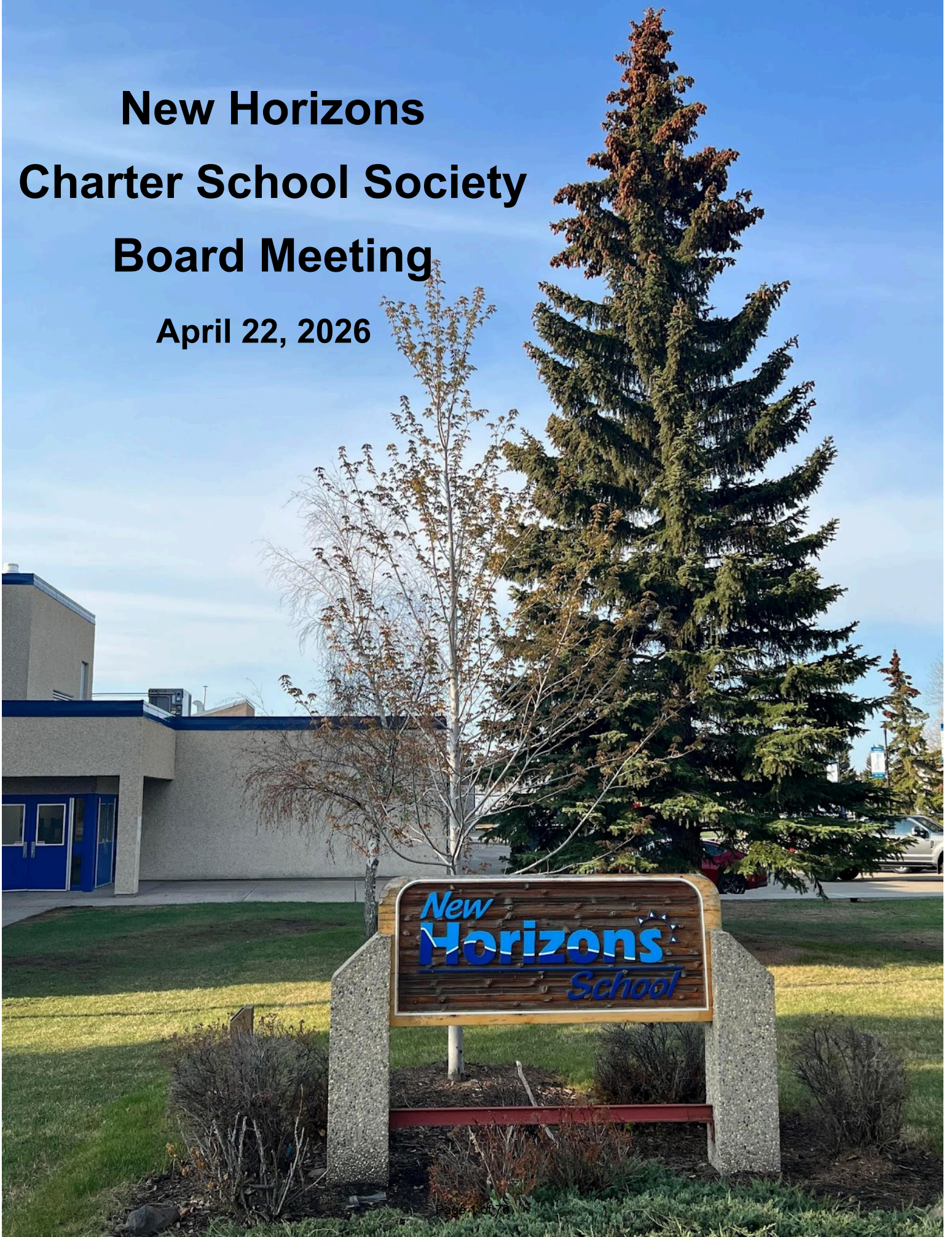


New Horizons Charter School Society Board Meeting

April 22, 2026



**NEW HORIZONS CHARTER SCHOOL SOCIETY
BOARD OF DIRECTORS' MEETING
APRIL 22, 2026
AGENDA**

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

Paul Jackson, Chair	Ryan Arbour, Director
Adam Koziak, Vice-Chair	Elliot Fraser, Director
Andrea Andrews, Treasurer and Secretary	Praveen Kakkan, Director
	Michael Zalewski, Director

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|--|--|--------------|---------|
| 1. | Call to Order | P. Jackson | 6:30 pm |
| 2. | Statement of Territorial Acknowledgment | 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. | Adoption of Agenda | P. Jackson | 6:32 pm |
| 4. | Disclosure of Conflict of Interest | P. Jackson | 6:33 pm |
| 5. | Approval of Minutes | P. Jackson | 6:35 pm |
| | 5.1. March 16, 2026 - attachment | | |
| 6. | Administration Reports | | 6:40 pm |
| | 6.1. Principal's Report - attachment | L. Vigfusson | |
| | 6.2. Secretary Treasurer's Report - attachment | P. Dundas | |
| | 6.3. Superintendent's Report - attachment | T. Moghrabi | |
| 7. | Board Reports | | 7:10 pm |
| | 7.1. Board Chair's Report | P. Jackson | |

7.2.	Other Committee Reports	P. Jackson	
7.2.1	Finance and Audit Committee	A. Andrews	
7.2.2	Policy Guidelines and Bylaws Committee	P. Jackson	
7.2.3	Survey Committee	P. Kakkan	
7.2.4	Public Relations Committee	A. Koziak	
7.2.5	Personnel Committee	P. Jackson	
7.2.6	High School Ad Hoc Committee	P. Jackson	
7.2.7	Board Activities		
8.	New Business		7:30 pm
8.1.	Receive Quarterly Financial Report for Dec 2025 to Feb 2026 - attachment	P. Jackson	
8.2.	Receive Board-Developed Survey Results 2026 - attachment	T. Moghrabi	
8.3.	Charter Review - attachment	T. Moghrabi	
8.4.	Bylaw Revisions	T. Moghrabi	
8.5.	SGM and Elections - attachment	T. Moghrabi	
8.6.	Bill 25	T. Moghrabi	
9.	Board Work Plan	P. Jackson	8:15pm
10.	The Association of Alberta Public Charter Schools	A. Koziak	8:20pm
11.	Receipt of Reports	P. Jackson	8:30 pm
12.	Correspondence Sent	P. Jackson	8:15 pm
12.1.	No correspondence sent.		
13.	Correspondence Received	P. Jackson	8:15 pm
13.1.	TAAPCS - Thanks to the Government of Alberta		
13.2.	Governor General's Canadian Leadership Conference		
13.3.	Minister of Education and Childcare - Modernization Capacity Increase		
14.	In Camera	P. Jackson	8:20 pm
14.1.	Motion to Move In Camera		
14.2.	Motion to Move Out of Camera		
14.3.	Business Arising from In Camera		
15.	Adjournment	P. Jackson	9:00 pm

Next Board Meeting – Wednesday, May 20, 2026

NEW HORIZONS CHARTER SCHOOL SOCIETY
MINUTES

Type of Meeting:	Board	Date:	March 16, 2026	Initials:	Chair	
Approved:	DRAFT	Recorded By:	A. DeJong		Secretary	

March 16, 2026, 6:30 p.m.

