 7:13 pm |
| 5. Approval of Minutes | P. Jackson | 7:15 pm |
| 5.1 October 29, 2025 - attachment | | |
| 6. Administration Reports | | 7:20 pm |
| 6.1 Principal's Report - attachment | L. Vigfusson | |
| 6.2 Secretary Treasurer's Report - attachment | P. Dundas | |
| 6.3 Superintendent's Report - attachment | T. Moghrabi | |
| 7. Board Reports | | 7:55 pm |
| 7.1 Board Chair's Report | P. Jackson | |
| 7.2 Other Committee Reports | P. Jackson | |
| 7.2.1 Finance and Audit Committee | A. Andrews | |
| 7.2.2 Policy Guidelines and Bylaws Committee | P. Jackson | |
| 7.2.3 Survey Committee | P. Kakkan | |
| 7.2.4 Public Relations Committee | P. Jackson | |

7.2.5	Personnel Committee	P. Jackson	
7.2.6	High School Ad Hoc Committee	P. Jackson	
7.2.7	Board Activities		
8.	New Business		8:10 pm
8.1	2024-25 Audited Financial Statement - motion required	P. Dundas	
8.2	Appointment of Auditor - motion required	P. Dundas	
8.3	Fall Budget Update - attachment, motion required	P. Dundas	
8.4	Annual Education Results Report (AERR) 2024-25 - attachment, motion required	L. Vigfusson	
8.5	NHS Stakeholder Forum - attachment	T. Moghrabi	
8.6	Board Survey and Date for April Board Retreat	T. Moghrabi	
8.7	Counsellor's Report - attachment	L. Vigfusson	
9.	Board Work Plan	P. Jackson	9:15pm
10.	The Association of Alberta Public Charter Schools	A. Koziak	9:18pm
11.	Receipt of Reports	P. Jackson	9:25 pm
12.	Correspondence Sent	P. Jackson	9:25 pm
12.1	Letter to EDC Minister		
13.	Correspondence Received	P. Jackson	9:25 pm
13.1			
14.	In Camera	P. Jackson	9:30 pm
14.1	Motion to Move In Camera		
14.2	Motion to Move Out of Camera		
14.3	Business Arising from In Camera		
15.	Adjournment	P. Jackson	9:40 pm

Next Board Meeting – Wednesday, January 21, 2026

NEW HORIZONS CHARTER SCHOOL SOCIETY
MINUTES

Type of Meeting: Board	Date: October 29, 2025	Initials: Chair	
Approved: DRAFT	Recorded By: A. DeJong	Secretary	

October 29, 2025, 6:30 p.m.

Board Members Present at Call to Order:

Paul Jackson CHAIR	Adam Koziak VICE CHAIR	Michael Zalewski DIRECTOR
Ryan Arbour DIRECTOR	Elliot Fraser DIRECTOR	

Board Members Joining During the Meeting:

Andrea Andrews SECRETARY and TREASURER		
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Board Members Absent:

Praveen Kakkan DIRECTOR		
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Administration Present at Call to Order:

Terry Moghrabi SUPERINTENDENT	Patti Dundas SECRETARY-TREASURER	
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Virtual: Julie Jackson

1. Call to Order

Chair Jackson called the meeting to order at 6:31p.m. and made opening remarks.

2. Statement of Territorial Acknowledgment

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

NEW HORIZONS CHARTER SCHOOL SOCIETY
MINUTES

Type of Meeting: Board	Date: October 29, 2025	Initials: Chair	
Approved: DRAFT	Recorded By: A. DeJong	Secretary	

3. Adoption of Agenda

There was one addition to the agenda:

- 8.9 - Board Newsletter

<i>Motion 2025-10-29-01</i>	<i>Moved that the agenda for the Board Meeting of October 29, 2025 be adopted as amended.</i> <i>Moved: Director Fraser</i> <i>Seconded: Vice Chair Koziak</i> <i>Carried</i>
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Board Treasurer and Secretary Andrews joined virtually during this agenda item.

4. Disclosure of Conflict of Interest

Director Zalewski has a spouse on staff 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 September 17, 2025

5.2 Minutes of October 8, 2025

Two dates in section 5.2 need to be changed from 2025 to 2026.

<i>Motion 2025-10-29-02</i>	<i>Moved that the Board Meeting minutes of September 17, 2025 be approved as presented and the minutes of October 8, 2025 be approved as amended.</i> <i>Moved: Vice Chair Koziak</i> <i>Seconded: Director Zalewski</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 Read-In Week, parent-teacher interviews, pre-service teachers, provincial achievement test results, and Indigo Love of Reading Grant, as included in the meeting package. Discussion followed.

NEW HORIZONS CHARTER SCHOOL SOCIETY
MINUTES

Type of Meeting: Board	Date: October 29, 2025	Initials: Chair	
Approved: DRAFT	Recorded By: A. DeJong	Secretary	

6.2 Secretary-Treasurer's Report

Secretary-Treasurer Dundas summarized her written report which included financial audit, capital project, modulars, IRC Insurance, and TAAPCS membership and fees, as included in the agenda package. Discussion followed.

6.3 Superintendent's Report

Superintendent Moghrabi summarized his written report which included board elections, capital project, CASS Zone 2/3 update, transportation during provincial strike action, engagement with School Council and FANHS, meeting with new Field Services representative, policy committee update, charter school conference planning committee, ministerial and departmental correspondence, and upcoming professional engagements, as included in the meeting package. Discussion followed. The Board expressed appreciation and recognition of the efforts of staff members during the provincial strike action.

Board Treasurer and Secretary Andrews joined in-person during this agenda item.

7. Board Reports

7.1 Board Chair's Report

Chair Jackson expressed appreciation to previous board members for their time and commitment to the Board and welcomed returning and new board members.

7.2 Committee Reports

7.2.1 Finance and Audit Committee

Board Treasurer and Secretary Andrews indicated that the committee will meet in November to review the financial audit. Spaces are available on the committee for community members to join and participate.

7.2.2 Policy Guidelines and Bylaws Committee

Vice Chair Koziak indicated that the committee met in early October and invited board members to participate in the committee.

7.2.3 Survey Committee

No report.

7.2.4 Public Relations Committee

No report.

NEW HORIZONS CHARTER SCHOOL SOCIETY
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7.2.5 Personnel Committee

No report.

7.2.6 High School Ad Hoc Committee

No report.

7.2.7 Board Activities

No report.

