

# **New Horizons Charter School Society Board Meeting**

**January 21, 2026**



## NEW HORIZONS CHARTER SCHOOL SOCIETY BOARD OF DIRECTORS' MEETING JANUARY 21, 2026 AGENDA

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

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|----|--|---|---------|
| 1. | <b>Call to Order</b>   | P. Jackson  | 6:30 pm |
| 2. | <b>Statement of Territorial Acknowledgment</b>   | P. Jackson  | 6:31 pm |
|    | <p><i>The Board of Directors of the New Horizons Charter School Society respectfully acknowledges that the land on which we meet is Treaty 6 territory, a traditional home, gathering place, a travelling route for diverse Indigenous Peoples, including Cree, Saulteaux, Blackfoot, Nakota, Sioux, as well as the homeland of the Métis Nation. We recognize our responsibility as Treaty members and honour the heritage and gifts of the First Peoples of this land.</i></p> |   |         |
| 3. | <b>Adoption of Agenda</b>  | P. Jackson  | 6:32 pm |
| 4. | <b>Disclosure of Conflict of Interest</b>  | P. Jackson  | 6:33 pm |
| 5. | <b>Approval of Minutes</b><br>5.1 November 26, 2025 - attachment   | P. Jackson  | 6:35 pm |
| 6. | <b>School Council Report</b>   | B. Doucette   | 6:37 pm |
| 7. | <b>Administration Reports</b><br>7.1 Principal's Report - attachment<br>7.2 Secretary Treasurer's Report - attachment<br>7.3 Superintendent's Report - attachment  | L. Vigfusson<br>P. Dundas<br>T. Moghrabi  | 6:45 pm |
| 8. | <b>Board Reports</b><br>8.1 Board Chair's Report<br>8.2 Other Committee Reports<br>8.2.1 Finance and Audit Committee<br>8.2.2 Policy Guidelines and Bylaws Committee<br>8.2.3 Survey Committee<br>8.2.4 Public Relations Committee   | P. Jackson<br>P. Jackson<br>A. Andrews<br>P. Jackson<br>P. Kakkan<br>P. Jackson | 7:15 pm |

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|------------|--|-------------|----------------|
| 8.2.5      | Personnel Committee  | P. Jackson  |                |
| 8.2.6      | High School Ad Hoc Committee   | P. Jackson  |                |
| 8.2.7      | Board Activities   |             |                |
| <b>9.</b>  | <b>New Business</b>  |             | <b>7:30 pm</b> |
| 9.1        | Quarterly Financial Report for September to November<br>- attachment | A. Andrews  |                |
| 9.2        | Approve Policy 210 and Student Code of Conduct - attachment          | T. Moghrabi |                |
| 9.3        | Approve New/Updated Policies   | T. Moghrabi |                |
| 9.3.1      | Policy 208 Gender Identity and Inclusion - attachment                |             |                |
| 9.3.2      | Policy 207 - Purchasing - attachment                                 |             |                |
| 9.4        | Receive New/Updated Administrative Procedures                        | T. Moghrabi |                |
| 9.4.1      | AP 208 Gender Identity and Inclusion - attachment                    |             |                |
| 9.4.2      | AP 207 Purchasing - attachment                                       |             |                |
| 9.4.3      | AP 409 Shift to At-Home Learning - attachment                        |             |                |
| 9.4.4      | AP 410 Fairness and Safety in Sport - attachment                     |             |                |
| 9.5        | Stakeholder Forum Discussion Questions                               | T. Moghrabi |                |
| 9.6        | Select Date for April Board Retreat - propose April 11 or 18         | T. Moghrabi |                |
| 9.7        | Staff Appreciation - January 28                                      | T. Moghrabi |                |
| <b>10.</b> | <b>Board Work Plan</b>   | P. Jackson  | <b>8:00 pm</b> |
| <b>11.</b> | <b>The Association of Alberta Public Charter Schools</b>             | A. Koziak   | <b>8:05 pm</b> |
| <b>12.</b> | <b>Receipt of Reports</b>  | P. Jackson  | <b>8:10 pm</b> |
| <b>13.</b> | <b>Correspondence Sent</b>   | P. Jackson  | <b>8:12 pm</b> |
| 13.1       |  |             |                |
| <b>14.</b> | <b>Correspondence Received</b>                                       | P. Jackson  | <b>8:12 pm</b> |
| 14.1       | Holiday Greetings from Minister Nicolaides                           |             |                |
| <b>15.</b> | <b>In Camera</b>   | P. Jackson  | <b>8:15 pm</b> |
| 15.1       | Motion to Move In Camera   |             |                |
| 15.2       | Motion to Move Out of Camera   |             |                |
| 15.3       | Business Arising from In Camera                                      |             |                |
| <b>16.</b> | <b>Adjournment</b>   | P. Jackson  | <b>9:00 pm</b> |

**Next Board Meeting – Wednesday, January 21, 2026**

NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

<b>Type of Meeting:</b> Board	<b>Date:</b> November 26, 2025	<b>Initials:</b> Chair	
<b>Approved:</b> DRAFT	<b>Recorded By:</b> A. DeJong	<b>Secretary</b>	

**November 26, 2025, 7:00 p.m.**

Board Members Present at Call to Order:

Paul Jackson CHAIR	Adam Koziak VICE CHAIR	Andrea Andrews (virtual/in-person) SECRETARY and TREASURER
Ryan Arbour DIRECTOR	Elliot Fraser DIRECTOR	Michael Zalewski DIRECTOR

Board Members Joining During the Meeting:

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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	Lori Vigfusson PRINCIPAL
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**1. Call to Order**

Chair Jackson called the meeting to order at 6:57 p.m. and made opening remarks.

**2. Statement of Territorial Acknowledgment**

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



NEW HORIZONS CHARTER SCHOOL SOCIETY  
MINUTES

<b>Type of Meeting:</b> Board	<b>Date:</b> November 26, 2025	<b>Initials:</b> Chair	
<b>Approved:</b> DRAFT	<b>Recorded By:</b> A. DeJong	<b>Secretary</b>	

**3. Adoption of Agenda**

<i>Motion 2025-11-26-01</i>	<i>Moved that the agenda for the Board Meeting of November 26, 2025 be adopted as amended.</i>  <i>Moved: Director Zalewski</i> <i>Seconded: Director Arbour</i> <i>Carried</i>
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**4. Disclosure of Conflict of Interest**

No conflicts of interest were cited.

**5. Approval of Minutes**

**5.1 Minutes of October 29, 2025**

<i>Motion 2025-11-26-02</i>	<i>Moved that the Board Meeting minutes of October 29, 2025 be approved as presented.</i>  <i>Moved: Director Zalewski</i> <i>Seconded: Director Arbour</i> <i>Carried</i>
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**6. Administration Reports**

**6.1 Principal's Report**

Principal Vigfusson provided a summary of her written report, which included report cards, Remembrance Day ceremony and Alberta Education Results Report, as included in the meeting package. Discussion followed.

**6.2 Secretary-Treasurer's Report**

Secretary-Treasurer Dundas summarized her written report, which included technology, maintenance, and financial audit, as included in the meeting package. Discussion followed.

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

**6.3 Superintendent's Report**

Superintendent Moghrabi summarized his written report, which included January PATs and diploma exams, TAAPCS AGM, Bill 6, Class Size and Complexity Cabinet Committee, program expansion consultations, and CASS conference, as included in the meeting package. Discussion followed.

Board Treasurer and Secretary Andrews arrived in person during this report.

**7. Board Reports**

**7.1 Board Chair's Report**

Chair Jackson thanked Directors for an active and valuable Retreat on November 22, 2025. Chair Jackson has contacted the consultant previously hired to conduct the superintendent evaluation. A date has been set for May 11, 2026 and all directors are asked to attend.

**7.2 Committee Reports**

**7.2.1 Finance and Audit Committee**

Board Treasurer and Secretary indicated that the committee met on November 19, 2025 to review the financial audit and to review the fall budget update. There are still spaces available for Society members to join the committee.

**7.2.2 Policy Guidelines and Bylaws Committee**

The committee has not met since the last board meeting. There are policies that require review and implementation, consensus is to meet prior to winter break to begin that discussion. Discussion followed. Agreement to hold a committee meeting on Monday, December 15 at 2:00 p.m.

**7.2.3 Survey Committee**

No report.

**7.2.4 Public Relations Committee**

No report.

**7.2.5 Personnel Committee**

No report.

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### 7.2.6 High School Ad Hoc Committee

Chair Jackson suggested that the committee meet in mid-January. Consensus is to meet on Tuesday, January 13, 2026 at 6:00 p.m.

### 7.2.7 Board Activities

No report.

## 8. New Business

### 8.1 2024-25 Audited Financial Statement

Secretary-Treasurer Dundas provided an update and overview of the 2024-25 Financial Audit Report, as presented at the Annual General Meeting. Discussion followed.

<i>Motion 2025-11-26-03</i>	<i>Moved that the Board approve the August 31, 2025 audit report prepared by Yaremchuk &amp; Annicchiarico, as presented at the Annual General Meeting.</i>  <i>Moved: Director Zalewski</i> <i>Seconded: Board Treasurer and Secretary Andrews</i> <i>Carried</i>
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### 8.2 Appointment of Auditor

<i>Motion 2025-11-26-04</i>	<i>Moved that Yaremchuk &amp; Annicchiarico Accountants be appointed as auditors for the 2025-26 fiscal year.</i>  <i>Moved: Vice Chair Koziak</i> <i>Seconded: Board Treasurer and Secretary Andrews</i> <i>Carried</i>
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**8.3 Fall Budget Update**

Secretary-Treasurer Dundas provided an overview of the 2025-26 Fall Budget, highlighting some minor adjustments and changes that have occurred since May. Discussion followed.