Board Members Present at Call to Order:

Paul Jackson CHAIR	Adam Koziak (virtual) VICE CHAIR	Andrea Andrews (virtual) SECRETARY and TREASURER
Elliot Fraser DIRECTOR	Praveen Kakkan DIRECTOR	Ryan Arbour DIRECTOR
Michael Zalewski DIRECTOR		

Board Members Joining During the Meeting:

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Board Members Absent:

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Administration Present at Call to Order:

Terry Moghrabi SUPERINTENDENT	Patti Dundas SECRETARY-TREASURER	
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Members in Attendance:

1. Call to Order

Chair Jackson called the meeting to order at 6:30 p.m. and made opening remarks.

2. Statement of Territorial Acknowledgment

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

NEW HORIZONS CHARTER SCHOOL SOCIETY
MINUTES

Type of Meeting:	Board	Date:	March 16, 2026	Initials:	Chair	
Approved:	DRAFT	Recorded By:	A. DeJong		Secretary	

3. Adoption of Agenda

<i>Motion 2026-03-16-01</i>	<p><i>Moved that the agenda for the Board Meeting of March 16, 2026 be adopted as presented.</i></p> <p><i>Moved: Director Arbour</i> <i>Seconded: Director Kakkan</i> <i>Carried</i></p>
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4. Disclosure of Conflict of Interest

No conflicts of interest were cited.

5. Approval of Minutes

5.1. Minutes of February 18, 2026

<i>Motion 2026-03-16-02</i>	<p><i>Moved that the Board Meeting minutes of February 18, 2026 be approved as presented.</i></p> <p><i>Moved: Director Fraser</i> <i>Seconded: Director Zalewski</i> <i>Carried</i></p>
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6. Administration Reports

6.1. Principal's Report

Superintendent Moghrabi provided a brief summary of Principal Vigfusson's written report, which included Alberta Assurance Surveys, admissions, Celebration of Learning, ski trips, and Grab and Go Breakfast Cart, as included in the meeting package. Discussion followed.

6.2. Secretary-Treasurer's Report

Secretary-Treasurer Dundas summarized her written report, which included Budget 2026, new funding model, capital project, ECDT modulars, lock-down system, and Three-Year Capital Plan, as included in the meeting package. Discussion followed.

NEW HORIZONS CHARTER SCHOOL SOCIETY
MINUTES

Type of Meeting:	Board	Date:	March 16, 2026	Initials:	Chair	
Approved:	DRAFT	Recorded By:	A. DeJong		Secretary	

6.3. Superintendent's Report

Superintendent Moghrabi summarized his written report, which included provincial budget update, Alberta Assurance Survey, TAAPCS Board meeting, and emergency preparedness and response, as included in the meeting package. Discussion followed.

7. Board Reports

7.1. Board Chair's Report

Chair Jackson indicated that he has reached out to Dr. Leroy Sloan to schedule the upcoming superintendent evaluation. Dr. Sloan will conduct the evaluation during April, and a review meeting will be held with the Board of Directors on Monday, May 11, at 7:00 pm. He also indicated that he had viewed Education Minister Nicolaidis' media release following the budget announcement. Discussion followed.

7.2. Committee Reports

7.2.1. Finance and Audit Committee

No report.

7.2.2. Policy Guidelines and Bylaws Committee

No report.

7.2.3. Survey Committee

Director Kakkan indicated that the Board survey was opened on March 2 and is set to close on March 20, 2026. Results will be reviewed at the Board Retreat in April.

7.2.4. Public Relations Committee

No report.

7.2.5. Personnel Committee

No report.

7.2.6. High School Ad Hoc Committee

No report.

NEW HORIZONS CHARTER SCHOOL SOCIETY
MINUTES

Type of Meeting:	Board	Date:	March 16, 2026	Initials:	Chair	
Approved:	DRAFT	Recorded By:	A. DeJong		Secretary	

7.2.7. Board Activities

No report.

8. New Business

8.1. Approve Three-Year Capital Plan

Secretary-Treasurer Dundas indicated that a three-year capital plan is not required at this time due to the approved and ongoing capital project. No approval or action is needed.

8.2. Approve Charter Revisions

Superintendent Moghrabi shared a summary of the revisions included in the Charter and indicated that it is nearly complete. A few minor edits are still expected. After discussion, Board consensus is to submit the document to Field Services for feedback. Administration intends to seek approval from the Board prior to the end of the school year.

Action Item: Superintendent Moghrabi will share before and after versions of the Charter in the Board drive for Director review.

Action Item: Superintendent Moghrabi will share the document with Field Services to seek feedback and suggestions.

8.3. Approve Revised Board Work Plan

Superintendent Moghrabi indicated that the Board Work Plan has been revised to reflect the new election cycle. He provided a summary of the changes. Discussion followed.

<i>Motion 2026-03-16-03</i>	<p><i>Moved that the Board approve the revised Board Work Plan as presented.</i></p> <p><i>Moved: Director Fraser</i> <i>Seconded: Director Zalewski</i> <i>Carried</i></p>
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Vice Chair Koziak joined the meeting in person during this discussion.

NEW HORIZONS CHARTER SCHOOL SOCIETY
MINUTES

Type of Meeting:	Board	Date:	March 16, 2026	Initials:	Chair	
Approved:	DRAFT	Recorded By:	A. DeJong		Secretary	

8.4. June Meeting Dates

Superintendent Moghrabi indicated that the new election cycle requires the Board to select a date for the Special General Meeting and elections. Discussion followed.

<i>Motion 2026-03-16-04</i>	<p><i>Moved that the Board select the following meeting dates:</i></p> <ul style="list-style-type: none"> ● <i>Special General Meeting and elections - Wednesday, June 17, 6:30 pm</i> ● <i>Board Meeting - Wednesday, June 10, 6:30 pm</i> <p><i>Moved: Director Kakkan</i> <i>Seconded: Director Zalewski</i> <i>Carried</i></p>
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9. Board Work Plan

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

Action Item: Superintendent Moghrabi will update the revised Board Work Plan to incorporate completion to date and implement use of the new Board Work Plan for future meetings.

10. Alberta Public Charter Schools (APCS)

Vice-Chair Koziak indicated that the SGM was held on Saturday, March 7 in Airdrie. Board representatives met prior to the SGM, as did the superintendents and secretary-treasurers. Some discussion topics included fundraising and whether districts are pursuing fundraising initiatives. The new APCS website is nearing completion and will serve as an information-sharing forum for all charter school parents. APCS is seeking photos from charter schools for posting on the new website. Membership fees will increase by 3% in 2026-27. Discussion followed.