8. New Business

8.1 Standing Committee Membership

Superintendent Moghrabi shared the updated committee member list and indicated that to date no additional parents have volunteered to join open committees. There are still spaces available if society members would like to participate in eligible committees. Directors and Society members put their names forward to join committees as follows:

Finance and Audit Committee

- Andrea Andrews, Chair
- Adam Koziak
- Michael Zalewski
- Paul Jackson
- Julie Jackson

Policy Committee

- Paul Jackson, Chair
- Adam Koziak
- Elliot Fraser

Survey Committee

- Praveen Kakkan, Chair
- Paul Jackson
- Michael Zalewski

Public Relations Committee

- Adam Koziak, Chair
- Paul Jackson
- Andrea Andrews
- Rebecca Koziak

Personnel Committee

- Paul Jackson (Chair)
- Elliot Fraser
- Praveen Kakkan
- Ryan Arbour
- Andrea Andrews

High School Ad Hoc Committee

- Paul Jackson
- Adam Koziak
- Andrea Andrews
- Ryan Arbour
- Elliot Fraser
- Praveen Kakkan
- Michael Zalewski

NEW HORIZONS CHARTER SCHOOL SOCIETY
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Type of Meeting: Board	Date: October 29, 2025	Initials: Chair	
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TAAPCS Representative

- Adam Koziak

8.2 Enrollment Report for September 30, 2025

Secretary-Treasurer Dundas provided an overview of Alberta Education's per student funding formula. She indicated that as of September 30, 2025, actual enrollment for 2025-26 is 455 students, slightly more than anticipated, as included in the meeting package. Discussion followed.

8.3 Letter to Minister re: Capacity Cap

Chair Jackson provided an overview of the request to modify the Capital Plan and adjusting the capacity cap. A letter that has been prepared for Education Minister Nicolaides.

<i>Motion 2025-10-29-03</i>	<i>Moved that the proposed letter to Education Minister regarding modifying the Capital Plan and adjusting the capacity cap be approved as presented.</i> <i>Moved: Board Treasurer and Secretary Andrews</i> <i>Seconded: Director Zalewski</i> <i>Carried</i>
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8.4 Alberta Education Assurance Measures (AEAMS) Report

The Alberta Education Assurance Measures (AEAMS) report is not yet available. The discussion will be deferred to a future meeting. Discussion followed.

Action Item: Superintendent Moghrabi will share results and details of the AEAMS Report in the shared Board drive once available.

8.5 November Board Retreat Date

Superintendent Moghrabi provided an overview of the upcoming Board Retreat and asked Directors to choose a date to hold the November Retreat. Discussion followed. Consensus is to hold the retreat on Saturday, November 22, 2025, beginning at 9:00 a.m.

Action Item: Superintendent Moghrabi will oversee the creation of a shared Board calendar.

8.6 Charter Renewal Review

Superintendent Moghrabi indicated that the administration is currently participating in a review of the Charter as part of the Charter Renewal. A copy of the Charter is included in the meeting package. A more detailed discussion will be included at the November Retreat.

NEW HORIZONS CHARTER SCHOOL SOCIETY
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8.7 CASS Conference Attendance

Superintendent Moghrabi indicated that attendance at CASS activities is necessary as part of his required learning credits. He is seeking approval from the Board to attend the upcoming CASS conference on November 5-7, 2025.

<i>Motion 2025-10-29-04</i>	<i>Moved that the Board approved Superintendent Moghrabi's participation in the upcoming CASS conference on November 5-7, 2025.</i> <i>Moved: Board Treasurer and Secretary Andrews</i> <i>Seconded: Director Fraser</i> <i>Carried</i>
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8.8 Policy Approvals

Vice Chair Koziak provided an overview of the revisions to *Policy 105 - Student Appeals to the Board* and the new *Policy 411 - Gender Identity and Inclusion* and *Policy 412 - Selection and Access to School Library Materials*.

8.8.1 - Policy 105 - Student Appeals to the Board

Superintendent Moghrabi indicated that the policy has been vetted by the legal team. Discussion followed.

<i>Motion 2025-10-29-05</i>	<i>Moved that Policy 105 - Student Appeals to the Board be approved as presented.</i> <i>Moved: Vice Chair Koziak</i> <i>Seconded: Board Treasurer and Secretary Andrews</i> <i>Carried</i>
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8.8.2 - Policy 411 - Gender Identity and Inclusion

Superintendent Moghrabi indicated that the legal team has vetted the policy. A discussion followed. The consensus is to take the policy back to the policy committee for further discussion and review.

Action Item: Superintendent Moghrabi will seek similar policies from other school boards to use as a comparison and share with the Policy Committee.

NEW HORIZONS CHARTER SCHOOL SOCIETY
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8.8.3 - Policy 412 - Selection and Access to School Library Materials

Superintendent Moghrabi indicated that the policy is required within the Ministerial Order regarding access to library materials. Discussion followed.

<i>Motion 2025-10-29-06</i>	<i>Moved that Policy 412 - Selection and Access to School Library Materials be approved as presented.</i> <i>Moved: Vice Chair Koziak</i> <i>Seconded: Board Secretary and Treasurer Andrews</i> <i>Carried</i>
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8.9 Board Newsletter

Chair Jackson indicated that the previous board intended to create a newsletter to share with parents, highlighting how parental feedback was being used and integrated into discussion and decision-making.

Action Item: Chair Jackson will update the newsletter version and share with Superintendent Moghrabi for distribution to parents.

9. Board Work Plan

The Board reviewed the Work Plan for 2025-26, as included in the meeting package. The AEAMS report was deferred to November and will be placed as a November item on future work plans.

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

Vice Chair Koziak indicated that there is no report at this time; the AGM is scheduled for November 1, 2025 in Edmonton.

11. Receipt of Reports

<i>Motion 2025-10-29-07</i>	<i>Moved that all reports be received as presented during the meeting.</i> <i>Moved: Director Zalewski</i> <i>Seconded: Director Fraser</i> <i>Carried</i>
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12. Correspondence Sent

12.1 30th Anniversary Thank You Letters

NEW HORIZONS CHARTER SCHOOL SOCIETY
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13. Correspondence Received

13.1 Premier Mandate Letter

14. In Camera

14.1 Motion to Move In Camera

<i>Motion 2025-10-29-08</i>	<i>Moved that the meeting move in camera at 9:02 p.m.</i> <i>Moved: Board Secretary and Treasurer Andrews</i> <i>Seconded: Director Zalewski</i> <i>Carried</i>
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14.2 Motion to Move Out of Camera:

<i>Motion 2025-10-29-10</i>	<i>Moved that the meeting move out of camera at 10:06 p.m.</i> <i>Moved: Director Arbour</i> <i>Seconded: Director Zalewski</i> <i>Carried</i>
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14.3 Matters Arising from In Camera Meeting

None.