<i>Motion 2025-11-26-05</i>	<i>Moved that the Board approve the Fall Budget Update as presented.</i>  <i>Moved: Director Zalewski</i> <i>Seconded: Director Arbour</i> <i>Carried</i>
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**8.4 Annual Education Results Report (AERR) 2024-25**

Principal Vigfusson provided a summary of the Annual Education Results Report (AERR) that has been prepared for submission. The deadline to share the AERR with Alberta Education and to post on the school website is November 30 of each year. Discussion followed.

<i>Motion 2025-11-26-06</i>	<i>Moved that the Board approve the Annual Education Results Report as presented.</i>  <i>Moved: Director Zalewski</i> <i>Seconded: Director Fraser</i> <i>Carried</i>
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Item 8.7 was discussed out of order from the agenda.

**8.7 Counsellor's Report**

Principal Vigfusson provided an overview of the counsellor's report, as included in the agenda package. Discussion followed. A request was made to include a more detailed breakdown of the work being done on future counsellor reports.



NEW HORIZONS CHARTER SCHOOL SOCIETY  
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**8.5 NHS Stakeholder Forum**

Superintendent Moghrabi provided background for the upcoming stakeholder forum, as included in the meeting package. Discussion followed.

<i>Motion 2025-11-26-07</i>	<i>Moved that the Board select Monday, February 2, 2026 from 6:30 p.m. to 8:30 p.m. for the Stakeholder Forum.</i>  <i>Moved: Board Treasurer and Secretary Andrews</i> <i>Seconded: Director Arbour</i> <i>Carried</i>
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*Action Item: Superintendent Moghrabi will propose discussion topics for the Stakeholder Forum and share with directors prior to the January Board meeting.*

**8.6 Board Survey and Date for April Board Retreat**

Superintendent Moghrabi provided an overview of dates to consider for the Board survey and the April Board Retreat. Discussion followed. Consensus is to select a date for the Board Retreat at the January Board meeting.

**9. Board Work Plan**

The Board reviewed the Work Plan for 2025-26, as included in the meeting package.

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

Director Koziak indicated that he, along with Superintendent Moghrabi and Secretary-Treasurer Dundas attended the TAAPCS AGM on November 1, 2025 at Thrive Charter School. Discussion highlights include the advocacy plan and new TAAPCS website, frustrations regarding challenges, predominantly in the Calgary area, for building acquisitions. He expressed appreciation to Secretary-Dundas for volunteering to participate in the audit of TAAPCS financials as a cost savings measure for the Society.

**11. Receipt of Reports**

<i>Motion 2025-11-26-08</i>	<i>Moved that all reports be received as presented during the meeting.</i>  <i>Moved: Director Zalewski</i> <i>Seconded: Board Treasurer and Secretary Andrews</i> <i>Carried</i>
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**12. Correspondence Sent**

12.1. Letter to EDC Minister

**13. Correspondence Received**

13.1. None

**14. In Camera**

**14.1 Motion to Move In Camera**

<i>Motion 2025-11-26-09</i>	<i>Moved that the meeting move in camera at 9:11 p.m.</i>  <i>Moved: Director Arbour</i> <i>Seconded: Director Zalewski</i> <i>Carried</i>
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**14.2 Motion to Move Out of Camera:**

<i>Motion 2025-11-26-10</i>	<i>Moved that the meeting move out of camera at 9:21 p.m.</i>  <i>Moved: Director Arbour</i> <i>Seconded: Board Treasurer and Secretary Andrews</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 9:22 p.m.

*Next Board Meeting: Wednesday, January 21, 2026 at 6:30 p.m.*

## MEMORANDUM

Date: January 21, 2026

To: Board of Directors

From: Lori Vigfusson, Principal

Re: Principal's Report-January 2026

### **Information and Highlights:**

#### **Outbreak Status:**

Prior to the break, we were put on Respiratory Outbreak Status by AHS due to the high number of students and staff that were absent due to illness. Alberta Health Regulations require schools to report absences of 10% or more when common symptoms for illness are reported. Once we were on this status, we were required to report attendance daily to AHS to monitor the situation. At the height of the outbreak we reached 19% reported absence with respiratory symptoms. Outbreaks typically last 2 weeks as long as reported numbers drop. Since we began in the last week of school, the outbreak was closed during the break. During this time, we had enhanced cleaning and hygiene protocols in place. We are grateful to the parents for supporting and following the reporting measures put in place at that time.

#### **Early Years Assessments:**

Students in Kindergarten to Grade 3 are completing the Early Years Assessments in Literacy and Numeracy this month. These assessments are mandated by Alberta Education to be completed in Grades 1-3 in September and K-3 in January. Students who fall in the 'at-risk' range will also be reassessed in June following interventions needed.

#### **Information Night:**

We hosted our Information Night on January 13th for prospective parents. We had around 150 people attend with interest in a variety of grades. There was a general presentation about giftedness and our school. This was followed by breakout sessions for each division. Current parents of grade 6 students also attended the Junior High portion as presented by Junior High Staff.

#### **Admissions:**

Admissions have been open since mid December and we continue to have applications submitted each day. The deadline for applications is February 17 and Intake Day is on March 6th.

**Artist in Residence:**

Groovebox Dance has begun this week as our artist in residence. The instructors are working with all classes from K-9 on a dance number which will be showcased on January 30th once their residency is complete. Thanks to FANHS for funding this.

Lori Vigfusson



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

## MEMORANDUM

January 21, 2026

To: Board of Directors

From: Patti Dundas – Secretary-Treasurer

Subject: Secretary-Treasurer Report

### **Enrollment Projections**

Enrollment projections for the 2026-27 academic year have been submitted. Senior administration reviewed each class to determine the projected enrollment numbers that would be appropriate for the next year. We have projected 463. These projections will inform our budget grant allocations for next year.

### **Capital Project**

Alberta Infrastructure has hired a site investigation company. The Superintendent and I met with Wassim Fayad from Alberta Infrastructure and Mike McCormick from McElhanney Ltd. in December for a kick-off meeting. We discussed objectives, scope and timelines. The Planning portion of the project consists of:

1. Site Investigation which will likely take 4 months and is underway. We met again in person on January 6 on-site. The borehole digging began on January 12 and was completed in 7 days. Laurie Borden, our Maintenance Manager, was on-site every day to ensure that safety measures were incorporated at every step of the way.
2. Hiring of an architect. As soon as we have confirmation of our enrollment change from Alberta Education, an RFP will be sent out, and Alberta Infrastructure will hire an architect.

The ECDT modulars will be moved between March and June. I have requested that they be removed as soon as possible, as they pose a safety hazard.

A formal letter from the Minister has been received approving the project, which included a 670 enrollment approval. Our request to increase our enrolment to 720 is still under consideration.

### **Finance Committee**

The Finance Committee met on January 14 to discuss the Q1 report.

### **CMR/IMR - Maintenance and renewal policy updates**

Effective April, 2026, public charter school authorities are eligible to receive maintenance and renewal funding directly even if they lease schools. Up to this point, all of our CMR/IMR funding has been given to EICS and I send them invoices at the end of each year to put towards this funding. This change enables us to improve and maintain school spaces with greater autonomy. Reporting and monitoring to Alberta Education will be included in this change.

### **Funding**

We have received funding for the 2024-25 and 2025-26 teacher salary settlements.

### **Recommendations:**

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

*Patti Dundas*

Patti Dundas – Secretary-Treasurer





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

## MEMORANDUM

Date: January 21, 2026

To: Board of Directors

From: Terry Moghrabi- Superintendent

Re: Superintendent Report

### Information and Highlights:

**Outbreak Status:** Prior to the winter break, our school was officially designated as being on Outbreak Status after student absenteeism due to illness reached the 10% threshold. In response, the administration immediately implemented enhanced sanitation and prevention protocols to mitigate the spread of respiratory germs, primarily transmitted through coughing and nasal secretions. We have strictly mandated that symptomatic students remain home and have increased the frequency of hand hygiene using soap and water or alcohol-based rubs. Additionally, custodial staff have increased the frequency of disinfection for high-touch surfaces, including doorknobs, light switches, and faucets. While clinical testing is deferred to healthcare providers, the health authority continues to strongly advocate for routine and seasonal immunizations as a primary line of defence in maintaining a safe learning environment. I informed our field services manager at Alberta Education, as per protocol.

### **Implementation of Provincial Recommendations and Resource Allocation**

Following recent provincial engagement and job action scenarios, the Class Size and Complexity Cabinet Committee has released a strategic framework to create sustainable classroom environments. Central to this plan is a provincial commitment of \$300 million over the next three years to hire 1,500 additional educational assistants (EAs). Once these EA targets are met, boards will have the flexibility to utilize these funds for specialized student supports, including speech-language pathology, occupational therapy, and formal assessments for complex needs. This is in addition to the broader provincial initiative to hire 3,000 new teachers to address rising enrollment.

The report outlines seven key recommendations, including:

- Design a new inclusive education policy framework.
- Ensure timely access to a continuum of supports.
- Facilitate collaboration within inclusive learning environments.
- Cross-ministry collaboration to ensure seamless transitions and support.

- Expand and adapt early intervention programs.
- Strengthen pre-service programs.
- Enhance ongoing professional learning and capacity building.

[Watch the news conference](#)

[View this announcement online.](#)

### **Completion of Staff Payout and Implementation of Revised Salary Grids**

The administration is pleased to report that the retroactive pay processing, resulting from recent collective bargaining and job action resolutions, was successfully completed and distributed in the December pay cycle. This milestone represents the culmination of extensive technical work involving complex table calculations and the development of entirely new salary grids to reflect updated provincial standards.