11. Receipt of Reports

<i>Motion 2026-03-16-05</i>	<p><i>Moved that all reports be received as presented during the meeting.</i></p> <p><i>Moved: Director Arbour</i> <i>Seconded: Director Zalewski</i> <i>Carried</i></p>
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12. Correspondence Sent

12.1. None.

NEW HORIZONS CHARTER SCHOOL SOCIETY
MINUTES

Type of Meeting:	Board	Date:	March 16, 2026	Initials:	Chair	
Approved:	DRAFT	Recorded By:	A. DeJong		Secretary	

13. Correspondence Received

13.1. None.

14. Motion to Move In Camera

<i>Motion 2026-03-16-06</i>	<p><i>Moved that the meeting move in camera at 8:02 p.m.</i></p> <p><i>Moved: Director Kakkan</i> <i>Seconded: Director Zalewski</i> <i>Carried</i></p>
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Motion to Move Out of Camera:

<i>Motion 2026-03-16-07</i>	<p><i>Moved that the meeting move out of camera at 8:30 p.m.</i></p> <p><i>Moved: Director Fraser</i> <i>Seconded: Director Kakkan</i> <i>Carried</i></p>
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15. New Business

15.1 Matters Arising from In Camera Meeting

No matters to be discussed.

15. Adjournment

Chair Jackson adjourned the meeting at 8:30 p.m.

Next Board Meeting: Wednesday, April 22, 2026 at 6:30 p.m.



Lori Vigfusson

Principal

Email: lvigfusson@newhorizons.ca

MEMORANDUM

Date: April 22, 2026

To: Board of Directors

From: Lori Vigfusson, Principal

Re: Principal's Report-April 2026

Information and Highlights:

Volunteer Tea: Our Volunteer Tea takes place Thursday, April 23. Snacks were provided and students provided some entertainment and thank-you gifts. This annual event is an opportunity to show appreciation to all parent volunteers whether it is on field trips, in classrooms, at lunch, around the school for prep, at pick-up and drop-off, or on school council, the board, or FANHS. Our volunteers are so valued and appreciate all of the time and energy they contribute to our school.

Spring Concert: Our Spring Concert for Music and Drama groups will take place on May 14th. Thank you to Ms. Lovlin for working with the students to put on a great show!

PAT Update:

The digital platform Vretta is used for Provincial Achievement Tests. This year, a new security feature was added for Chromebook users to ensure the platform is locked down without entering Kiosk mode as in previous years. Netsmart has made the update and teachers are testing it with practice PATs to ensure readiness for exams.

Lori Vigfusson



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

MEMORANDUM

Date: April 22, 2026
To: Board of Directors
From: Patti Dundas – Secretary-Treasurer
Subject: Update

Modulars

We received 80% of the funding for the installation of the new modulars during the 2024–25 school year.

The Statement of Final Costs, along with all required updated documentation, has now been submitted to Alberta Infrastructure.

Upon review and acceptance of this submission, the remaining 20% of the funding will be released.

The project was completed approximately \$20,000 under budget.

School Expansion/Renovation

Our enrolment request for 720 students has been approved. The Request for Proposal (RFP) was released by Alberta Infrastructure on April 15, 2026.

All interested architects are scheduled to attend a site visit at the school on April 23, 2026. This walk-through, both inside and outside the facility, will allow architects to better understand the scope of the project and submit more accurate proposals.

Budget for 2026-27

Our funding profiles for the 2026–27 school year have now been released. I have begun gathering the necessary information to prepare the budget, which is scheduled for approval at the May Board Meeting. Budget information was previously shared with the Board during the retreat on April 11, 2026.

The Finance Committee will meet in advance of the May 20 Board Meeting to review the draft budget and provide feedback.

Funding

I attended a 2026-27 Funding Manual Meeting with the School Finance Department of Alberta Education, which included a reminder of the 2025/26 changes and a detailed review of 2026-27 changes.

Protection of Privacy Act

Under the Protection of Privacy Act (POPA), which came into force on June 11, 2025, Alberta public bodies are required to establish a mandatory Privacy Management Program (PMP) by June 11, 2026. This program includes documented policies and processes for managing personal information, conducting Privacy Impact Assessments (PIAs), breach management, and staff training.

Cenera has partnered with ASBOA to develop an Information Privacy, Access and Security Toolkit. The components of this toolkit are designed to meet the requirements and standards of both ATIA and POPA and will serve as the foundation for additional required program elements.

ASBOA has engaged Cenera with the understanding that each division will work directly with them to access the toolkit and receive expert consulting support. This approach ensures that all documentation is tailored to the specific needs of each division or board, including their programs, communities, jurisdictions, services, and delivery models.

To date, 40 Alberta school boards have signed on to work with Cenera to develop the required documentation.

Salary Review

As part of the annual work plan, the salary grids for all staff members who are not a part of a unionized contract were reviewed. The Personnel Committee met to discuss any changes.

Recommendations for salary adjustments will be discussed in camera.

Recommendations:

It is recommended that this report be received as information.

Patti Dundas

Patti Dundas – Secretary-Treasurer



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

MEMORANDUM

Date: April 22, 2026
To: Board of Directors
From: Terry Moghrabi- Superintendent
Re: Superintendent's Report to the Board

Information and Highlights:

Retreat: The April 11, 2026 Board Retreat provided a full-day, governance-focused opportunity for the Board to engage deeply with stakeholder feedback, survey data, and emerging strategic priorities aligned to the school's mission and vision. The retreat centered on analyzing 2026 survey results across students, parents, and staff, using a structured "Protect, Refine, Invest" framework to identify key areas of strength, improvement, and future investment that will directly inform the upcoming Education Plan . Discussions reinforced NHCS's strong foundation in staff quality, inclusive culture, and personalized learning, while also highlighting critical pressure points in Division III programming, communication, and facility capacity. The Board also advanced key governance work including charter review, preliminary budget planning, election cycle changes, and bylaw revisions, while receiving updates on capital progress and provincial context. Collectively, the retreat strengthened Board alignment around strategic priorities and clarified its role in guiding both continuous improvement and the intentional design of a future high school program.

Bill 25: The Board reviewed the governance implications of Bill 25 (An Act to Remove Politics and Ideology from Classrooms), which introduces a more defined and regulated framework for board conduct, instructional oversight, and provincial accountability. The legislation reinforces that boards must refrain from taking political, social, or ideological positions outside their mandate, while ensuring all programming is impartial, balanced, and supports students in expressing diverse perspectives within a structured code of conduct . New regulatory expectations, including restrictions on flag displays to the Canadian and Alberta flags (with limited exemptions), strengthened requirements for student safety and responsibility, and formalized parent involvement, signal a shift toward clearer provincial direction in both symbolic and operational aspects of schooling . Additionally, increased Ministerial authority over superintendent contracts, school naming, and property utilization further defines the Board's role within a more centralized accountability structure. Collectively, these changes require the Board to ensure policy alignment, reinforce instructional neutrality and academic rigor, and maintain clear governance boundaries while continuing to support a learning environment that fosters critical thinking and multiple perspectives consistent with NHCS's gifted education mandate. Most amendments in Bill 25: An Act to Remove Politics and Ideology from Classrooms and Amend the Education Act, 2026, would come into force upon proclamation, anticipated for September 1, 2026.