15. Adjournment

Chair Jackson adjourned the meeting at 10:06 p.m.

Next Board Meeting: Wednesday, November 26, immediately following the AGM.

MEMORANDUM

Date: November 26, 2025

To: Board of Directors

From: Lori Vigfusson, Principal

Re: Principal's Report-November 2025

Information and Highlights:

Report Cards:

Report Cards will go out December 5, 2025. These will be developed through the Powerschool Student Information System and sent digitally to parents.

Remembrance Day Ceremony:

On November 7th we held our Remembrance Day Ceremony. Aviator Sarah Giberson spoke to the students about the role of the Canadian Armed Forces throughout the world. Families were invited to attend.

Alberta Education Results Report

I have completed the Alberta Education results Report which I will be presenting later in this meeting. This report includes data taken from the Stakeholder Forum, Annual Board Survey, Alberta Education Assurance Measures and Assessment results from the Provincial Achievement Tests and Early Literacy Assessments. These results directly impact strategies within our Three Year Education Plan. Once approved this will be posted publicly on our website.

Lori Vigfusson



Patti Dundas
Secretary-Treasurer
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MEMORANDUM

November 26, 2025

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

Technology

We have asked our technology contractors to develop an evergreen technology plan that incorporates input from the administration and central office. Our new TV's have been delivered providing one TV per grade to share. If we have enough reserve money to spend this year, we may purchase more. A letter to the Minister will be sent at the end of November requesting reserve spending approval.

Maintenance

As our school grows and ages, we have more maintenance issues. Our Facilities Manager has been completing maintenance requests from staff and administration, so we have had to increase our hours for maintenance work. We meet monthly to review issues and concerns. At this time our Facilities Manager works 22 hours per week.

Audit

Our audit has been completed. The Finance/Audit Committee met last week with the auditors to review the audit. Documentation will be signed at this meeting as it must be submitted to Alberta Education by November 30, 2025.

Recommendations:

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

Patti Dundas

Patti Dundas
Secretary-Treasurer



Terry Moghrabi

Superintendent

Phone: 780-212-1158

Email: Tmoghrabi@newhorizons.ca

MEMORANDUM

Date: November 26, 2025

To: Board of Directors

From: Terry Moghrabi- Superintendent

Information and Highlights:

Information Regarding January PATs and Diploma Exams

Due to labour action and the impact on instruction, I would like to provide you with information regarding January 2026 Provincial Assessment Tests (PATs) and January diploma examinations.

The January Grade 9 PATs and diploma exams have been cancelled for students at all school authorities, including public, separate, francophone, charter and independent schools.

With the January diploma exams cancelled, Grade 12 students will receive the school-awarded mark as their final mark. They will also receive a notation on their transcript to ensure there is no impact on their ability to graduate or transition into post-secondary. Students will have the option to write diploma exams in April or June 2026.

TAAPCS AGM and Board Meeting: Secretary Treasurer Dundas and myself, as well as Vice Chair Koziak attended the Annual General Meeting (AGM) and our first official Board meeting of the 2025/2026 year, both held on November 1st at Thrive Charter School with representation from most of our 20 member schools. While much of the AGM was dedicated to receiving reports, we also engaged in a focused discussion and officially set our key priorities for the current year. These priorities will guide our focus and advocacy efforts:

- Communications and Advocacy: We will be working to enhance the public understanding of our unique value proposition and needs.
- Parity with other Public Schools: We will continue advocating for equity, particularly concerning access to capital funding and public lands for our facilities.
- Superintendent Compensation: We aim to finalize a resolution regarding Superintendent Compensation, ensuring it is fair and transparent within the provincial framework.
- Charter School Permanency: We will pursue the goal of achieving long-term, permanent status for our schools to provide stability for our staff and families.
- Research: We are committed to conducting and utilizing research to support our educational model and inform policy.

Finally, we are closely monitoring the status of the School Construction Accelerator Program (SCAP). Separately, the government has affirmed its commitment to continue supporting the creation of new childcare spaces, stating that Alberta Education and Childcare are continuing to double the number of existing spaces across the province.

Bill 6: Education (Prioritizing Literacy and Numeracy) Amendment Act, 2025 was introduced in the Legislative Assembly. This bill is a significant piece of legislation that, if passed, will introduce new requirements for assessing foundational skills in our youngest learners.

The key amendments proposed in the bill would mandate the following across all school authorities (public, separate, francophone, charter, and accredited independent schools) and independent Early Childhood Services (ECS) operators:

- **Mandatory Screening Assessments:** We would be required to conduct literacy and numeracy screening assessments for all students from Kindergarten to Grade 3.
- **Parent Reporting:** School authorities and independent ECS operators would be required to report the screening results directly to parents.
- **Data Reporting to the Province:** There would be expanded requirements for reporting the data from these literacy and numeracy screening results to Alberta Education and Childcare.
- **Public Reporting:** The Minister would be required to annually publish a report summarizing the provincial literacy and numeracy screening assessment results.
- **Ministerial Authority:** The Minister would be granted the authority to regulate the specific details concerning how these literacy and numeracy screening assessments are administered.

We will continue to monitor the progress of Bill 6 and assess the operational impacts these potential requirements will have on our schools and staff.

Class Size and Complexity Cabinet Committee on November 7, 2025. This committee has been established to provide guidance on timely responses and address the growing pressures related to class sizes and classroom complexity. The committee is co-chaired by Premier Danielle Smith and Education and Childcare Minister Demetrios Nicolaides. Its key directives are to:

- Create a new inclusive education policy framework.
- Direct targeted funding to classrooms identified as having the greatest need.
- Oversee the government's commitment to hire 3,000 new teachers and 1,500 educational assistants over the next three years.
- Advise on the placement of new schools and modular classrooms, and optimize resources to better support complex learning environments.

Drawing from the recommendations outlined in the *Aggression and Complexity in Schools Action Team report*, the committee will maintain ongoing engagement with school authorities and education partners. **Watch the [news conference](#) for full details**

Program Expansion Consultations As we look toward future growth, I have initiated meetings with Superintendents from both the Wesmount and Aurora school authorities. The focus of these discussions is on program expansion.

In these consultations, we are reviewing their current practices and analyzing the challenges they have encountered while moving forward with building a strong foundation for future growth. A key component of these meetings is to discuss and evaluate potential enrollment considerations to ensure that any expansion is sustainable and meets the needs of our community effectively. This proactive approach will help us gather best practices as we plan for our own expansion initiatives.