A total of \$103,000 was disbursed to staff as part of this payout. Beyond the retroactive adjustments, the division has officially transitioned to revised salary grids, which have been shared transparently with all affected personnel. These updates also include newly adjusted substitute teacher rates, ensuring our division remains competitive in attracting and retaining essential TOC (Teacher on Call) staff.

The successful rollout of this project is largely due to the meticulous efforts of our finance team. We would like to extend our formal accolades to Angela and Patti for their exceptional work and oversight throughout this process. Their precision in executing the table calculations and ensuring the accuracy of the new grids allowed for a seamless and efficient transition for our staff during the busy holiday period.

### **Site Investigations Kick-off**

McElhanney Corp has been contracted to oversee the site investigations stage of our project. The timeframe to complete the site investigation is approximately 16 weeks. This will include various strategies to report to the province on our readiness for the next step in the contract. Site Investigation services include: water pressure testing, geotechnical testing, Phase One ESA, and TIA for modernization and expansion. All costs associated with this phase of testing were covered by Alberta Infrastructure.

The first step of the site investigation involves soil density testing with heavy borehole equipment arriving on site in the second week of January. Major snow removal is required in part of the field, and some fencing will be removed. Student safety remains our highest priority, and despite the warmer weather, we will continue to limit access to areas and fields while their equipment is on site. Parents were provided with safety information and updates on field access. Regular safety and information briefings are held with members of McElhanney Corp and the school team.

**Stakeholder Forum Update:** Letters of invitation and attendance-tracking forms were shared with parents. The board reviewed the proposed topics and questions at the High School Adhoc committee meeting. The forum is scheduled for February 2nd, and we will continue to plan to conduct it in the same cafe-style manner as last year.

**School Events:** Adjusted my work week to ensure I participated in a variety of school events to support our programs.

- **Information Night:** Many parents attended the informational sessions on Tuesday, January 13th. I was pleased to visit and connect with many families who were very positive about the school's direction. Thank you, Chair Jackson, for attending. Well over 100 attendees participated in the session and visited with teachers from each grade division. Thanks to the staff for attending and sharing important transition information.
- **Christmas Concerts:** Multiple performances were held in December that brought many parents and relatives to record and review the performances. Congrats to the helpful staff elves and specifically Miss Lovlin who coordinated an excellent and diverse holiday celebration. Thanks also to the parent volunteers who helped throughout the week before and after the performances. (Twelve days of FITMAS was a struggle.)
- **Computer Science Education Week**, which took place from December 8-12. CSEd Week is an annual call to action that inspires K-12 students to learn more about computing, celebrate advancements in the field, and consider future careers in computer science and STEM. I was pleased to participate to attend several classroom sessions and assemblies.

**Recommendations and Governance Implications:**



Terry Moghrabi



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

## MEMORANDUM

January 21, 2026

To: Board of Directors  
From: Patti Dundas – Secretary-Treasurer  
Subject: Q1

1. Attached for the information of the Board of Directors is the Quarterly Financial Report for the period ending November 30, 2025.

In keeping with Board Resolution 2017-11-22-05, the Finance Committee reviewed the Quarterly Financial Report prior to its presentation to the Board of Directors. The Finance Committee Chair will present the Report to the Board.

### Recommendations:

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

*Patti Dundas*

Patti Dundas – Secretary-Treasurer

Attachment

Function	DESCRIPTION	Account No	2025-26 Budget	30-Sep-25	30-Oct-25	30-Nov-25	End of Q1 Actual Results	Budget Residual	% of Budget Residual
	<b>TOTAL REVENUES FROM ALL SOURCES</b>		\$ 5,439,936.41	\$ 458,901.08	\$ 528,578.34	\$ 446,320.88	\$ 1,433,800.30	\$ 4,006,136.11	74%
	<b>TOTAL EXPENDITURES</b>		\$ 5,569,936.41	\$ 667,944.86	\$ 585,846.96	\$ 491,961.73	\$ 1,745,753.55	\$ 3,824,182.86	69%
	<b>SURPLUS OR (DEFICIT)</b>		\$ (130,000.00)	\$ (209,043.78)	\$ (57,268.62)	\$ (45,640.85)	\$ (311,953.25)	\$ (181,953.25)	
	<b>REVENUES</b>								
	Alberta Education		\$ 4,831,732.08	\$ 418,626.71	\$ 380,897.40	\$ 381,247.58	\$ 1,180,771.69	\$ 3,650,960.39	76%
	Alberta Infrastructure		\$ 396,750.34	\$ 29,854.65	\$ 29,854.65	\$ 29,854.65	\$ 89,563.95	\$ 307,186.39	77%
	Other Government of Alberta			\$ -	\$ -	\$ -	\$ -	\$ -	
	Other Alberta School Jurisdictions		\$ 6,682.91	\$ 105.39	\$ 105.39	\$ 105.39	\$ 316.17	\$ 6,366.74	95%
	Fees		\$ 142,865.00	\$ -	\$ 113,379.00	\$ 14,196.85	\$ 127,575.85	\$ 15,289.15	11%
	Sales & Services		\$ 15,500.00	\$ 921.22	\$ 2,648.34	\$ 2,449.54	\$ 6,019.10	\$ 9,480.90	61%
	Investments		\$ 10,500.00	\$ 1,042.58	\$ 1,011.00	\$ 1,015.98	\$ 3,069.56	\$ 7,430.44	71%
	Gifts		\$ 5,906.08	\$ 182.56	\$ 182.56	\$ 182.56	\$ 547.68	\$ 5,358.40	91%
	Fundraising		\$ 30,000.00	\$ 8,167.97	\$ 500.00	\$ 17,268.33	\$ 25,936.30	\$ 4,063.70	14%
	Amortization		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	<b>EXPENDITURES</b>		\$ 5,569,936.41	\$ 667,944.86	\$ 585,846.96	\$ 491,961.73	\$ 1,745,753.55	\$ 3,824,182.86	
	Salary Certificated		\$ 2,499,813.00	\$ 192,788.84	\$ 195,755.68	\$ 194,540.61	\$ 583,085.13	\$ 1,916,727.87	77%
	Salary Non-Certificated		\$ 560,744.00	\$ 45,528.97	\$ 54,475.06	\$ 50,294.15	\$ 150,298.18	\$ 410,445.82	73%
	Honorariums		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	Benefits Certificated		\$ 595,195.00	\$ 47,382.43	\$ 47,187.57	\$ 42,227.10	\$ 136,797.10	\$ 458,397.90	77%
	Benefits Non-Certificated		\$ 198,982.00	\$ 13,047.41	\$ 17,056.25	\$ 17,002.11	\$ 47,105.77	\$ 151,876.23	76%
	Prof. & Tech. Services		\$ 477,250.00	\$ 271,610.24	\$ 203,338.59	\$ 117,278.57	\$ 592,227.40	\$ (114,977.40)	-24%
	Communications		\$ 38,000.00	\$ 2,047.32	\$ 2,174.38	\$ 965.59	\$ 5,187.29	\$ 32,812.71	86%
	Utilities		\$ 109,500.00	\$ 5,662.50	\$ 4,052.79	\$ 6,102.32	\$ 15,817.61	\$ 93,682.39	86%
	Bussing			\$ -	\$ -	\$ -	\$ -	\$ -	
	Student Transportation		\$ 66,169.00	\$ 383.34	\$ 383.34	\$ 383.34	\$ 1,150.02	\$ 65,018.98	98%
	Rentals/Leases						\$ -	\$ -	
	Fees Expense		\$ 146,575.00	\$ 5,355.93	\$ 5,618.75	\$ 8,918.04	\$ 19,892.72	\$ 126,682.28	86%
	Insurance		\$ 62,861.00	\$ 5,558.20	\$ 5,558.20	\$ 5,558.20	\$ 16,674.60	\$ 46,186.40	73%
	Supplies/Materials		\$ 342,923.00	\$ 45,732.51	\$ 14,510.08	\$ 15,303.40	\$ 75,545.99	\$ 267,377.01	78%
	Text, Library & Media		\$ 42,604.79	\$ 1,705.04	\$ 2,876.84	\$ 662.26	\$ 5,244.14	\$ 37,360.65	88%
	Travel		\$ 12,600.00	\$ 587.68	\$ 94.60	\$ 812.25	\$ 1,494.53	\$ 11,105.47	88%
	Amortization		\$ 405,269.62	\$ 30,142.60	\$ 30,142.60	\$ 30,142.60	\$ 90,427.80	\$ 314,841.82	78%
	Bank Charges		\$ 11,450.00	\$ 411.85	\$ 2,622.23	\$ 1,771.19	\$ 4,805.27	\$ 6,644.73	58%
	<b>Surplus (Deficit)</b>		\$ (130,000.00)	\$ (209,043.78)	\$ (57,268.62)	\$ (45,640.85)	\$ (311,953.25)	\$ (181,953.25)	

**POLICIES****Approved:** 2018-02-28, 2019-01-23**Policy:** #210**Amended:** 2025-01-22**Section:** School Operations**#210 Welcoming, Caring, Respectful, and Safe Learning and Working Environments****POLICY STATEMENT**

The Board of Directors is committed to providing students and staff with a welcoming, caring, respectful, and safe learning and working environment that fosters a sense of belonging, nurtures a positive sense of self, respects diversity, and promotes well-being in all its aspects.

In accordance with this commitment, the Board does not condone behaviours that constitute bullying, harassment, sexual harassment, discrimination, or violence, and expects allegations of such behaviours to be investigated and addressed in a timely and thorough manner, as warranted by the circumstance.

Further, the Board affirms the rights, as expressed in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*, of each student enrolled in the school and each staff member employed by the New Horizons Charter School Society. Accordingly, the Board believes that the school environment must be free from discrimination based on race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, or sexual orientation.