AERR REVIEW: The Board was informed that Alberta Education has completed its review of New Horizons Charter School Society's 2024/25 Annual Education Results Report (AERR), confirming that all requirements outlined in the Funding Manual for School Authorities 2025/26 have been met. This validation affirms that NHCS continues to demonstrate strong alignment with provincial accountability expectations within the Assurance Framework. Education Plans and AERRs remain core evidence of the school's continuous improvement cycle, and the Board should anticipate formal confirmation through the upcoming Assurance Cycle Completion Letter, which will be issued to the Superintendent and copied to the Board Chair. From a governance perspective, this reinforces the Board's responsibility to ensure ongoing compliance with sections B, L, and N of the Funding Manual, while continuing to use these documents as key tools for monitoring system performance, guiding strategic priorities, and providing public assurance.

Funding Pilot: The Board was advised of Alberta Education's transition to a new, more flexible curriculum implementation funding model beginning in the 2026/27 school year. This model provides earlier, upfront funding to support planning, resource acquisition, and professional learning prior to mandatory implementation, with allocations based on student enrolment and the number of subjects introduced. For NHCS, this includes spring 2026 funding at \$90 per student to support optional piloting in Grades 7–9 across multiple subject areas, positioning the school for full implementation in 2027/28. The funding model introduces increased local flexibility alongside a defined reporting requirement by June 2028. From a governance perspective, this shift requires the Board to ensure that implementation funds are strategically allocated to support instructional quality, staff readiness, and alignment with NHCS programming priorities, while maintaining oversight of timelines, outcomes, and final reporting obligations within the provincial framework.

CASS Conference: The Board was informed of the Superintendent's participation in the 2026 CASS Annual Learning Conference, a key provincial professional learning forum aligned to the Superintendent Leadership Quality Standard (SLQS) and Leadership Quality Standard (LQS). The conference included remarks from the Minister of Education and Childcare, reinforcing current provincial priorities and direction, and provided targeted learning in areas directly connected to governance and system leadership, including effective governance practices, instructional leadership, student mental health, and curriculum implementation. The Superintendent participated in sessions led by Brownlee LLP on legal and governance considerations, and engaged in networking with charter school and regional superintendents, with significant discussion focused on the development and implementation of complexity teams and processes to identify and respond to areas of student need. Participation in this annual conference ensures alignment with provincial expectations, strengthens leadership capacity, and provides current system-level insights that directly inform both operational decision-making and governance oversight. Please note that required learning credits will be submitted to maintain superintendent qualifications.

Sincerely,



Terry Moghrabi



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

MEMORANDUM

Date: April 22, 2026
To: Board of Directors
From: Patti Dundas – Secretary-Treasurer
Subject: Quarterly Financial Report

Background:

Attached for the information of the Board of Directors is the Quarterly Financial Report for the period ended February 28, 2026.

In keeping with Board Resolution 2017-11-22-05, the Audit Committee reviewed the Quarterly Financial Report prior to its presentation to the Board of Directors. Audit Committee Chair Tong will present the Report to the Board; he and Secretary-Treasurer Dundas will be prepared to speak to it and to respond to questions that Directors may have.

Recommendations:

It is recommended that the Quarterly Financial Report for the period ended February 28, 2026, be received as information.

Patti Dundas – Secretary-Treasurer

Attachment

New Horizons School
Board Survey Annual Results
2025-2026



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Board Survey 2026 - All Responses

Goal 1: Student learning is improved.
Outcome 2: Students will become creative risk takers academically.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is encouraged to use at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	89%	143	160	16	5	18	342
My child's school work shows evidence that he/she uses at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	87%	120	177	19	3	23	342
My child receives classroom work that is academically challenging.	79%	86	183	31	13	29	342

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
84%	89%	85%	89%
83%	83%	82%	80%
71%	73%	73%	80%

Goal 2: Students will benefit from opportunities for positive interaction.
Outcome 1: Students will develop positive interdependence skills.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is able to address conflict with others (e.g. differences of opinion).	65%	59	163	44	16	60	342
My child has the opportunity to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal at school.	88%	125	175	17	8	17	342
My child has opportunities to work with students in other grades.	68%	65	169	50	25	33	342
My child is displaying positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.).	81%	94	184	21	8	35	342

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
55%	58%	53%	68%
87%	88%	87%	86%
68%	64%	71%	51%
73%	72%	73%	80%

Goal 2: Students will benefit from opportunities for positive interaction.
Outcome 2: Students will become creative risk takers socially

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the opportunities my child has for student leadership at school.	72%	111	136	37	14	44	342
The school provides my child opportunities to interact with and get to know students other than those with whom he/she usually associates (eg. play, hang out, interact).	79%	93	176	26	13	34	342
My child's confidence while working with others is good and/or improving (eg. speaking in front of the class, working with others they don't know very well, etc.).	73%	101	149	41	21	30	342
My child is willing to take social risks.	67%	61	167	54	22	38	342

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
72%	63%	58%	60%
76%	76%	76%	75%
70%	67%	68%	68%
65%	56%	63%	67%

Board Survey 2026 - All Responses

Goal 3: Students' emotional needs are supported.
Outcome 1: Students will develop independence, self-direction and self-discipline in learning.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child finds Wonder Learning (K-3) / Discovery Learning (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest them.	69%	98	137	34	39	34	342
The school is helping my child develop skills to become more independent and self-directed in their learning.	80%	90	185	27	16	24	342
My child is able to apply independence and self-direction in their learning and studies in an effective manner.	75%	70	188	32	12	40	342
My child's ability to self-regulate is good and/or improving (better able to recognize their emotional state and control it.)	79%	86	185	26	12	33	342
My child is able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accepting an unexpected event or result).	74%	62	190	44	16	28	340

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
56%	53%	50%	54%
58%	73%	73%	81%
73%	70%	69%	76%
69%	68%	70%	73%
69%	66%	65%	69%

Goal 3: Students' emotional needs are supported.
Outcome 2: Students will become creative risk takers emotionally.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is able to identify their emotions when they feel them.	81%	97	181	28	9	27	342
My child is able to express themselves in appropriate ways while feeling different emotions.	75%	73	185	30	12	42	342
My child wants to try again even when things don't go as they hoped.	72%	73	174	48	16	30	341
My school helps my child understand it's ok to make a mistake.	76%	92	169	22	26	33	342

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
82%	76%	77%	79%
73%	71%	71%	66%
72%	63%	65%	67%
71%	71%	73%	74%

Board Survey 2026 - All Responses

General							
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the ways in which the school recognizes my child's learning accomplishments.	72%	83	162	33	24	40	342
I am satisfied with the effectiveness of my child's Individual Program Plan (IPP) and/or Advanced Learning Plan (ALP, Grade 7-9).	60%	85	119	51	49	38	342
I am satisfied with the communication about my child's progress.	81%	28	46	12	2	3	91
I agree that the school promotes a sense of citizenship and community for my child.	90%	46	36	5	1	3	91
I am satisfied that my concerns are dealt with effectively and efficiently at the school.	84%	32	27	5	1	5	70
I am satisfied that the school informs parents of its activities and plans in a timely manner.	90%	33	30	5	1	1	70
I agree that the school is proactive in promoting positive student behavior.	94%	38	28	3	0	1	70
I am satisfied with the school's discipline procedures to address inappropriate behaviors.	67%	26	21	7	2	14	70
I am satisfied with the leadership provided by the administration team.	91%	38	26	3	1	2	70
I would take advantage of the opportunities to provide input to the Board if I found it necessary.	77%	23	31	7	0	9	70
I am satisfied with the communication provided by the Board	86%	18	42	3	1	6	70
I am satisfied with the leadership provided by the Board.	83%	21	37	0	1	11	70