Professional Learning: Generative AI in K–12 Education at Fall CASS Conference. I attended the interactive keynote session by **Dr. Alec Couros**, Professor of Educational Technology and Media at the University of Regina, during the CASS conference. This session focused on the transformative role of Generative AI in K–12 education, specifically addressing the implications for system education leaders. Dr. Couros outlined the promises and pitfalls of integrating AI into our operations. He demonstrated how AI can be leveraged to support teaching, learning, and operations across the system, while also clearly identifying where the primary challenges lie.

The session was highly relevant as it foregrounded key systemic implications that directly affect our board and policy-making:

- **Assessment:** How AI will challenge and change traditional methods of evaluating student work.
- **Equity:** Ensuring fair access to AI tools and preventing the widening of existing achievement gaps.
- **Privacy:** Addressing the necessary safeguards for student and operational data when using AI platforms.
- **Policy:** The imperative to develop and implement clear guidelines for responsible AI use across our division.



Terry Moghrabi



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MEMORANDUM

November 26, 2025

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

The annual budget is prepared in the spring and then requires adjustment as new revenues and/or expenses become applicable; a summary of the changes for the 2025-26 fiscal year is for review and discussion.

Recommendations:

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

Patti Dundas

Patti Dundas
Secretary-Treasurer

ANNUAL EDUCATION RESULTS REPORT

2024-2025



NEW HORIZONS SCHOOL

November 2025

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Accountability Statement

The Annual Education Results Report for New Horizons Charter School Society for the 2024/2025 school year was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2024/2025 was approved by the Board on November 26, 2025.

Paul Jackson
Board Chair

New Horizons School

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

Vision

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

Mission

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

Alberta Education Assurance Measures Summary

Fall 2025 Required Alberta Education and Childcare Assurance Measures – Overall Summary

Assurance Domain	Measure	New Horizons School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	81.4	80.9	82.7	83.9	83.7	84.4	Low	Maintained	Issue
	Citizenship	80.1	81.6	81.5	79.8	79.4	80.4	High	Maintained	Good
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	94.7	98.5	97.8	62.5	62.5	62.6	Very High	Maintained	Excellent
	PAT9: Excellence	37.5	53.4	53.6	15.6	15.4	15.5	Very High	Declined	Good
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	89.0	87.8	89.2	87.7	87.6	88.2	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.4	86.8	85.9	84.4	84.0	84.9	Intermediate	Maintained	Acceptable
	Access to Supports and Services	80.7	80.9	79.4	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	84.3	86.5	85.3	80.0	79.5	79.1	Very High	Maintained	Excellent

Notes:

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.

Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).

Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.

Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Charter Goals

Charter Goal 1: Student Learning is Improved

Outcome 1: Students will demonstrate mastery of learner outcomes mandated by the Alberta programs of study.*					
Measures					
See Provincial Achievement Test results in the Student Growth and Achievement section of this document.					
Measures: Annual Board Survey	Results				
	2025	2024	2023	2022	2021
School Survey Parents: Percentage of parents who are satisfied with the effectiveness of their child's Individual Program Plan (IPP).	78	73	57	78	76
School Survey Students 7-9: Percentage of students that feel their IPP is helpful in their learning.	19	24	17	24	44
Many of the strategies utilized are universal to our unique program. Exploration of a new model of IPP development has been included in the Education Plan with a goal to create more time spent on engaging with students and parents regarding targeted IPP goals.					

Outcome 2: Students will become creative risk takers academically.					
Measures: Annual Board Survey	Results				
	2025	2024	2023	2022	2021
School Survey Parents: Percentage of parents who feel that their child is encouraged to use at least some of the following in their schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	97	94	88	93	95
School Survey Parents: Percentage of parents who feel that their child's school work shows evidence that they use at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	92	94	91	92	95

School Survey Parents: Percentage of parents who agree that their child receives classroom work that is appropriately challenging.	86	82	78	92	87
School Survey Students 7-9: Percent of students who agree that their teachers encourage them to use at least some of the following in their schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	74	86	77	90	88
School Survey Students 7-9: Percent of students who feel that their school work shows evidence that they use at least some of the following in their schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	71	80	69	78	85
School Survey Students 7-9: Percent of students who feel they are being appropriately challenged.	61	70	67	78	71
School Survey Students 4-6: Percent of students who agree that their teachers encourage them to use at least some of the following in their schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	83	87	86	84	82
School Survey Students 4-6: Percent of students who feel that their school work shows evidence that they use at least some of the following in their schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	84	80	81	69	78
School Survey Students 4-6: Percent of students who feel they are being appropriately challenged.	65	67	68	68	78
<p>Overall the positive results for this outcome suggest that New Horizons School is meeting the goal of fostering academic risk-taking. We have created a learning support teacher to support enrichment and differentiation opportunities for students.</p> <p>Continued practice of pre-testing and programming for student needs is included in the 2025-2028 Education Plan. Increased rigor in our options courses for Junior High will encourage students to be challenged in areas of interest. This has been included in the Education Plan.</p>					

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

Outcome 1: Students will develop positive interdependence skills.					
Measures: Annual Board Survey	Results				
	2025	2024	2023	2022	2021
School Survey Parents: Percentage of parents who feel that their child is better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.	72	73	63	79	70
School Survey Parents: Percentage of parents who feel that their child has the opportunity to work with other students to complete a task or accomplish a goal at school.	91	90	86	80	71
School Survey Parents: Percentage of parents who feel that their child has the opportunity to work with students in other grades.	83	80	85	56	44
School Survey Parents: Percentage of parents who feel their child is displaying increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.	92	94	85	88	81
School Survey Students 7-9: Percentage of students who feel that they are better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.	32	44	33	56	46
School Survey Students 7-9: Percentage of students who feel that their school provides opportunities to work with other students to complete a task / accomplish a goal.	79	82	81	87	81
School Survey Students 7-9: Percentage of students who feel that they have the opportunity to work with students in other grades.	47	46	51	50	21
School Survey Students 7-9: Percentage of students who feel that they are using increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.)	56	57	53	71	74

School Survey Students 4-6: Percentage of students who feel that they are better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.	56	58	53	63	54
School Survey Students 4-6 : Percentage of students who feel that their school provides them with opportunities to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal..	90	90	90	88	90
School Survey Students 4-6: Percentage of students who feel that they have the opportunity to work with students in other grades.	71	69	70	45	25
School Survey Students 4-6: Percentage of students who feel that they are using increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.	73	74	74	78	69
Increased strategies to address conflict resolution were included in the 2025-2027 Education Plan. Improved results in this area suggests these strategies are improving social outcomes for students. We continue to offer cross grade options in Jr. High and will explore further ways to engage students cross-grade. We have also employed a .5 FTE counsellor to help support student needs.					