The Superintendent is responsible for the development and implementation of practices and procedures that are consistent with this policy.

**DEFINITIONS**

1. In this policy, “bullying” means repeated and hostile or demeaning behaviour by an individual or group in the school community where the behaviour is intended to cause harm, fear, or distress to one or more other individuals in the school community, including psychological harm or harm to an individual or group’s reputation.
2. In this policy, “harassment” means unwelcome verbal or physical conduct, including conduct that relates to discrimination. Usually, it must be repeated to constitute harassment, but single acts can be harassing if they are severe, or involve obvious power imbalance. Harassment is insulting, demeaning or intimidating. Examples of harassment include, but are not limited to, the following: verbal or physical abuse; threats; derogatory remarks; jokes; innuendo or taunts about appearance or beliefs; display or electronic transfer of unreasonable invasion of one’s person. Harassment can be bullying or outright physical assault. The behaviour giving rise to a complaint need not be intentional in order to be considered harassment; it is sufficient that the offender knows, or ought reasonably to know, that the behaviour is offensive and unwelcome.
3. In this policy, “sexual harassment” means any unwelcome behaviour that is sexual in nature. Unwanted sexual advances, unwanted requests for sexual acts, and other verbal or physical conduct of a sexual nature constitute sexual harassment when the harasser knows or ought to know that it is unwelcome. Sexual harassment includes such things as unwanted touching (e.g. pinching, patting, rubbing); leering, sexist, or “dirty” jokes; the display of sexually suggestive material; derogatory or



**POLICIES****Approved:** 2018-02-28, 2019-01-23**Amended:** 2025-01-22**Section:** School Operations**Policy:** #210

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**#210 Welcoming, Caring, Respectful, and Safe Learning and Working Environments  
(cont.)**

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degrading comments; sexually suggestive gestures; and unwelcome propositions, innuendos, demands or inquiries of a sexual nature.

4. In this policy, “discrimination” means the unjust or prejudicial treatment of a person or class of persons because of such things including, but not limited to: the race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, or sexual orientation of that person or class of persons.
5. In this policy, “violence” means the threatened, attempted, or actual conduct of a person or group that is intended to cause, causes, or is likely to cause injury to a person or damage to property. Examples include, but are not limited to, the following: destroying property, throwing objects at others, verbal or written threats to inflict harm, physical attacks, or any other act that would arouse fear in a reasonable person in the circumstance.

**GUIDELINES**

1. The school principal is responsible to develop and implement a *Student Code of Conduct* that includes, at a minimum:
  - a. A statement of purpose that provides a rationale for the code of conduct, with a focus on welcoming, caring, respectful, and safe learning environments.
  - b. One or more statements about what is acceptable behaviour and what is unacceptable behaviour, whether or not it occurs within the school building, during the school day, or by electronic means.
  - c. One or more statements about the consequences of unacceptable behaviour. The statement(s) must take into account the student’s age, maturity, and individual circumstances, and must ensure that support is provided for students who are impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour.
2. This policy and the associated *Student Code of Conduct* shall be reviewed annually, with the review to be confirmed by Board resolution. Following confirmation, the policy and *Student Code of Conduct* shall be posted or re-posted publicly on the school website.
3. A website link to this policy, the associated administrative procedure, and the *Student Code of Conduct* shall be displayed in a place clearly visible to students in the school.



# Code of Conduct

## *Our Social Contract*

*We Believe ...*

*Our school is a place of learning.*

*It is a place where we treat each other with respect and honesty.*

*Our school is a place where we work and play in a way that is safe and fair*

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## Purpose

The purpose of this code of conduct is to provide a welcoming, caring, respectful, and safe learning environment. In creating this environment, this code of conduct reflects the need for an appropriate balance between individual and collective rights, freedoms, and responsibilities.

## Scope

The expectations in the code of conduct are in effect in the following circumstances:

- on school premises
- on the school bus
- during activities that are off school premises and that are organized or sponsored by the school
- behaviour beyond these times when it affects the safe, caring, or orderly environment of the school
- such expectations include website postings, blogs, text messages by or about students or staff using electronic devices, and other means that negatively affect other members of the school community and student learning.
- Such expectations also include the times arriving to and from school, and during lunch hour times when junior high students leave the school premises.

## Major Infractions: Bottom Line Behaviors

Major infractions are called bottom line behaviors. Minor infractions are those not identified in the bottom line behaviors.

Bottom line behaviors include the following:

1. Any illegal activity ( eg. behaviors related to drugs and alcohol, weapons including replicas, theft, vandalism, etc.).
2. Use of tobacco in or on school property within one block of the school.
3. Habitual minor infractions.
4. Deliberately striking or pushing a teacher or another person in authority and/or swearing at a teacher or another person of authority.
5. Direct or persistent opposition to authority.
6. Uttering a threat to inflict serious bodily harm or harm to property (eg. saying “I’m going to kill you” even in jest; threats to injure, bomb threats).
7. Physical assault causing bodily harm (eg. hitting, pushing, kicking, fighting).
8. Retribution against a person who has reported an incident.
9. Conduct injurious to the physical or mental well-being of others in the school including, but not limited to bullying, fighting, false fire alarms, dangerous use of equipment, hate-motivated incidents
10. Taking photos or recordings of others without appropriate consent
11. Violating the Acceptable Use of Technology Agreement
12. Harassment on any of the protected or prohibited grounds identified in the Alberta Human Rights Act. These prohibited grounds are identified below:
  - Race
  - Religious Beliefs
  - Colour
  - Gender
  - Mental Disability
  - Physical Disability
  - Ancestry
  - Place of Origin-Place of Birth
  - Family Status
  - Sexual Orientation

## Responding to Bottom Line Behaviors

Bottom Line Behaviors have the automatic consequence of removal from the classroom group or school group for a period of time.

Depending on the frequency and severity of the infraction, a student may be removed from the group in the following ways:

- with an in-school suspension for a partial day, or full days
- suspension from a certain courses for one or more days
- out-of-school suspension to a maximum of five days
- out-of-school suspension to a maximum of five days with the recommendation to the Board of Directors for expulsion
- As well, depending on the nature of the infraction, other measures may be taken.
- The RCMP may be notified.
- In the case of threats, students who utter threats may be expected to undergo a threat-risk assessment by a trained professional.



## **Minor Infractions**

Minor infractions of the code of conduct are those that are not identified as major infractions or bottom line behaviors.

Minor infractions are those behaviors which infringe upon the needs of others. Our social contract on page 1 expresses the kind of school community we want. Behaviors that go against our social contract are considered infractions.

## **Considerations**

### **Rising Expectations**

Rising expectations mean that students have varying levels of understanding as they grow older and more mature. Behavior expectations for students in primary grades may be different than what is expected as students become older and eventually enter Grade 9. Such differences in maturity levels will be reflected in both expectations and consequences for conduct.

### **Students With Special Needs**

The application of this code of conduct will not discriminate against a student who can not meet a behavioural expectation because of a disability. Some students with certain types of special needs are unable to understand conduct expectations or rationally control their conduct. Differences resulting from such disabilities will be reflected in both expectations and consequences for conduct.

# Responding to Minor Infractions

## Minor Infractions: Making Mistakes

We live in a human environment and face a diverse set of needs daily. Our job when we are together is to treat each other in a way that respects the needs of others and reflects our social contract.

None of us are perfect. We all make mistakes.

As we go through our days, there may be times when we interfere with the needs of others as we try to meet our own needs. We call these actions mistakes. When we make a mistake and infringe on the needs of others, our job is to “fix up” the mistake. “Fixing up” the mistake means to do something for the person that we hurt so that they feel okay again. Often, that involves making a restitution - saying or doing something that will make the person who was hurt feel okay once again.

Students are expected to learn from their mistakes and not repeat the behavior.

Ideally, when we hurt others in some way, we should be able to recognize that and “fix up” the mistake on our own. But that doesn’t always happen. When a person does not fix up the mistake by themselves, a teacher or supervisor may need to help.

Some ways teachers may respond to minor infractions follow.

## Teacher Response to Minor Infractions

Mistakes are learning opportunities. When students make a behavioral choice that infringes on the needs of others, teachers will help those students learn from their mistakes, find ways to make amends with the person they hurt, and make a plan to do better.

Teachers may respond to minor infractions in several ways including the following:

- discussion
- problem solving
- helping with a restitution
- using the Reflection Sheet
- providing an alternate work space
- utilizing a “cool down” space or the Sensory Room
- in-class consequences (loss of privilege, community service, etc.)
- suspending a student of one class period

Depending on the severity and frequency of the behavior, parents will be notified.

If a minor infraction is repeated often, the infraction may become a Bottom Line Behavior and the student can be referred to school administration.

## Expected Behavior

Identifying all possible infractions in a human environment such as our school is a difficult task and would take up many pages. The next few pages, therefore, identify **examples of acceptable and examples of unacceptable behavior in relation to our code of conduct**. These examples can be used to further discussion of expectations in the classroom.

The list of the following examples was generated by the students, staff, and parents of New Horizons School.

# Examples of Expected Behavior

## Our School Is a Place of Learning

Below are some examples of how we can support learning and some examples of how we can interfere with learning.

We can make a school a place of learning by:

- working diligently and to the best of our abilities
- behaving in ways that supports a positive learning environment for oneself and others
- keeping learning and playing environments such as classrooms and playgrounds tidy for others who use the space
- listening to instructions
- encouraging others
- helping others
- turning off cell phones and other electronic devices that can disrupt learning while in school

We interfere with the learning in our school by:

- behaving in ways that disrupts the teaching and learning • being unnecessarily absent or late
- not cleaning up messes that are made in the learning environment • using learning time in inappropriate ways
- putting in minimal effort into learning activities and assessments • plagiarism and copying from others
- giving all the answers

## Our School Is a Place Where We Treat Each Other With Respect

Below are some examples of how we can show respect and some examples of how we show disrespect.