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
65%	66%	65%	n/a
53%	48%	48%	55%
67%	79%	72%	85%
n/a	n/a	n/a	n/a
90%	90%	77%	82%
96%	90%	81%	82%
90%	97%	83%	84%
79%	75%	64%	55%
93%	92%	84%	85%
92%	86%	85%	83%
93%	86%	74%	86%
89%	83%	67%	84%

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Advanced STEM courses (e.g., engineering, robotics, artificial intelligence, biotechnology)	91%	143	118	18	9	0	288
Creative and performing arts (e.g., digital media, filmmaking, music composition, advanced visual arts)	90%	154	112	20	11	0	297
Specialized humanities (e.g., philosophy, ethics, debate, world languages, cultural studies)	83%	102	135	33	17	0	287
Entrepreneurship and business innovation (e.g., startup incubators, finance, marketing, leadership programs)	89%	144	107	20	12	0	283
Hands-on technical and maker courses (e.g., 3D printing, woodworking, auto mechanics, game development)	91%	157	110	14	12	0	293
Interdisciplinary and research-based learning (e.g., independent studies, mentorship programs, capstone projects)	85%	120	120	27	14	0	281

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
94%	n/a	n/a	n/a
84%	n/a	n/a	n/a
85%	n/a	n/a	n/a
91%	n/a	n/a	n/a
91%	n/a	n/a	n/a
83%	n/a	n/a	n/a

Board Survey 2026 - All Responses

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Academic and STEM clubs (e.g., robotics, math league, science fairs, coding competitions)	89%	145	116	25	8	0	294
Creative and performing arts programs (e.g., theater, music, film, visual arts, writing clubs)	86%	151	104	26	15	0	296
Leadership and service organizations (e.g., student government, debate team, Model UN, community service)	89%	138	120	24	8	0	290
Career and skill-based partnerships (e.g., internships, mentorships, apprenticeships, job shadowing with local businesses and post-secondary)	92%	166	99	17	7	0	289
Competitive and recreational sports (e.g., eSports, intramural leagues, traditional athletics, adventure sports)	91%	180	94	17	9	0	300
Special interest and hobby clubs (e.g., gaming, environmental activism, cultural clubs, entrepreneurship)	89%	162	102	19	12	0	295

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
90%	n/a	n/a	n/a
83%	n/a	n/a	n/a
87%	n/a	n/a	n/a
92%	n/a	n/a	n/a
89%	n/a	n/a	n/a
87%	n/a	n/a	n/a

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Dedicated quiet zones and independent workspaces to support focus and self-directed learning.	93%	189	86	13	7	0	295
Dedicated larger open gathering space (collaboration areas, auditorium space) for group study and interactive learning.	94%	169	109	12	6	0	296
Access to specialized spaces dedicated to the application of technology (e.g., maker spaces, creative labs, robotics, programming).	93%	167	108	17	5	0	297
Access to specialized space dedicated to arts & creativity (band room, digital video room, music studio, photography room).	89%	168	93	24	8	0	293
Responsible and secure use of advanced technology, including AI tools, to enhance learning and productivity.	n/a	0	0	0	0	0	0
Flexible learning spaces for dynamic learning needs i.e. to accommodate different learning styles, extracurricular involvement, and preparation for post-secondary education.	91%	168	97	19	6	0	290
Outdoor seating areas like courtyards for individual or group study.	91%	185	84	18	8	0	295

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
94%	n/a	n/a	n/a
n/a	n/a	n/a	n/a
95%	n/a	n/a	n/a
n/a	n/a	n/a	n/a
90%	n/a	n/a	n/a
94%	n/a	n/a	n/a
n/a	n/a	n/a	n/a

Board Survey 2026 - All Parent Responses

Goal 1: Student learning is improved.

Outcome 2: Students will become creative risk takers academically.

	Percent Who Agree 2021	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is encouraged to use at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	97%	44	25	2	0	0	71
My child's school work shows evidence that he/she uses at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	94%	37	30	4	0	0	71
My child receives classroom work that is academically challenging.	87%	29	33	6	3	0	71

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
97%	94%	88%	93%
92%	94%	91%	92%
86%	82%	78%	92%

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

Outcome 1: Students will develop positive interdependence skills.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is able to address conflict with others (e.g. differences of opinion).	77%	13	42	11	1	4	71
My child has the opportunity to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal at school.	93%	29	37	1	0	4	71
My child has opportunities to work with students in other grades.	90%	31	33	5	0	2	71
My child is displaying positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.).	89%	33	30	5	0	3	71

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
72%	73%	63%	79%
91%	90%	86%	80%
83%	80%	85%	56%
92%	94%	85%	88%

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

Outcome 2: Students will become creative risk takers socially

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the opportunities my child has for student leadership at school.	75%	26	27	8	1	9	71
The school provides my child opportunities to interact with and get to know students other than those with whom he/she usually associates (eg. play, hang out, interact).	83%	26	33	4	1	7	71
My child's confidence while working with others is good and/or improving (eg. speaking in front of the class, working with others they don't know very well, etc.).	86%	24	37	6	0	4	71
My child is willing to take social risks.	73%	17	35	16	0	3	71

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
73%	65%	78%	59%
84%	75%	78%	69%
88%	75%	74%	76%
80%	69%	70%	85%

Board Survey 2026 - All Parent Responses

Goal 3: Students' emotional needs are supported.

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child finds Wonder Learning (K-3) / Discovery Learning (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest them.	79%	21	35	3	1	11	71
The school is helping my child develop skills to become more independent and self-directed in their learning.	93%	28	38	3	1	1	71
My child is able to apply independence and self-direction in their learning and studies in an effective manner.	80%	23	34	9	1	4	71
My child's ability to self-regulate is good and/or improving (better able to recognize their emotional state and control it.)	87%	19	43	5	0	4	71
My child is able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accepting an unexpected event or result).	80%	11	46	11	1	2	71

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
77%	71%	51%	54%
84%	88%	74%	89%
80%	76%	66%	79%
83%	84%	75%	84%
83%	67%	76%	79%

Goal 3: Students' emotional needs are supported.