Outcome 2: Students will become creative risk takers socially.					
Measures: Annual Board Survey	Results				
	2025	2024	2023	2022	2021
School Survey Parents: I am satisfied with the opportunities my child has to take on a leadership role if he/she wants one (eg. lead a club; provide an activity for others; take a leadership option; choose leadership as an IPP goal, speak in front of others, etc.)	73	65	78	59	64
School Survey Parents: Percentage of parents who feel that the school provides their child opportunities to interact with and get to know students other than those with whom he/she usually associates (eg. play, hang out, interact).	84	75	78	69	57

School Survey Parents: Percentage of parents who feel that their child is becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.)	88	75	74	76	80
School Survey Parents: Percentage of parents who feel that their child is getting better at taking social risks.	80	69	70	85	73
School Survey Students 7-9: Percentage of students who feel they have opportunities to take on a leadership role if they want one (eg. lead a club; provide an activity for others; take a leadership option; choose leadership as an IPP goal, speak in front of others, etc.)	65	67	55	63	65
School Survey Students 7-9: Percentage of students who agree that the school provides them with opportunities to interact with and get to know students other than those with whom they usually associate (eg. play, hang out, interact).	69	73	67	77	65
School Survey Students 7-9: Percentage of students who feel they are becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	53	63	56	64	63
School Survey Students 7-9: Percentage of students who feel they are becoming better at taking social risks (doing something outside their comfort zone such as initiating discussion with someone they don't usually associate).	54	46	50	57	57
Survey Students 4-6: Percentage of students who feel they have opportunities to take on a leadership role if they want one (eg. lead a club; provide an activity for others; take a leadership option; choose leadership as an IPP goal, speak in front of others, etc.).	74	54	56	56	51
Survey Students 4-6: Percentage of students who feel that their school provides opportunities for them to interact with and get to know students other than those with whom I usually associate (eg. play, hang out, interact with).	73	74	75	77	73
Survey Students 4-6: Percentage of students who feel they are becoming more confident while working with others (eg. speaking in front of the class, working with others they don't	68	61	66	60	67

know very well, etc.).					
Survey Students 4-6: Percentage of students who feel comfortable doing something outside their comfort zone such as initiating discussion with someone they don't usually associate).	60	52	61	57	56
<p>Within classrooms, opportunities to take social risks do present themselves. Activities like Investigations and Project Based Learning continue to provide students with leadership experiences. Students also have opportunities to start clubs of interest and provide leadership to younger students through our buddy and house team programs.</p> <p>Opportunities to participate in extracurricular activities (including after school and lunch hour clubs) continues to be a strategy in the 2025-2028 Education Plan.</p>					

Charter Goal 3: Students' emotional needs are supported.

Outcome 1: Students will develop independence, self-direction and self-discipline in learning.					
Measures: Annual Board Survey	Results (in percentages)				
	2025	2024	2023	2022	2021
School Survey Parents: Percentage of parents who agree that their child finds Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest him/her.	77	71	51	54	61
School Survey Parents: Percentage of parents who agree the school is helping their child develop skills to become more independent and self-directed in his/her learning.	84	88	74	89	91
School Survey Parents: Percentage of parents who agree that their child is able to apply independence and self-direction in his/her learning to his/her studies in an effective manner.	80	76	66	79	79
School Survey Parents: Percentage of parents who agree that their child is becoming better able to self-regulate (better able to recognize their emotional state and control it.)	83	84	75	84	79
School Survey Parents: Percentage of parents who agree that their child is able to deal with disappointment or failure in a positive way (eg. trying something new, not giving up, accepting an unexpected event or result).	83	67	76	79	67

School Survey Students 7-9: Percentage of students who agree that Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest them.	46	47	49	53	63
School Survey Students 7-9: Percentage of students who agree that the school is helping them develop skills to become more independent and self-directed in their learning.	62	67	70	75	76
School Survey Students 7-9: Percentage of students who agree that they are able to apply the skills of being more independent and self-directed to their studies in an effective manner.	70	67	67	73	76
School Survey Students 7-9: Percentage of students who agree that they are better able to self-regulate (better able to recognize my emotional state and control it).	62	62	65	66	72
School Survey Students 7-9: Percentage of students who agree that they are better able to deal with disappointment or failure in a positive way (eg. trying something new, not giving up, accepting an unexpected event or result).	62	63	57	62	66
School Survey Students 4-6: Percentage of students who agree that Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest them.	70	58	58	61	77
School Survey Students 4-6: Percentage of students who agree that the school is helping them develop skills to become more independent and self-directed in their learning.	71	70	83	75	79
School Survey Students 4-6: Percentage of students who agree that they are able to apply the skills of being more independent and self-directed to their studies in an effective manner.	77	76	75	72	77
School Survey Students 4-6: Percentage of students who agree that they are better able to self-regulate (better able to recognize my emotional state and control it).	64	66	64	66	72
School Survey Students 4-6: Percentage of students who agree that they are better able to deal with disappointment or failure in a positive way (eg. trying something new, not giving up, accepting an unexpected event or result).	73	67	65	63	66

The emotional well-being of students is vital to their academic success. The greater degree to which the students' emotional needs are addressed and met, the greater the likelihood that this outcome (develop independence, self-direction and self-discipline in learning) will be met.

It is for that reason that the 2025-2028 Education Plan has strategies such as the following:

- continued emphasis on developing executive functioning skills(time management skills; improve accountability and responsibility; organization/prioritizing)
- continuing to address resilience: (learning to fail; being able to deal with stressful and ambiguous situations)

Continued exploration on ways to make Independent Study (Investigations in Junior High) more engaging is included in the 2024-2027 Education Plan. Strategies to make this more engaging for students will continue to be explored in the 2024-2025 school year.

A new model of IPP (Individual Program Plan), now ALP (Advanced Learning Plan) for students in grade 7-9 has been implemented so students may engage with their personal and academic goal setting.