We can show respect by:

- avoiding abusive and offensive language such as put downs, racist comments, sexist comments, and swearing
- adhering to the [Dress Code](#)
- responding to instructions given from teachers, assistants, supervisors, and others who are working or volunteering at the school.
- resolving conflicts without hurting others
- seeking permission before touching someone's personal property, or the school's property including plants
- playing with people you both like and don't like
- listening to what others have to say
- speaking in a tone of voice that invites discussion

We show disrespect by:

- habitually neglecting to do one's duty
- saying or doing things that make others feel uncomfortable or hurt • not obeying those with authority (school staff and supervisors)
- misusing school equipment and property
- laughing at the misfortune of others
- making fun of others when they have a comment or ask a question
- using an unfriendly tone of voice
- not tattling

## Our School Is a Place Where We Treat Each Other With Honesty

Below are some examples of how we can show honesty and some examples of how we show dishonesty.

We can show honesty by:

- being responsible for our actions
- knowing that it's ok to make a mistake and trying to "fix things up" • telling the truth when problem solving
- informing a school staff in a timely manner of incidents of bullying, harassment or intimidation
- avoiding blaming others for our mistakes
- telling the whole truth
- being true to what you say

We can show dishonesty by:

- withholding important information when solving conflicts • making up stories that are different than the truth when problem solving
- not taking responsibility for our actions
- falsely accusing others
- spreading false information
- exaggerating
- "setting others up"



## Our School Is a Place Where We Work and Play in a Way That Is Fair

Below are some examples of how we can behave fairly.

We can act fairly by:

- “playing by the rules” or in “the spirit of the game”
- sharing when resources are lacking
- taking turns
- including others in games and activities
- congratulating others when they succeed

We can act unfairly by

- cheating
- always insisting on being first
- not letting others be a part of the group (excluding others)

## Our School is a Place Where We Work and Play in a Way that is Safe

Below are some examples of how we can create a safe environment and examples of how we can create an unsafe environment.

We can create a safe environment by:

- using all equipment in a safe manner
- solving conflicts in a way that does not hurt others
- wearing shoes at all times
- being a positive role model
- being gentle in PE

We can create an unsafe environment by:

- throwing things
- running in the halls
- pushing, hitting, and kicking others
- emotionally hurting others with put downs, racist comments, sexist comments, swearing, and threats
- bullying
- roughhousing
- picking on one person
- teasing and name-calling

**POLICIES**

**Approved:** 2016-03-10

**Amended:**

**Section:** School Operations

**Policy:** #208

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**#208 Gender Identity and Inclusion**

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**POLICY STATEMENT**

New Horizons Charter School (NHCS) is committed to providing a safe, caring, and inclusive environment that respects the dignity and identity of every student. In alignment with Alberta legislation, NHCS recognizes the diversity of gender identity and expression, and affirms the rights of students and families in decisions involving gender identity-related accommodations.

**PURPOSE**

To reflect the Board's mandated responsibility and expectation for providing a welcoming, inclusive, safe and healthy learning and working environment that respects diversity and supports a sense of belonging throughout the Division.

To articulate the Board of Directors' (the Board) commitment to support all sexually diverse and/or gender diverse students, staff and families.

**GUIDING PRINCIPLES**

- All students are entitled to respect, privacy, and inclusion regardless of gender identity or expression.
- NHCS upholds the legal requirements for parent involvement, while ensuring that appropriate supports for students are in place when needed.
- School staff will work in good faith to support student well-being and family engagement in alignment with provincial law.

**POLICY DIRECTIVES**

The Board believes that all sexually diverse and/or gender diverse students, staff and families have the right to:

- Be treated fairly, equitably and with dignity and respect.
- Have their confidentiality protected and respected as per privacy legislation.
- Self-identification and determination.
- Freedom of conscience, expression and association.
- Be fully included and represented in an inclusive, positive and respectful manner by all school personnel.
- Have equitable access to the same supports, services and protections provided to heterosexual and cisgender students, staff and families.
- Have avenues of recourse (without fear of reprisal) available to them when they are victims of harassment, prejudice, discrimination, intimidation, bullying and/or violence.

**POLICIES**

**Approved:** 2016-03-10

**Policy:** #208

**Amended:**

**Section:** School Operations

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**#208 Gender Identity and Inclusion (cont.)**

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- Have their unique identities, families, cultures and communities included, valued and respected within all aspects of the school environment.

The Board is committed to implementing measures that will:

- Define appropriate expectations, behaviours, language and actions with the goal to prevent discrimination, prejudice and harassment through greater awareness of, and responsiveness to, their harmful effects.
- Ensure that all reported incidents of discriminatory behaviours are reviewed appropriately.
- Improve understanding of the individual lives of sexually diverse and/or gender diverse students and their families, cultures and communities throughout the year.
- Support, implement and evaluate inclusive educational strategies, professional development opportunities and administrative guidelines to ensure that sexually diverse and/or gender diverse staff, students and their families are welcomed and treated with respect and dignity in all aspects of the school community.
- Work towards the removal of institutional and individual barriers related to heteronormativity and cisnormativity in order to improve the experience of sexually diverse and/or gender diverse students, staff and families.

The Board also recognizes the need to develop and maintain mutually supportive relationships with a variety of diverse sexual orientation, gender identity and gender expression community groups and stakeholders in order to ensure the ongoing improvement of the implementation of this policy. These community relationships will involve ongoing feedback and collaboration.

**ACCOUNTABILITY**

The Superintendent will provide an annual update to the Board around progress made in support of student success and achievement within a welcoming, inclusive, safe and healthy environment.

The Superintendent is responsible for developing administrative procedures that are consistent with this policy.

In the Annual Education Plan, the Board will identify goals and strategies that reflect the Board's commitment to supporting our diverse school communities, and will provide an annual update on progress and priority strategies in support of this policy through the Annual Education Results Report to Alberta Education.

**POLICIES**

**Approved:** 2016-03-10

**Policy:** #208

**Amended:**

**Section:** School Operations

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**#208 Gender Identity and Inclusion (cont.)**

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**REFERENCES**

[AD.BP Vision, Mission, Values, and Priorities](#)  
[AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments](#)  
[AE.BB.BP Wellness of Students and Staff](#)  
[FA.BP Human Resources Framework](#)  
[FBCA.AR Respectful Working Environments](#)  
[FBCB.AR Division Staff Code of Conduct](#)  
[FBE.AR Health and Wellness of Staff and Students](#)  
[GGDA.AR Guidelines for Student Activities and Organizations](#)  
[HF.BP Safe, Caring and Respectful Learning Environments](#)  
[HF.AR Safe, Caring and Respectful Learning Environments](#)  
[HFA.AR Sexual Orientation, Gender Identity and Gender Expression](#)  
[HG.BP Student Behaviour and Conduct](#)  
[HG.AR Student Behaviour and Conduct](#)  
[Alberta Human Rights Act](#)  
[Alberta Teachers' Association Code of Professional Conduct](#)  
[Alberta Teachers' Association Declaration of Rights and Responsibilities](#)  
[Canadian Charter of Rights and Freedoms](#)  
[Freedom of Information and Protection of Privacy Act](#)  
[United Nations Convention on the Rights of the Child](#)  
[Education Act Sections 3, 4, 6, 10, 12, 14, 33\(1\), 35.1\(1\), 52](#)

**POLICIES**

**Approved:** 2013-12-16

**Amended:** 2024-03-20

**Section:** School Operations

**Policy:** #207

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**#207 Purchasing**

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**POLICY STATEMENT**

The Board of Directors recognizes its responsibility to use public funds effectively and efficiently in order to provide the best possible education for its students. The Board will therefore ensure that goods and services are obtained in a responsible and cost-effective manner, in accordance with competitive public sector purchasing practices.

The Board authorizes the Superintendent or designate to purchase the most appropriate goods and services for the purposes envisaged, based on the quality, cost and availability of a particular good or service.

The Superintendent is responsible for developing procedures necessary to ensure that:

- a. All purchases have been authorized by the Board of Directors by virtue of its approval of the annual budget or by special Board resolution.
- b. As a general rule, vendors are selected in a competitive manner, while also giving consideration to the administrative effort and cost associated with a particular purchase.
- c. Economies of scale are achieved by purchasing in bulk quantities whenever possible.
- d. There is compliance with applicable federal and provincial legislation.
- e. Members of staff are not motivated by personal benefit or gain when making purchases on behalf of New Horizons Charter School Society.
- f. All purchases are recorded in accordance with Canadian public sector accounting standards.

The authority delegated to the Superintendent notwithstanding, the following purchases and contracts shall be approved by the Board of Directors:

- a. Goods, services, or construction projects with an aggregate value that is at or above the level of planning materiality as reflected in Administrative Procedure #207.
- b. The Board of Finance Committee shall review the Administrative procedure on an annual basis.

NEW HORIZONS CHARTER SCHOOL  
**ADMINISTRATIVE PROCEDURES**

**Approved:** 2016-03-10

**Amended:** 2016-04-07; 2018-02-19

**Section:** School Operations

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**ADMINISTRATIVE PROCEDURE #208 –  
Gender Identity and Inclusion**

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1. Definitions:

- a. *Gender Identity*: As defined by the Alberta Human Rights Commission, gender identity includes a person's internal, individual experience of gender, which may or may not align with the sex assigned to them at birth.
- b. *Human Sexuality*: Human sexuality includes the biological, psychological, and social aspects of human sexual behaviour. Sexuality also includes a person's sex, gender identity and sexual orientation. Examples of instructional topics related to human sexuality can include anatomy, puberty, reproductive health, hygiene, consent, and healthy relationships.
- c. *Sexual Orientation*: As defined by the Alberta Human Rights Commission, sexual orientation includes a person's physical, emotional, or romantic attraction to others.