Outcome 2: Students will become creative risk takers emotionally.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is able to identify their emotions when they feel them.	92%	22	43	6	0	0	71
My child is able to express themselves in appropriate ways while feeling different emotions.	80%	12	45	13	0	1	71
My child wants to try again even when things don't go as they hoped.	76%	14	40	14	1	2	71
My school helps my child understand it's ok to make a mistake.	85%	25	35	2	2	7	71

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
96%	88%	82%	91%
85%	73%	77%	74%
83%	65%	72%	77%
88%	84%	77%	83%

Board Survey 2026 - All Parent Responses

General							
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the ways in which the school recognizes my child's learning accomplishments.	90%	27	37	4	1	2	71
I am satisfied with the effectiveness of my child's Individual Program Plan (IPP) and/or Advanced Learning Plan (ALP, Grade 7-9).	83%	21	38	4	3	5	71
I am satisfied with the communication about my child's progress.	82%	23	35	10	2	1	71
I agree that the school promotes a sense of citizenship and community for my child.	87%	34	28	5	1	3	71
I am satisfied that my concerns are dealt with effectively and efficiently at the school.	82%	21	20	4	1	4	50
I am satisfied that the school informs parents of its activities and plans in a timely manner.	90%	21	24	4	1	0	50
I agree that agree that the school is proactive in promoting positive student behavior.	92%	25	21	3	0	1	50
I am satisfied with the school's discipline procedures to address inappropriate behaviors.	62%	19	12	6	2	11	50
I am satisfied with the leadership provided by the administration team.	90%	25	20	3	1	1	50
I would take advantage of the opportunities to provide input to the Board if I found it necessary.	82%	18	23	4	0	5	50
I am satisfied with the communication provided by the Board	88%	17	27	2	1	3	50
I am satisfied with the leadership provided by the Board.	84%	18	24	0	1	7	50

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
84%	78%	68%	84%
78%	73%	57%	78%
82%	73%	69%	81%
n/a	n/a	n/a	n/a
87%	88%	70%	84%
95%	85%	75%	83%
89%	98%	78%	87%
76%	63%	53%	61%
92%	93%	80%	86%
93%	85%	85%	83%
94%	88%	75%	88%
89%	80%	65%	83%

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Advanced STEM courses (e.g., engineering, robotics, artificial intelligence, biotechnology)	94%	33	14	3	0	0	50
Creative and performing arts (e.g., digital media, filmmaking, music composition, advanced visual arts)	98%	29	20	1	0	0	50
Specialized humanities (e.g., philosophy, ethics, debate, world languages, cultural studies)	94%	26	21	3	0	0	50
Entrepreneurship and business innovation (e.g., startup incubators, finance, marketing, leadership programs)	96%	34	13	2	0	0	49
Hands-on technical and maker courses (e.g., 3D printing, woodworking, auto mechanics, game development)	100%	35	15	0	0	0	50
Interdisciplinary and research-based learning (e.g., independent studies, mentorship programs, capstone projects)	96%	31	16	2	0	0	49

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
97%	n/a	n/a	n/a
97%	n/a	n/a	n/a
95%	n/a	n/a	n/a
95%	n/a	n/a	n/a
98%	n/a	n/a	n/a
95%	n/a	n/a	n/a

Board Survey 2026 - All Parent Responses

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Academic and STEM clubs (e.g., robotics, math league, science fairs, coding competitions)	98%	34	15	1	0	0	50
Creative and performing arts programs (e.g., theater, music, film, visual arts, writing clubs)	96%	32	16	2	0	0	50
Leadership and service organizations (e.g., student government, debate team, Model UN, community service)	96%	35	13	2	0	0	50
Career and skill-based partnerships (e.g., internships, mentorships, apprenticeships, job shadowing with local businesses and post-secondary)	100%	42	7	0	0	0	49
Competitive and recreational sports (e.g., eSports, intramural leagues, traditional athletics, adventure sports)	94%	35	12	3	0	0	50
Special interest and hobby clubs (e.g., gaming, environmental activism, cultural clubs, entrepreneurship)	100%	30	20	0	0	0	50

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
100%	n/a	n/a	n/a
98%	n/a	n/a	n/a
100%	n/a	n/a	n/a
100%	n/a	n/a	n/a
94%	n/a	n/a	n/a
93%	n/a	n/a	n/a

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Dedicated quiet zones and independent workspaces to support focus and self-directed learning.	98%	34	15	1	0	0	50
Dedicated larger open gathering space (collaboration areas, auditorium space) for group study and interactive learning.	96%	31	17	2	0	0	50
Access to specialized spaces dedicated to the application of technology (e.g., maker spaces, creative labs, robotics, programming).	96%	32	16	2	0	0	50
Access to specialized space dedicated to arts & creativity (band room, digital video room, music studio, photography room).	92%	31	15	4	0	0	50
Responsible and secure use of advanced technology, including AI tools, to enhance learning and productivity.	n/a	0	0	0	0	0	0
Flexible learning spaces for dynamic learning needs i.e. to accommodate different learning styles, extracurricular involvement, and preparation for post-secondary education.	94%	30	17	3	0	0	50
Outdoor seating areas like courtyards for individual or group study.	96%	32	16	2	0	0	50

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
100%	n/a	n/a	n/a
n/a	n/a	n/a	n/a
95%	n/a	n/a	n/a
n/a	n/a	n/a	n/a
95%	n/a	n/a	n/a
97%	n/a	n/a	n/a
n/a	n/a	n/a	n/a

Board Survey 2026 - Parents (Division One)

Goal 1: Student learning is improved.

Outcome 2: Students will become creative risk takers academically.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is encouraged to use at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	97%	22	12	1	0	0	35
My child's school work shows evidence that he/she uses at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	91%	19	13	3	0	0	35
My child receives classroom work that is academically challenging.	80%	18	10	6	1	0	35

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
98%	96%	85%	94%
95%	96%	90%	97%
84%	70%	73%	88%

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

Outcome 1: Students will develop positive interdependence skills.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is able to address conflict with others (e.g. differences of opinion).	74%	7	19	6	0	3	35
My child has the opportunity to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal at school.	89%	14	17	0	0	4	35
My child has opportunities to work with students in other grades.	86%	19	11	3	0	2	35
My child is displaying positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.).	86%	18	12	2	0	3	35

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
72%	74%	61%	82%
93%	89%	83%	69%
93%	89%	88%	57%
93%	93%	88%	89%

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

Outcome 2: Students will become creative risk takers socially

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the opportunities my child has for student leadership at school.	80%	17	11	4	0	3	35
The school provides my child opportunities to interact with and get to know students other than those with whom he/she usually associates (eg. play, hang out, interact).	80%	16	12	1	1	5	35
My child's confidence while working with others is good and/or improving (eg. speaking in front of the class, working with others they don't know very well, etc.).	89%	14	17	1	0	3	35
My child is willing to take social risks.	77%	10	17	7	0	1	35

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
63%	56%	54%	48%
91%	70%	78%	69%
91%	70%	63%	69%
84%	74%	68%	80%

Board Survey 2026 - Parents (Division One)

Goal 3: Students' emotional needs are supported.