Outcome 2: Students will become creative risk takers emotionally.					
Measures: Annual Board Survey	Results				
	2025	2024	2023	2022	2021
School Survey Parents: Percentage of parents who agree that their child is able to identify his/her emotions when they feel them.	96	88	82	91	82
School Survey Parents: Percentage of parents who agree their child is able to express himself/herself in appropriate ways while feeling different emotions.	85	73	77	74	71
School Survey Parents: Percentage of parents who agree their child wants to try again even when things don't go as hoped.	83	65	72	77	68
School Survey Parents: My child understands it is ok to make a mistake.	88	84	77	83	77
School Survey Parents: Percentage of parents who agree they are satisfied with the ways in which the school recognizes their child's learning accomplishments.	84	78	68	84	79
School Survey Students 7-9: Percentage of students who agree that they are able to identify their emotions when they feel them.	74	68	72	74	74

School Survey Students 7-9: Percentage of students who agree that they are able to express themselves in appropriate ways while feeling different emotions.	63	68	65	65	72
School Survey Students 7-9: Percentage of students who agree that they want to try again even when things don't go as hoped.	55	53	47	59	59
School Survey Students 7-9: Percentage of students who agree that the school helps them understand that it is ok to make a mistake.	49	53	52	56	71
School Survey Students 7-9: Percentage of students who agree that they are satisfied with the ways in which the school recognizes their learning accomplishments.	40	57	48	63	66
School Survey Students 4-6: Percentage of students who agree that they are able to identify their emotions when they feel them.	77	73	72	71	81
School Survey Students 4-6: Percentage of students who agree that they are able to express themselves in appropriate ways while feeling different emotions.	71	67	69	59	66
School Survey Students 4-6: Percentage of students who agree that they want to try again even when things don't go as hoped.	78	68	71	62	69
School Survey Students 4-6: Percentage of students who agree that the school helps them understand that it is ok to make a mistake.	73	77	80	75	71
School Survey Students 4-6: Percentage of students who agree that they are satisfied with the ways in which the school recognizes their learning accomplishments.	69	64	70	66	72
The data suggests that counselling and classroom supports contribute to our students' social-emotional well-being. Ongoing strategies to address resilience and flexible thinking (learning to fail; being able to deal with stressful and ambiguous situations) are being explored, specifically within the gifted population. A half time school counsellor has been employed to help address student needs.					

Student Growth and Achievement

Early Years Assessments

Assessment	Grade	Number Assessed	Number at Risk at Initial Screen	Number at Risk at Final Screen
PAST (Phonological Awareness Screening Test)	K	30	3	0
	1	45	4	N/A
LeNs (Letter Name Sound)	K	35	4	0
	1	45	1	1
	2	41	2	0
CC3 (Castles and Colhart 3)	1	45	0	0
	2	42	3	1
	3	43	1	0
RAN (Rapid Automatized Naming): Digits Test	K	35	0	0
Provincial Numeracy Screening Assessment	K	36	1	0
	1	43	7	3
	2	41	2	1
	3	43	1	1
Strategies used included small group and one-on-one interventions, as well as direct, whole group instruction.				

Provincial Achievement Results

Grade 9 PAT Results By Number Enrolled Measure History													
	New Horizons Charter School So					Measure Evaluation			Alberta				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
N	n/a	32	34	51	38	n/a	n/a	n/a	n/a	53,039	57,925	60,682	61,071
Acceptable Standard %	n/a	98.4	97.1	98.5	94.7	Very High	Maintained	Excellent	n/a	62.9	62.6	62.5	62.5
Standard of Excellence %	n/a	38.3	53.7	53.4	37.5	Very High	Declined	Good	n/a	16.8	15.5	15.4	15.6

Grade 6 and 9 PAT Results by Course and Percentage											
		Results (in percentages)									
		2021		2022		2023		2024		2025	
		A	E	A	E	A	E	A	E	A	E
English Language Arts & Lit 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	89.8	46.9
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	69.1	12.7
Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	89.8	63.3
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53.1	15.1
Social Studies 6	Authority	n/a	n/a	95.1	46.3	89.6	58.3	93.5	56.5	91.8	55.1
	Province	n/a	n/a	67.8	20.1	66.2	18.0	68.5	19.8	64.1	18.5
English Language Arts 9	Authority	n/a	n/a	100.0	25.0	94.1	38.2	98.0	45.1	100.0	18.4
	Province	n/a	n/a	69.6	12.9	71.4	13.4	69.5	11.8	69.8	11.1
Mathematics 9	Authority	n/a	n/a	93.8	21.9	97.1	50.0	98.0	41.2	89.5	39.5
	Province	n/a	n/a	53.0	16.7	54.4	13.5	52.7	14.0	51.7	14.0
Science 9	Authority	n/a	n/a	100.0	59.4	100.0	70.6	100.0	66.7	94.7	52.6
	Province	n/a	n/a	68.0	22.6	66.3	20.1	67.6	20.8	68.6	21.1
Social Studies 9	Authority	n/a	n/a	100.0	46.9	97.1	55.9	98.0	60.8	94.7	39.5
	Province	n/a	n/a	60.8	17.2	58.4	15.9	60.5	15.8	60.5	17.1

A=Acceptable Standard, E=Standard of Excellence

Grade 6 piloted the new Science Program of Studies and so did not complete the PAT for this course.

No students writing the PAT identified as FNMI and so that data is not included.

Citizenship

Measure AEAM		2025	2024	2023	2022	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Overall	80.1	81.6	81.0	82.1	83.9
	Parent	84.0	86.8	89.3	86.1	85.9
	Student	61.2	64.8	66.9	71.9	70.3
	Teacher	95.0	93.2	86.7	88.3	95.5
<p>Education around active citizenship within a school community has been included in the Education Plan. Opportunities to participate in activities outside the classroom have increased and will continue to foster active citizenship. We have also implemented a Wings of Excellence program for students to promote citizenship and positive student behaviour. We have also developed a Student Council to allow students to practice active citizenship within the school setting.</p>						

Student Learning Engagement

Measure (AEAM)		2025	2024	2023	2022	2021
Percentage of teachers, parents and students who agree that students are engaged in their learning at school.	Overall	81.4	80.9	85.2	82.0	86.9
	Parent	92.3	90.3	91.0	91.1	93.2
	Student	56.0	61.1	64.5	63.8	67.5
	Teacher	95.8	91.1	100.0	91.2	100.0
<p>Strategies to increase student engagement continue to be a priority in the 2025-2028 Three Year Education Plan. Information gathering through stakeholder forums and student focus groups will help to determine steps moving forward to increase student engagement.</p> <p>Data gathered through the Annual Board Survey presented above also indicates areas where engagement can be improved including fostering creativity and innovation. The 2025-2028 Three Year Education Plan includes strategies to address this including cross-grade learning activities; increased use of visible thinking routines and inquiry based learning projects; as well as the creation of additional spaces for technology and creative learning such as a maker-space and outdoor classroom. Professional development on student engagement is also ongoing.</p>						

Teaching and Leading

Measure (AEAM)		2025	2024	2023	2022	2021
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	Overall	89.0	87.8	90.6	89.3	93.8
	Parent	88.6	88.4	91.4	87.2	93.2
	Student	80.6	82.8	85.9	86.0	88.4
	Teacher	97.9	92.1	94.4	94.7	100.0