2. Instructional Activities

- a. Where courses, instructional material or exercises include subject matter dealing primarily and explicitly with Gender Identity, Sexual Orientation, or Human Sexuality, New Horizons School ("NHS") will both provide written notice to parents and seek consent from the student's parent or guardian for the student's participation. Such notice will be provided at least 30 days in advance (when possible) of the related instruction, exercise, activity, or use of instructional materials.
- b. Parents or guardians may consent to the student taking part in all or part of a course, program of study, exercise or instruction using all or part of the identified instructional materials.
- c. Students will not be able to participate in instructional activities related to Gender Identity, Sexual Orientation, or Human Sexuality if advance consent is not provided by a parent or guardian of the student.
- d. Alternate instruction or supervision will be provided for those students who do not receive consent to participate in all or a portion of the course, program of study, instruction or exercise, in a separate location from the students who received consent to participate.
- e. No academic consequences or penalty shall result from non-participation.
- f. Teachers may consider using external third-party providers, such as guest speakers, to teach human sexuality in the classroom. Information presented by guest speakers must meet all the same standards, goals and curriculum requirements as content presented by a teacher. Parents will receive advance notice of participation by guest speakers or presenters.
- g. In accordance with the *Education Act*, all learning and teaching resources used by NHS related to Gender Identity, Sexual Orientation, and Human Sexuality shall be approved by the Minister of Education (the "Minister"). This includes any learning and teaching resources which are supplied by an external third-party provider. The use of external providers to deliver instruction on these subjects will be authorized in advance by the Minister.

NEW HORIZONS CHARTER SCHOOL  
**ADMINISTRATIVE PROCEDURES**

**Approved:** 2016-03-10

**Amended:** 2016-04-07; 2018-02-19

**Section:** School Operations

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**ADMINISTRATIVE PROCEDURE #208 – Gender Identity and Inclusion (cont.)**

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3. Preferred Names and Pronouns

- a. If a student requests that NHS or any of the staff members use a new preferred name or pronouns when referring to the student in school, NHS shall notify the student's parent or guardian of the request
- b. Use of Gender Identity-Related Preferred Names and Pronouns
  - i) For students under 16 years of age, school staff may only use a gender identity-related preferred name or pronoun after parental notification and consent has been obtained.
  - ii) For students aged 16 or 17, school staff may only use a gender identity-related preferred name or pronoun after parental notification has occurred.
  - iii) For independent students as defined under the Education Act, the rights typically granted to parents transfer to the student.
  - iv) These requirements do not apply retroactively to students already using preferred names or pronouns at the time the policy is adopted.
- c. Timeliness of Notification and Consent
  - i) Notification and, where applicable, consent must occur in a timely manner. Staff shall not begin using a student's preferred name or pronoun before this process is complete.
- d. Psychological or Emotional Harm
  - i) If school staff have reasonable grounds to believe that notifying parents may cause psychological or emotional harm, or if the student requests assistance, NHCS will ensure that counselling or other school-based support is provided prior to parental notification.
  - ii) This support may include access to school counsellors, psychologists, or social workers.
- e. Student Records
  - i) Official student records (including PASI) will reflect legal names as required under Alberta's Student Record Regulation.
  - ii) A preferred name may be recorded separately in the student record following appropriate parental consent.



NEW HORIZONS CHARTER SCHOOL  
**ADMINISTRATIVE PROCEDURES**

**Approved:** 2016-03-10

**Amended:** 2016-04-07; 2018-02-19

**Section:** School Operations

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**ADMINISTRATIVE PROCEDURE #208 – Gender Identity and Inclusion (cont.)**

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- f. Staff Training and Expectations
  - i) School staff will be provided with training on inclusive practices and legal requirements related to gender identity and expression.
  - ii) Contractors and outside service providers may be required to comply with this policy as a condition of service within the school.
- g. Disagreements Between Parents
  - i) In situations where parents disagree regarding the use of a gender identity-related preferred name or pronoun, NHCS will proceed based on the consent of at least one legal guardian in accordance with the Education Act.
  - ii) Families may pursue conflict resolution independently through legal or community support channels at their discretion if needed.
- 4. Where notifying the parent or guardian is reasonably expected to cause emotional or psychological harm to the student, or the student requests access to assistance, NHS shall ensure that the student is provided with counselling or other assistance before notifying the student's parent or guardian.
- 5. Students will be asked if they require counselling or other assistance prior to notification of the student's parents.
- 6. Any requests related to the use of preferred names or pronouns will be referred to the Principal. The student may be referred to the Principal to determine if notification is likely to result in emotional or psychological harm. The Principal shall meet with the student's classroom or homeroom teacher. Any student making inquiries to NHS staff members with respect to preferred names or pronouns shall be provided with a copy of this Administrative Procedure.
- 7. Written consent will be sought from the student's parent or guardian by Principal. The communication with the student's parent or guardian with respect to consent shall be preserved on the student record.
- 8. This Administrative Procedure shall only apply where the student prefers the name or pronouns for reasons related to the student's Gender Identity and the name or pronoun varies from the existing name or pronouns regularly used by NHS staff for the student.
- 9. This procedure ensures compliance with Alberta's Education Act, the Alberta Human Rights Act, and directives from Alberta Education (May 2025), particularly as they relate to parental notification and consent for gender identity-related preferred names and pronouns.

NEW HORIZONS CHARTER SCHOOL  
**ADMINISTRATIVE PROCEDURES**

**Approved:** 2016-03-10

**Amended:** 2016-04-07; 2018-02-19

**Section:** School Operations

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**ADMINISTRATIVE PROCEDURE #208 – Gender Identity and Inclusion (cont.)**

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10. Roles and Responsibilities

- a. The Superintendent is responsible for implementing this policy and ensuring procedures are developed to operationalize its provisions.
- b. School principals are responsible for ensuring compliance and for supporting students and staff in following this policy.
- c. All school staff must adhere to this policy and seek guidance when questions arise about implementation

NEW HORIZONS CHARTER SCHOOL  
**ADMINISTRATIVE PROCEDURES**

**Approved:** 2013-12-16

**Amended:** 2023-04-19

**Section:** School Operations

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**ADMINISTRATIVE PROCEDURE #207 - Purchasing**

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1. Authorization: The Superintendent is responsible to develop and implement purchasing procedures that are in alignment with Board policy.
2. Competitive Pricing:
  - a. As a general rule competitive prices shall be obtained for the purchase of goods, services, and construction projects as follows:

Aggregate Value of Purchase	Method of Quotation	Approval By
Goods, services, or construction projects \$0 to \$2500	No formal requirement to obtain competitive prices, although common sense and value for money must be respected for these lower-dollar-value acquisitions	Principal, Vice Principal, Secretary Treasurer, or Superintendent
Good, services, or construction projects \$2501 to \$5000	Verbal quotes required	Principal, Superintendent or Secretary Treasurer
Goods, \$5001 to \$75,000	Written quotes required (Minimum of three; rationale to be documented if fewer than three quotes obtained)	Superintendent or Secretary Treasurer
Goods, \$75,001 or greater	Written quotes required (Minimum of three; rationale to be documented if fewer than three quotes obtained)	Board of Directors
Services or Construction projects \$5001 to \$150,000	Written quotes required (minimum of three, rationale to be documented if fewer than three quotes obtained)	Superintendent or Secretary Treasurer
Services \$150,000 or greater	Public tenders	Board of Directors
Construction projects over \$150,000	Public tenders	Board of Directors

NEW HORIZONS CHARTER SCHOOL  
**ADMINISTRATIVE PROCEDURES**

**Approved:** 2013-12-16

**Amended:** 2023-04-19

**Section:** School Operations

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**ADMINISTRATIVE PROCEDURE #207 – Purchasing (cont.)**

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- b. The Superintendent or Secretary Treasurer may suspend the need to acquire competitive pricing due to the emergent nature of the purchase or service being considered, the undue amount of effort required to obtain such pricing, or the relatively low cost of the purchase being considered.
- 3. Consortium or Government Standing Offers: If a good or service can be purchased through a consortium, or a government standing offer, that has followed formal price negotiation practices, the purchase will be considered to be in compliance with article (2) above.
- 4. Transparency: All purchases made on behalf of the New Horizons Charter School Society (the school) must be made in such a manner so as to ensure an open and transparent process and without bias.
- 5. Gratuities: Staff members must not solicit personal gratuities in any form or accept personal gifts or services, other than those of nominal value (approximately \$50 in value or less), from present or potential suppliers that might influence or be viewed to influence purchasing decisions. Any gratuities, rewards, or other incentives provided by a vendor, other than those of nominal value as described above, must be provided to the school, rather than to an individual staff member. The superintendent or designate is authorized to distribute such gratuities, rewards, or other incentives, but must do so in a manner that is of demonstrable benefit to the school.
- 6. Tendering Documents and Process:
  - a. Secured Tenders: All tenders and replies to requests for proposals must be submitted to the Secretary-Treasurer or designate. Tenders and replies will be transparent and without bias.
  - b. Withdrawal of Tenders: Tenders and replies to requests for proposals may be withdrawn prior to the scheduled opening.
  - c. Those tenders and replies to requests for proposals received after the specified date and time of opening will not be considered.
  - d. Conditions: All tender calls and requests for proposals will be subject to any or all of the following conditions:
    - i. The school reserves the right to reject any or all tenders, bids, and replies to requests for proposals.
    - ii. The school reserves the right to accept or reject any proposal and, further, reserves the right to negotiate with the selected firm to clarify and enhance the contract tender or proposal.
    - iii. The school reserves the right to seek proposal clarification with the proposers to assist in making evaluations.