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child finds Wonder Learning (K-3) / Discovery Learning (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest them.	69%	10	14	0	0	11	35
The school is helping my child develop skills to become more independent and self-directed in their learning.	89%	16	15	3	0	1	35
My child is able to apply independence and self-direction in their learning and studies in an effective manner.	77%	13	14	5	0	3	35
My child's ability to self-regulate is good and/or improving (better able to recognize their emotional state and control it.)	86%	11	19	3	0	2	35
My child is able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accepting an unexpected event or result).	83%	7	22	5	1	0	35

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
74%	70%	27%	35%
88%	85%	66%	86%
74%	67%	63%	72%
84%	81%	68%	78%
88%	67%	68%	68%

Goal 3: Students' emotional needs are supported.

Outcome 2: Students will become creative risk takers emotionally.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is able to identify their emotions when they feel them.	91%	13	19	3	0	0	35
My child is able to express themselves in appropriate ways while feeling different emotions.	77%	5	22	7	0	1	35
My child wants to try again even when things don't go as they hoped.	80%	7	21	4	1	2	35
My school helps my child understand it's ok to make a mistake.	83%	14	15	0	1	5	35

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
98%	93%	78%	89%
86%	67%	73%	69%
88%	63%	68%	78%
93%	85%	78%	77%

Board Survey 2026 - Parents (Division One)

General							
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the ways in which the school recognizes my child's learning accomplishments.	89%	14	17	2	0	2	35
I am satisfied with the effectiveness of my child's Individual Program Plan (IPP) and/or Advanced Learning Plan (ALP, Grade 7-9).	91%	10	22	1	2	0	35
I am satisfied with the communication about my child's progress.	77%	11	16	5	2	1	35
I agree that the school promotes a sense of citizenship and community for my child.	91%	21	11	1	0	2	35
I am satisfied that my concerns are dealt with effectively and efficiently at the school.	86%	13	12	2	0	2	29
I am satisfied that the school informs parents of its activities and plans in a timely manner.	86%	13	12	3	1	0	29
I agree that agree that the school is proactive in promoting positive student behavior.	97%	16	12	0	0	1	29
I am satisfied with the school's discipline procedures to address inappropriate behaviors.	72%	11	10	3	0	5	29
I am satisfied with the leadership provided by the administration team.	90%	14	12	2	0	1	29
I would take advantage of the opportunities to provide input to the Board if I found it necessary.	79%	11	12	3	0	3	29
I am satisfied with the communication provided by the Board.	86%	11	14	2	0	2	29
I am satisfied with the leadership provided by the Board.	79%	12	11	0	0	6	29

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
88%	67%	63%	80%
77%	63%	51%	78%
81%	59%	66%	77%
n/a	n/a	n/a	n/a
87%	82%	71%	82%
97%	77%	75%	76%
97%	95%	82%	84%
82%	68%	64%	60%
95%	91%	86%	82%
97%	91%	79%	84%
95%	86%	75%	84%
95%	91%	64%	84%

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Advanced STEM courses (e.g., engineering, robotics, artificial intelligence, biotechnology)	97%	20	8	1	0	0	29
Creative and performing arts (e.g., digital media, filmmaking, music composition, advanced visual arts)	97%	19	9	1	0	0	29
Specialized humanities (e.g., philosophy, ethics, debate, world languages, cultural studies)	97%	14	14	1	0	0	29
Entrepreneurship and business innovation (e.g., startup incubators, finance, marketing, leadership programs)	96%	22	5	1	0	0	28
Hands-on technical and maker courses (e.g., 3D printing, woodworking, auto mechanics, game development)	100%	19	10	0	0	0	29
Interdisciplinary and research-based learning (e.g., independent studies, mentorship programs, capstone projects).	97%	21	7	1	0	0	29

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
100%	n/a	n/a	n/a
97%	n/a	n/a	n/a
92%	n/a	n/a	n/a
95%	n/a	n/a	n/a
97%	n/a	n/a	n/a
95%	n/a	n/a	n/a

Board Survey 2026 - Parents (Division One)

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Academic and STEM clubs (e.g., robotics, math league, science fairs, coding competitions)	100%	21	8	0	0	0	29
Creative and performing arts programs (e.g., theater, music, film, visual arts, writing clubs)	100%	20	9	0	0	0	29
Leadership and service organizations (e.g., student government, debate team, Model UN, community service)	100%	23	6	0	0	0	29
Career and skill-based partnerships (e.g., internships, mentorships, apprenticeships, job shadowing with local businesses and post-secondary)	100%	26	3	0	0	0	29
Competitive and recreational sports (e.g., eSports, intramural leagues, traditional athletics, adventure sports)	97%	21	7	1	0	0	29
Special interest and hobby clubs (e.g., gaming, environmental activism, cultural clubs, entrepreneurship)	100%	18	11	0	0	0	29

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
100%	n/a	n/a	n/a
97%	n/a	n/a	n/a
100%	n/a	n/a	n/a
100%	n/a	n/a	n/a
97%	n/a	n/a	n/a
92%	n/a	n/a	n/a

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Dedicated quiet zones and independent workspaces to support focus and self-directed learning.	97%	20	8	1	0	0	29
Dedicated larger open gathering space (collaboration areas, auditorium space) for group study and interactive learning.	97%	20	8	1	0	0	29
Access to specialized spaces dedicated to the application of technology (e.g., maker spaces, creative labs, robotics, programming).	97%	17	11	1	0	0	29
Access to specialized space dedicated to arts & creativity (band room, digital video room, music studio, photography room).	93%	18	9	2	0	0	29
Responsible and secure use of advanced technology, including AI tools, to enhance learning and productivity.	n/a	n/a	n/a	n/a	n/a	n/a	0
Flexible learning spaces for dynamic learning needs i.e. to accommodate different learning styles, extracurricular involvement, and preparation for post-secondary education.	90%	19	7	3	0	0	29
Outdoor seating areas like courtyards for individual or group study.	97%	20	8	1	0	0	29

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
100%	n/a	n/a	n/a
n/a	n/a	n/a	n/a
90%	n/a	n/a	n/a
n/a	n/a	n/a	n/a
97%	n/a	n/a	n/a
97%	n/a	n/a	n/a
n/a	n/a	n/a	n/a

Board Survey 2026 - Parents (Division Two)

Goal 1: Student learning is improved.

Outcome 2: Students will become creative risk takers academically.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is encouraged to use at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	96%	18	5	1	0	0	24
My child's school work shows evidence that he/she uses at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	96%	14	9	1	0	0	24
My child receives classroom work that is academically challenging.	92%	9	13	0	2	0	24

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
94%	85%	93%	96%
82%	85%	93%	89%
85%	100%	93%	100%

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

Outcome 1: Students will develop positive interdependence skills.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is able to address conflict with others (e.g. differences of opinion).	88%	4	17	2	1	0	24
My child has the opportunity to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal at school.	100%	13	11	0	0	0	24
My child has opportunities to work with students in other grades.	100%	12	12	0	0	0	24
My child is displaying positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.).	96%	12	11	1	0	0	24

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
68%	77%	67%	86%
88%	92%	89%	100%
85%	85%	78%	50%
88%	100%	85%	86%

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

Outcome 2: Students will become creative risk takers socially

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the opportunities my child has for student leadership at school.	75%	9	9	2	1	3	24
The school provides my child opportunities to interact with and get to know students other than those with whom he/she usually associates (eg. play, hang out, interact).	92%	8	14	1	0	1	24
My child's confidence while working with others is good and/or improving (eg. speaking in front of the class, working with others they don't know very well, etc.).	92%	7	15	1	0	1	24
My child is willing to take social risks.	75%	5	13	4	0	2	24

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
79%	92%	59%	71%
82%	77%	81%	68%
82%	85%	81%	86%
71%	69%	70%	89%

Board Survey 2026 - Parents (Division Two)

Goal 3: Students' emotional needs are supported.