Annual Board Survey Measure	2025	2024	2023	2022	2021
Percentage of parents satisfied with the communication about students' progress.	82	73	69	81	81
Percentage of parents satisfied that concerns are dealt with effectively and efficiently at the school.	87	88	70	84	86
Percentage of parents satisfied with the leadership provided by the administration team.	92	93	80	86	93
Percentage of parents satisfied with the leadership provided by the Board.	89	80	65	83	77
<p>Continued focus on communication to parents/caregivers is included in the 2025-2028 Education Plan.</p> <p>As per the Teacher Growth, Supervision, and Evaluation Policy and associated administrative procedures, all teachers in their first year at NHS with probationary contracts and those teachers who are transitioning from interim to permanent certification are given formal evaluations. Teachers on continuing contracts and with permanent certification are observed as well and given feedback and, when necessary, support in areas of instruction and assessment.</p> <p>Staff submit and provide professional growth plans annually. Their personal growth goals are supported with professional development funds provided by the school as per the Collective Agreement.</p> <p>We have also broadened our Professional Growth Program to include building capacity with teachers to facilitate Professional Learning Communities based on professional growth plans.</p> <p>Helping staff gain an increased awareness and understanding of First Nation, Metis, and Inuit (FNMI) remains a priority. A portion of each monthly staff meeting is set aside for FNMI whole-staff learning.</p>					

Learning Supports

Measure (AEAM)		2025	2024	2023	2022	2021
The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.	Overall	85.4	86.8	84.1	86.8	86.8
	Parent	89.6	93.6	93	92.4	92.4
	Student	70.2	73.6	73.4	78.1	78.1
	Teacher	96.4	93.1	85.7	90.0	90.0
The percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	Overall	88.1	88.8	88.8	88.2	92.1
	Parent	92.4	94.9	94.9	93.2	94.6
	Student	75.5	78.4	78.4	82.0	84.9
	Teacher	96.3	93.2	93.2	89.4	96.6
The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.	Overall	80.7	80.9	86.7	70.6	82.6
	Parent	76.6	82.6	87.5	79.7	82.5
	Student	69.1	73.6	72.7	74.4	70.9
	Teacher	96.3	86.5	100	57.9	94.4
The percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	Overall	70.5	64.5	67.8	58.6	69.2
	Parent	67.2	66.7	70.2	67.5	66.0
	Student	60.1	56.8	56.6	58.3	59.3
	Teacher	84.1	70.0	76.5	50.0	82.2

Annual Board Survey Measure	2025	2024	2023	2022	2021
Percentage of parents who agree that the school is proactive in promoting positive student behavior.	89	98	78	87	87
We have employed a half time school counsellor to help meet the social and emotional needs of students. We					

have also implemented a Wings of Excellence program for students to promote citizenship and positive student behaviour.

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

Governance

Measure (AEAM)		2025	2024	2023	2022	2021
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	Overall	84.3	86.5	90.9	78.6	91.1
	Parent	77.4	78.4	81.7	81.9	83.4
	Teacher	91.3	94.7	100.0	75.3	98.9
Parent engagement and communication strategies continue to be included in the Education Plan. Communication protocols were implemented in the 2023-2024 school year. These will continue, and new communication channels are being utilized to ensure families have the opportunity to provide feedback and input into their child's education.						

Budget-Actual Comparison

BUDGET:	Revenue	\$5,144,124
	Expenses	\$5,274,124
	Variance	(\$130,000)
ACTUAL:	Revenue	\$5,116,909
	Expenses	\$5,243,464
	Variance	(\$126,555)

Summary of Financial Results

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

Alberta Education Audited Financial Statement Information
www.alberta.ca/k-12-education-financial-statements.aspx

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

Stakeholder Engagement

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

- Alberta Education Assurance Survey*
- New Horizons School Board Created Survey*
- Stakeholder Forum held in January 2025*
- Provincial Achievement Tests*
- Alberta Education Curriculum implementation expectations
- Meet the Teacher Evening (September)
- Individual Program Plan (IPP) parent and student input (September and Ongoing)
- Professional growth meetings with staff (twice a year)
- Digital school updates (e-news weekly)
- Monthly Staff meetings
- Monthly Board meetings
- Monthly School Council meetings and communications
- Report Card comments and indicators
- Google Classroom Communications from teachers
- Parent/Teacher/Student Conferences (twice a year)
- Information Night (January)
- Parent information sessions from community experts
- Student focus groups
- Open-door policy to address student, parent and staff concerns

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

Accountability/Assurance

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

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

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

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

school website.

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

Whistleblower Protection

There were no disclosures made in the 2024-2025 school year.

Local and Societal Contexts

New Horizons School is a public charter school serving 455 students from Kindergarten through Grade 9. Located in Sherwood Park, just minutes east of the City of Edmonton, the school serves students primarily from Sherwood Park and rural Strathcona County, although a growing number of students commute from other communities throughout the Greater Edmonton area.

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

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

The Society operates under the terms of a charter, or agreement, with the Minister of Education for the Province of Alberta. Since its first year, New Horizons School has been on a path of continued growth. In 1995, its first year of operation, New Horizons School had a population of 79 students. In the 30 years since that time, our school has grown to 455 students and we look forward to continued growth to offer programming for students in grades 10-12.

MEMORANDUM

Date: November 26, 2025

To: Board of Directors

From: Terry Moghrabi- Superintendent

Re: Stakeholder Forum

Background

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

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

Proposed Discussion Topics

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

Key Considerations for Planning

- **Forum Date:** The Stakeholder Forum should be scheduled for January or early February 2026. Last year, the forum was held on Monday, February 3, 2025, and this date may serve as a useful reference. Please note the regular Board meeting is scheduled for January 21, 2026 and Teachers' Convention is occurring February 5-6, 2026. An early February date may provide better flexibility for participants.
 - **Facilitation:** Stakeholder forums have traditionally been facilitated by the school administration. However, the Board may opt to appoint Directors as facilitators or engage an external facilitator. If an external facilitator is selected, arrangements should be made promptly. I am available to support facilitation efforts as needed. It is also recommended that Board Chair Asquini deliver opening remarks.
-

Recommendations and Governance Implications

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

Recommendations:

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

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

Sincerely,

A handwritten signature in black ink, appearing to read 'T. Moghrabi', with a stylized flourish at the end.

Terry Moghrabi

Counsellor's Report Fall 2025

During the first portion of the 2025–2026 school year, counselling services have been provided to 27 students through individual sessions. The most prevalent areas of focus have included generalized anxiety, friendship and peer relationship skills, and social-emotional regulation. Interventions have emphasized the development of coping strategies, self-awareness, and emotional regulation skills to support students' overall well-being and academic success.