NEW HORIZONS CHARTER SCHOOL  
**ADMINISTRATIVE PROCEDURES**

**Approved:** 2013-12-16

**Amended:** 2023-04-19

**Section:** School Operations

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NEW HORIZONS CHARTER SCHOOL  
**ADMINISTRATIVE PROCEDURES**

**Approved:** 2013-12-16

**Amended:** 2023-04-19

**Section:** School Operations

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**ADMINISTRATIVE PROCEDURE #207 - Purchasing (cont.)**

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- e. Evaluation: Tenders and requests for proposals may consider factors beyond pricing, including but not limited to the following:
    - i. Service
    - ii. Quality
    - iii. Availability
    - iv. The supplier's ability to fulfill the requirements of any standards or specifications that form part of the tender documents.
  - f. Tendering Venue: Tenders will be normally posted on the Alberta Purchasing Consortium website.
7. Purchasing Contracts: All written contractual agreements for the purchase and/or contracting of goods and services must be filed with the secretary-treasurer.
8. Payment System and Procedure
- A payment system procedure involves three main steps: transaction initiation, authorization, and settlement and may take a few business days.
- a. Approval Process
    - i. The payment is provided from the customer or vendor and the appropriate supervisor signs the document requesting payment or reimbursement.
    - ii. The payment is then processed through the financial software (Quickbooks) which is linked to a payment gateway (Plooto).
    - iii. Once the payment is in the system, the Secretary-Treasurer approves the payment.
    - iv. Once approved, a second approval is required from a signing authority member of the Board or Superintendent.
    - v. At this point the payment is ready for transfer
9. Credit Cards
- a. The responsibility for maintaining appropriate security of the card rests with the cardholder.
  - b. Cardholders must not use a corporate credit card in the following circumstances:
    - i. To obtain a cash advance;
    - ii. Personal purchases.
  - c. Corporate Credit Cards and Credit Limits

NEW HORIZONS CHARTER SCHOOL  
**ADMINISTRATIVE PROCEDURES**

**Approved:** 2013-12-16

**Amended:** 2023-04-19

**Section:** School Operations

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- i. Issuance of corporate credit cards and limits are established and approved by the Secretary Treasurer.

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NEW HORIZONS CHARTER SCHOOL  
**ADMINISTRATIVE PROCEDURES**

**Approved:** 2013-12-16

**Amended:** 2023-04-19

**Section:** School Operations

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**ADMINISTRATIVE PROCEDURE #207 - Purchasing (cont.)**

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- d. No cardholder may accept cash or cheque as a refund for a previous purchase. In all cases, refunds must be issued to the corporate credit card.
- e. The cardholder is responsible for:
  - i. Ensuring each purchase remains within the individual's transaction limit and monthly credit limit;
  - ii. Verifying the transaction accuracy on the monthly statements and taking appropriate action to identify and correct any errors within 30 days of the statement date;
  - iii. Keeping all supporting documentation (i.e. corporate credit card receipt, credit notes, invoices, etc.) related to purchases, for reconciliation and audit purposes;
  - iv. Credit card slips are not acceptable as supporting documentation, as they do not show sufficient detail to authorize payment or meet audit requirements. Itemized invoices, receipts or sales slips must be provided;
  - v. Submitting the supporting documentation to the individual's supervisor for authorization within 5 days of the purchase;
  - vi. Immediately notifying the company of the Corporate Credit Card and the Office of the Secretary Treasurer in the event of a lost or stolen card;
- f. Cardholder's Supervisor - The supervisor is responsible for:
  - i. It is the responsibility of the supervisor to inform the Secretary Treasurer where the cardholder is not in compliance with the policy and administrative procedures;
  - ii. Reviewing, approving and signing the corporate credit card monthly statement and supporting documentation by the last business day of the month;
  - iii. Monitoring and controlling the use of the corporate credit cards, to ensure that the use of the corporate credit card conforms to board policies and procedures.
- g. Secretary Treasurer – The Secretary-Treasurer is responsible for:
  - i. Processing the issuance or cancellation of corporate credit cards.;
  - ii. Processing changes to card limits.;
  - iii. Initiating an investigation where there is improper use of the Corporate Credit Card and informing the Superintendent of the investigation.
- h. Revocation
  - i. Inappropriate use of the corporate credit card may result in disciplinary action by the Board;
  - ii. Activities that contravene this policy and its accompanying administrative procedures may result in the temporary or permanent revocation of the employee's corporate credit card.



NEW HORIZONS CHARTER SCHOOL  
**ADMINISTRATIVE PROCEDURES**

**Approved:**

**Amended:**

**Section:** Student Policies

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**ADMINISTRATIVE PROCEDURE #409 – Shift to At-Home Learning**

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1. Purpose

This Administrative Procedure (AP) provides direction for New Horizons Charter School to ensure the continuity of education, student safety, and effective school operations during declared public health emergencies, states of emergency, or other emergencies as defined by the Minister of Education. The school affirms its commitment to ensuring that students retain their right to education during emergencies and that legislation, parental rights, and student safety are upheld.

2. Definitions

- a. *At-Home Learning*: Teacher-directed education programming provided by the Board to a student on a temporary basis at the student's residence or at a location other than the student's regularly attended school
- b. *Emergency*: A public health emergency, state of emergency, or other emergency as declared or defined by the Minister.
- c. *Non-Routine Health Measure*: A health-related procedure not part of regular school operations, such as testing or public health screenings, implemented during an emergency response
- d. *Learning Continuity*: Maintaining instruction, assessment, and communication regardless of the setting

3. Guiding Principles

The following principles guide the procedures of New Horizons Charter School:

- a. In accordance with the [In-Person Learning Regulation](#), students enrolled at New Horizons Charter School maintain the right to access education during a public health emergency or state of emergency. The school will make reasonable efforts to continue in-person instruction during emergencies, unless otherwise directed by Alberta Education or applicable health authorities.
- b. Student safety and learning continuity are prioritized in decision-making.
- c. Decisions must align with legislation, Ministerial directives, and public health guidance.
- d. Parental rights must be upheld, particularly regarding health procedures for students under 16 years old.
- e. Communication with families and Alberta Education must be clear, timely, and consistent.
- f. The school authority must comply with regulatory requirements when shifting between in-person and at-home learning formats during emergencies.

NEW HORIZONS CHARTER SCHOOL  
**ADMINISTRATIVE PROCEDURES**

**Approved:**

**Amended:**

**Section:** Student Policies

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**ADMINISTRATIVE PROCEDURE #409 – Shift to At-Home Learning (cont.)**

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4. Authority and Decision-Making

The Superintendent of New Horizons Charter School is authorized to temporarily shift a class, group of students, or the whole school to at-home learning. The Superintendent will strictly limit the at-home learning option for students. Decisions must consider public health directives, facility safety, staffing capacity, and risk assessments to ensure optimal outcomes.

5. Requirement to Maintain In-Person Learning Option (Grades K-12)

The Superintendent will ensure an in-person learning option is available for all students in grades K-12 if temporary shifts to at-home learning occur within the school, in accordance with the *In-Person Learning Regulation*.

Exemption for Shifting Without an In-Person Option:

- a. **Three Days or Less:** The school may temporarily shift to at-home learning without a Ministerial Order for up to three consecutive school days. This may occur when emergency circumstances (not related to declared emergencies) threaten the safe operation of the school building, making it reasonably necessary to restrict access. The Superintendent must notify the Minister of Education when this shift occurs and when in-person learning resumes.
- b. **More than Three Days:** Any shift to at-home learning without providing an in-person option that is planned or continues beyond three consecutive school days must be supported by a Ministerial exemption. This requires a request to the Minister by the Superintendent.
- c. **Reporting:** If the school is temporarily unable to offer in-person learning alongside at-home learning, this must be reported to Alberta Education as soon as reasonably possible.
- d. **Instructional Continuity Expectations** When at-home learning is provided, the Superintendent will make reasonable efforts to enable each student to continue with the same courses and education program that the student is enrolled in as of the start date of at-home learning.
  - i. *Instructional Delivery:* Teachers will provide curriculum-aligned instruction that maintains access to the minimum hours of instruction required by the *Alberta Guide to Education*.
  - ii. *Timeline and Format:* Teachers will provide instructional plans within 24 hours of the shift announcement. Both synchronous and asynchronous learning must be offered.
  - iii. *Assessment:* Teachers will use their professional judgment to deliver instruction and evaluate student learning, relevant to curricular outcomes or a student's Individual Program Plan (IPP) goals. Assessment and communication are expected to continue normally.
  - iv. *Gifted Programming:* Gifted programming and supports outlined in a student's IPP must be maintained where practicable.

6. Accommodations and Equitable Access

The Principal is responsible for enabling students participating in at-home learning to have equitable access to necessary technology and learning materials.

NEW HORIZONS CHARTER SCHOOL  
**ADMINISTRATIVE PROCEDURES**

**Approved:**

**Amended:**

**Section:** Student Policies

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**ADMINISTRATIVE PROCEDURE #409 – Shift to At-Home Learning (cont.)**

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- a. Identification of Needs: Principals will identify students requiring alternate arrangements due to complex needs, technology issues, or safety concerns.
- b. Provision of Supports: Supports may include, but are not limited to:
  - i. Supervised onsite learning spaces or partner facilities.
  - ii. Technology loans.
  - iii. Paper-based materials or alternative methods to access materials when an online platform is inaccessible.
  - iv. Student Connection: Students participating in at-home learning will have daily opportunities to connect with a staff member involved in supporting their learning, when reasonable and feasible.