In addition to individual counselling, small group programming will begin the week of November 24th. Two primary group themes of Mindfulness and Friendships will be offered. A total of eight groups are scheduled to run over a six-week period, serving approximately 50 students who were referred by their teachers for targeted social-emotional support.

The Mindfulness Groups will focus on building students' awareness of their thoughts, emotions, and physical sensations, teaching practical strategies for managing stress, improving attention, and promoting a calm and focused mindset. The Friendships Groups will support students in developing social awareness, effective communication, conflict resolution with an emphasis on forming and maintaining positive peer relationships.

Board of Directors – Work Plan for 2025-26

September	<input checked="" type="checkbox"/> Adopt Board Work Plan for 2025-26 <input checked="" type="checkbox"/> Set date for October Board meeting
October	<input checked="" type="checkbox"/> Complete Board Organizational Actions <ul style="list-style-type: none"> • Conduct Special General Meeting; hold Board elections • Elect Board executive officers (must be within one week of SGM) • Set dates and times for Board meetings (motion required) • Set dates and times for Board Retreats (motion required) • Set date for review of Charter Revisions • Notify Service Alberta of change in executive officers • Identify Board signing authorities • Sign Board Member Code of Conduct – Policy #101 <input checked="" type="checkbox"/> Receive Alberta Education Assurance Measures (AEAMS) Report, deferred to Nov <input checked="" type="checkbox"/> Receive enrolment report for September 30, 2025 <input checked="" type="checkbox"/> Set date for NHCS Society Annual General Meeting
November	<input type="checkbox"/> Conduct AGM of NHCS Society <input type="checkbox"/> Approve revised budget for 2025-26 <input type="checkbox"/> Approve Annual Education Results Report 2024-25 <input type="checkbox"/> Approve audited financial statement year ending Aug 31, 2025 <input type="checkbox"/> Receive Report #1 from School Council - deferred to January <input type="checkbox"/> Receive report on provincial achievement test results (closed meeting) <input type="checkbox"/> Attend TAAPCS Annual General Meeting <input type="checkbox"/> Host Board Retreat <ul style="list-style-type: none"> • Conduct initial orientation session for new Board members • Select members for Board standing committees <input type="checkbox"/> Receive Alberta Education Assurance Measures (AEAMS) Report, deferred from Oct
December	<input type="checkbox"/> Set date for March Board Planning Retreat - moved to November <input type="checkbox"/> Receive Counsellor's Report #1 - moved to November
*No meeting	<input type="checkbox"/> Review Draft Stakeholder Forum Agenda - moved to November <input type="checkbox"/> Review Charter Revisions - moved to November
January	<input type="checkbox"/> Receive Quarterly Financial Report for Sep - Nov 2025 <input type="checkbox"/> Review Policy 210 and associated Student Code of Conduct <input type="checkbox"/> Approve school calendar for 2026-27 in principle <input type="checkbox"/> Staff Appreciation Meal (formerly breakfast) <input type="checkbox"/> Receive Report #1 from School Council - deferred from November

February	<input type="checkbox"/> Provide final approval of school calendar for 2026-27 <input type="checkbox"/> Receive mid-year progress report on Three-Year Education Plan 2026-29 <input type="checkbox"/> Host Stakeholder Forum, gather input on possible Education Plan priorities
March	<input type="checkbox"/> Administer Board-developed Stakeholder Survey <input type="checkbox"/> Approve Three-Year Capital Plan for 2027-28 to 2029-30
April	<input type="checkbox"/> Receive Quarterly Financial Report for Dec 2025 – Feb 2026 <input type="checkbox"/> Review school fees for 2026-27 <input type="checkbox"/> Superintendent Evaluation <input type="checkbox"/> Host Board Retreat – Identify priorities for upcoming Education Plan
May	<input type="checkbox"/> Provide approval to Education Plan 2025-26 to 2026-27 <input type="checkbox"/> Attend TAAPCS Spring General Meeting <input type="checkbox"/> Approve budget for 2026-27, May 31 submission deadline <input type="checkbox"/> Approve school fees for 2026-27 <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 2025-26 <input type="checkbox"/> Receive Quarterly Financial Report for March – May 2026 <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"/> 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



1000 Strathcona Drive
Sherwood Park, AB T8A 3R6

Paul Jackson

Board Chair

Phone: 780-416-2353

Email: pjackson@newhorizons.ca

October 29, 2025

The Honourable Minister Demetrios Nicolaides
Minister of Education and Childcare
44 Capital Boulevard
10044 108 Street NW
Edmonton, Alberta T5K 2R4

Dear Minister Nicolaides,

Re: Request for Adjustment to Capital Project and Introduction of New Board Chair

As the newly elected Board Chair of New Horizons Charter School, I am writing to introduce myself and to respectfully request approval for a modification to our capital project plan to increase our enrollment capacity cap from 670 to 720 students.

New Horizons Charter School (NHCS) was established in 1995 as Canada's first charter school, and our mission remains focused on providing an enriched Alberta curriculum specifically designed to meet the unique learning needs of gifted students. Over the past twenty years, NHCS has experienced steady growth, averaging 11% annual enrollment increases over the last decade and an overall 212% growth in student population. Our consistently high utilization rate, currently 111%, reflects the strong demand for our specialized programming and the pressing need for additional instructional space. Our active school community includes families that have relocated from across northern Alberta to benefit from our unique programming, which is expected to be further bolstered by the sustained provincial growth rate.

In March 2024, with the support of Alberta Education, NHCS participated in a Value Scoping Session that defined the rationale for expansion. The process identified expanding our existing school to accommodate a complete K-12 program as the best-performing option. This approach addresses our high utilization rate, resolves circulation and congestion issues, supports program expansion, and aligns with Alberta Education's projected enrollment and space utilization guidelines. Discussions with stakeholders and the attending architect have since identified an opportunity to improve our ability to meet needs and vision, hence our request to increase the enrollment ceiling from 670 to 720 students. The architect confirmed that the relatively small change to the input design criteria by adding two classrooms and flexible learning environments will not significantly impact the design proposals. We are confident the updated enrollment ceiling will enable NHCS to better meet the consistently high demand of northern Albertans seeking quality gifted education.

On behalf of the Board of Directors and the New Horizons community, I appreciate the Ministry's continued collaboration and support of innovative education in Alberta. We look forward to continued discussions regarding our capital priorities and would be pleased to meet with Ministry officials to review this request in further detail.

Sincerely,

A handwritten signature in black ink, appearing to be "PJ", with a long horizontal line extending to the right.

Paul Jackson
Board Chair
New Horizons Charter School Society