**7. Notification and Consent for Non-Routine Health Measures**

The school authority is required to follow strict protocols regarding consent for health procedures implemented during a public health emergency or state of emergency.

- a. Students Under Age 16: The school authority shall obtain prior written parental consent before implementing any health procedures or health-related requirements (including, but not limited to: testing, health monitoring, or administration of medical treatments or preventive measures).
- b. Students Age 16 and Older: Students aged 16 and older may provide their own consent for such procedures; however, the school shall notify their parents or guardians as soon as practicable.
- c. Exemptions: These provisions do not apply to routine health and safety measures, such as cleaning protocols, hand hygiene, standard school sanitation practices, or routine first aid.
- d. Documentation: All consent documentation must follow the Protection of Privacy Act and Access to Information Act requirements.

**8. Communication and Reporting**

Communication must be clear, timely, aligned with provincial direction, and shared through multiple channels.

- a. Notification: The Superintendent must notify families promptly with timelines, expectations, and available supports when a temporary shift is implemented.
- b. Public Posting: This Administrative Procedure must be publicly posted.
- c. Reporting: Protocols for tracking and reporting shifts to learning formats must be maintained.

NEW HORIZONS CHARTER SCHOOL  
**ADMINISTRATIVE PROCEDURES**

**Approved:**

**Amended:**

**Section:** Student Policies

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**ADMINISTRATIVE PROCEDURE #410 – Fairness and Safety in Sport**

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1. Background

The purpose of this procedure is the promotion of fairness and safety in sport, addressing matters of eligibility to participate in a relevant sport. The Fairness and Safety in Sport Act created expectations for all organizations to ensure that "women and girls have the opportunity to compete in biologically female-only divisions, while also ensuring transgender athletes are able to meaningfully participate in the sport of their choice".

2. Definitions

- a. *Amateur competitive* means a sport or sport discipline where an athlete's primary focus for participation is on development, competitive experience, skill improvement, and opportunities for active participation. It also means the athlete seeks personal or team excellence, measures performance against others, and/or seeks opportunities for advancement.
- b. *Applicant* refers to an individual who submits a confidential challenge to an athlete's eligibility. This individual may be: an athlete; a parent or guardian of an athlete (if the athlete is under 18 years of age); a team manager of an athlete; or a coach of an athlete.
- c. *Athlete* means a participant registered in a relevant sport.
- d. *Birth registration document* means a birth registration document as defined in the *Vital Statistics Act* or a similar document issued outside of Alberta that contains the full name of the athlete, the date and place where the birth of the athlete occurred, and the sex of the athlete. Unlike a birth certificate, this document cannot be changed.
- e. *Relevant sport* means an amateur competitive sport or sport discipline governed, regulated, coordinated, promoted, or sponsored by the School.
- f. *Sex at birth* means the sex of an individual that appears on the athlete's birth registration document.

3. Procedures

- a. Application:
  - i. This procedure applies only to participation in a relevant sport by athletes who are ages 12 and older. This procedure applies exclusively to participation in a female-only league, class, or division of a relevant sport.
- b. Athlete Eligibility:
  - i. To participate in a female-only league, class, or division of a relevant sport, an athlete **must be of the female sex at birth**. Female athletes may continue to compete in male and co-ed categories.

NEW HORIZONS CHARTER SCHOOL  
**ADMINISTRATIVE PROCEDURES**

**Approved:**

**Amended:**

**Section:** Student Policies

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**ADMINISTRATIVE PROCEDURE #410 – Fairness and Safety in Sport (cont.)**

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c. Confirmation of Athlete Eligibility:

- i. Before an athlete may participate in a relevant sport, the athlete (or their parent or guardian if the athlete is under 18 years of age) must **confirm in writing** that they understand and meet the eligibility criteria set out in section 2 of this procedure.

d. Confidential Challenge to Athlete Eligibility:

- i. A confidential challenge may be submitted by an Applicant if there are reasonable grounds to believe that an athlete is ineligible under section 2 of this procedure. A challenge must be made in writing and sent to the School's designated authority (e.g., the Superintendent or a designated. The confidential challenge must include:
  - the name of the applicant;
  - the name of the athlete, their club/team and sport; and
  - information that supports the grounds for the challenge.
  - The School should not charge a fee to a person who enters a challenge regarding an athlete's eligibility.

e. Verification of Athlete Eligibility

- i. Upon receipt of a confidential challenge, the School will confirm receipt and notify the Minister of Tourism and Sport, without personal identifying information, within 3 business days. The School may dismiss the challenge if, in its opinion, there are no reasonable grounds for the challenge.
- ii. If the School does not dismiss the challenge: The applicant and the athlete whose eligibility is the subject of the challenge will be notified that the challenge is moving forward. The athlete whose eligibility is challenged (or their parent or guardian if under the age of 18) will be required to provide the School's designated authority with a copy of the athlete's birth registration document. Failure to provide the birth registration document to the School will render the athlete ineligible to participate in a relevant sport.
- iii. Athlete Participation During Challenge: The athlete may continue to compete in the female-only category until a determination is made that the athlete does not meet the eligibility requirements.
- iv. Cost of Documentation: The athlete or parent/guardian is responsible for immediate fees associated with retrieving the birth registration document. Once the document is provided, the School will reimburse the athlete for any fees paid, and the Government of Alberta will reimburse the School upon request.

4. Resolution

The School is expected to resolve challenges within a 30 business-day period from the date the challenge was received. Once the birth registration document is received, the School will verify the athlete's eligibility based on section 2 of this procedure.

NEW HORIZONS CHARTER SCHOOL  
**ADMINISTRATIVE PROCEDURES**

**Approved:**

**Amended:**

**Section:** Student Policies

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**ADMINISTRATIVE PROCEDURE #410 – Fairness and Safety in Sport (cont.)**

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- a. If the challenge is upheld and the athlete is determined to be ineligible, the athlete will be permanently ineligible for participation in a female-only league, class, or division of a relevant sport.
- b. If the challenge is dismissed and the athlete is determined to be eligible, the athlete will be permanently eligible for participation in a female-only league, class, or division of a relevant sport.

In either case, the School will notify both the applicant and the athlete whose eligibility was challenged. The School will notify the Minister of Tourism and Sport of the final decision, without personal identifying information, within 30 business days of the challenge.

**5. Invalid Challenge and Sanctions**

- a. The School may determine that reasonable grounds do not exist for a challenge, leading to dismissal, including but not limited to:
  - i. Where the School has previously resolved a challenge for the same athlete.
  - ii. Not enough information has been provided to proceed as a valid challenge.
  - iii. The challenge is deemed to have been made in bad faith.
- b. Sanctions for an applicant may include, without limitation:
  - i. A written warning;
  - ii. Suspension from participation in, or observation of, athletic events; and
  - iii. A determination that the applicant has violated one of the School's codes of conduct, where applicable.

**6. Appeals**

The applicant may appeal to the Board of the School the dismissal of a challenge that was determined to lack reasonable grounds.

**7. Protection of Personal Information**

All information and data relating to the athlete will be treated as sensitive personal information and processed in accordance with applicable data protection and privacy laws. Such information and data will not be used for any purpose other than to determine athlete eligibility.

**8. Reporting to the Minister**

The School will report to the Minister as required by the *Fairness and Safety in Sport Regulation*.

## Board of Directors – Work Plan for 2025-26

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

<b>January</b>	<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"/> Set date for March Board Planning Retreat - deferred from December <input type="checkbox"/> Receive Report #1 from School Council - deferred from November <input type="checkbox"/> Review Draft Stakeholder Forum Agenda - deferred from December <input type="checkbox"/> Review Charter Revisions - deferred from December
<b>February</b>	<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
<b>March</b>	<input type="checkbox"/> Administer Board-developed Stakeholder Survey <input type="checkbox"/> Approve Three-Year Capital Plan for 2027-28 to 2029-30
<b>April</b>	<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
<b>May</b>	<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)
<b>June</b>	<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



<b>Ongoing</b>	<input type="checkbox"/> Consider proposals for new or amended Board policies <input type="checkbox"/> Receive recommendations from Board committees
<b>Annually</b>	<input type="checkbox"/> Negotiate collective agreement with ATA (as needed)
<b>As Needed</b>	<input type="checkbox"/> Meet with: <ul style="list-style-type: none"><li>- County Council</li><li>- MLAs</li></ul>



ALBERTA

Education  
and Childcare

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*Office of the Minister  
MLA, Calgary Bow*

Dear parents,

As the glorious Christmas season approaches, I want to wish you and your loved ones a joyful and blessed time. This is a special season to celebrate the birth of Jesus Christ, the event that serves as a cornerstone of faith and brings the world a message of hope, peace, and love. It is a time to reflect on this profound gift and look forward with faith and optimism to the year ahead.

I know the first part of this school year asked a lot of families, and I want to express my sincere appreciation for the commitment and care you devote to your children's education and well-being. Your dedication to nurturing the next generation reflects the spirit of service and charity that the Incarnation of Christ inspires in us all. The support you give to your children makes a tremendous difference in their success and well-being.

Looking forward, our government remains committed to working closely with education partners to strengthen classrooms and create the best possible learning environments. We are investing in what matters most, funding to hire more teachers and education assistants, and building new schools to meet the needs of Alberta's growing communities. These efforts reflect our shared goal of ensuring every student has the opportunity to succeed, driven by the belief that every child is valuable, a truth central to the message brought forth by the nativity.

As we celebrate Christmas and commemorate the birth of Christ, may the powerful message of hope and goodwill inspire us to lead lives of purpose and compassion, forging a brighter future for all in the coming year.

Warm regards,

A handwritten signature in black ink, which appears to read 'Demetrios Nicolaides'.

Demetrios Nicolaides ECA PhD  
Minister of Education and Childcare