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child finds Wonder Learning (K-3) / Discovery Learning (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest them.	96%	10	13	1	0	0	24
The school is helping my child develop skills to become more independent and self-directed in their learning.	96%	9	14	0	1	0	24
My child is able to apply independence and self-direction in their learning and studies in an effective manner.	83%	7	13	2	1	1	24
My child's ability to self-regulate is good and/or improving (better able to recognize their emotional state and control it.)	88%	6	15	2	0	1	24
My child is able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accepting an unexpected event or result).	79%	2	17	4	0	1	24

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
79%	77%	70%	86%
82%	100%	89%	93%
85%	100%	78%	86%
76%	85%	74%	86%
71%	69%	74%	89%

Goal 3: Students' emotional needs are supported.

Outcome 2: Students will become creative risk takers emotionally.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is able to identify their emotions when they feel them.	92%	8	14	2	0	0	24
My child is able to express themselves in appropriate ways while feeling different emotions.	83%	5	15	4	0	0	24
My child wants to try again even when things don't go as they hoped.	71%	5	12	7	0	0	24
My school helps my child understand it's ok to make a mistake.	88%	7	14	1	1	1	24

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
91%	85%	85%	96%
76%	77%	81%	86%
79%	77%	78%	75%
88%	77%	85%	96%

Board Survey 2026 - Parents (Division Two)

General							
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the ways in which the school recognizes my child's learning accomplishments.	92%	10	12	1	1	0	24
I am satisfied with the effectiveness of my child's Individual Program Plan (IPP) and/or Advanced Learning Plan (ALP, Grade 7-9).	79%	8	11	1	1	3	24
I am satisfied with the communication about my child's progress.	88%	8	13	3	0	0	24
I agree that the school promotes a sense of citizenship and community for my child.	88%	10	11	1	1	1	24
I am satisfied that my concerns are dealt with effectively and efficiently at the school.	73%	6	5	1	1	2	15
I am satisfied that the school informs parents of its activities and plans in a timely manner.	93%	6	8	1	0	0	15
I agree that the school is proactive in promoting positive student behavior.	87%	7	6	2	0	0	15
I am satisfied with the school's discipline procedures to address inappropriate behaviors.	47%	6	1	1	1	6	15
I am satisfied with the leadership provided by the administration team.	87%	8	5	1	1	0	15
I would take advantage of the opportunities to provide input to the Board if I found it necessary.	80%	6	6	1	0	2	15
I am satisfied with the communication provided by the Board	87%	5	8	0	1	1	15
I am satisfied with the leadership provided by the Board.	87%	5	8	0	1	1	15

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
79%	85%	85%	96%
76%	92%	81%	82%
85%	85%	85%	96%
n/a	n/a	n/a	n/a
87%	88%	83%	82%
97%	100%	83%	91%
80%	100%	72%	91%
67%	63%	50%	59%
90%	88%	83%	91%
93%	63%	94%	86%
90%	88%	83%	95%
80%	63%	72%	86%

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Advanced STEM courses (e.g., engineering, robotics, artificial intelligence, biotechnology)	97%	20	8	1	0	0	29
Creative and performing arts (e.g., digital media, filmmaking, music composition, advanced visual arts)	97%	19	9	1	0	0	29
Specialized humanities (e.g., philosophy, ethics, debate, world languages, cultural studies)	97%	14	14	1	0	0	29
Entrepreneurship and business innovation (e.g., startup incubators, finance, marketing, leadership programs)	96%	22	5	1	0	0	28
Hands-on technical and maker courses (e.g., 3D printing, woodworking, auto mechanics, game development)	100%	19	10	0	0	0	29
Interdisciplinary and research-based learning (e.g., independent studies, mentorship programs, capstone projects)	97%	21	7	1	0	0	29

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
100%	n/a	n/a	n/a
97%	n/a	n/a	n/a
92%	n/a	n/a	n/a
95%	n/a	n/a	n/a
97%	n/a	n/a	n/a
95%	n/a	n/a	n/a

Board Survey 2026 - Parents (Division Two)

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Academic and STEM clubs (e.g., robotics, math league, science fairs, coding competitions)	93%	10	4	1	0	0	15
Creative and performing arts programs (e.g., theater, music, film, visual arts, writing clubs)	93%	9	5	1	0	0	15
Leadership and service organizations (e.g., student government, debate team, Model UN, community service)	87%	9	4	2	0	0	15
Career and skill-based partnerships (e.g., internships, mentorships, apprenticeships, job shadowing with local businesses and post-secondary)	100%	12	2	0	0	0	14
Competitive and recreational sports (e.g., eSports, intramural leagues, traditional athletics, adventure sports)	93%	11	3	1	0	0	15
Special interest and hobby clubs (e.g., gaming, environmental activism, cultural clubs, entrepreneurship)	100%	9	6	0	0	0	15

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
100%	n/a	n/a	n/a
100%	n/a	n/a	n/a
100%	n/a	n/a	n/a
100%	n/a	n/a	n/a
97%	n/a	n/a	n/a
93%	n/a	n/a	n/a

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Dedicated quiet zones and independent workspaces to support focus and self-directed learning.	100%	10	5	0	0	0	15
Dedicated larger open gathering space (collaboration areas, auditorium space) for group study and interactive learning.	93%	9	5	1	0	0	15
Access to specialized spaces dedicated to the application of technology (e.g., maker spaces, creative labs, robotics, programming).	100%	12	3	0	0	0	15
Access to specialized space dedicated to arts & creativity (band room, digital video room, music studio, photography room).	100%	10	5	0	0	0	15
Responsible and secure use of advanced technology, including AI tools, to enhance learning and productivity.	n/a	n/a	n/a	n/a	n/a	n/a	0
Flexible learning spaces for dynamic learning needs i.e. to accommodate different learning styles, extracurricular involvement, and preparation for post-secondary education.	100%	9	6	0	0	0	15
Outdoor seating areas like courtyards for individual or group study.	100%	10	5	0	0	0	15

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
100%	n/a	n/a	n/a
n/a	n/a	n/a	n/a
100%	n/a	n/a	n/a
n/a	n/a	n/a	n/a
97%	n/a	n/a	n/a
97%	n/a	n/a	n/a
n/a	n/a	n/a	n/a

Board Survey 2026 - Parents (Division Three)

Goal 1: Student learning is improved.

Outcome 2: Students will become creative risk takers academically.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is encouraged to use at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	100%	4	8	0	0	0	12
My child's school work shows evidence that he/she uses at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	100%	4	8	0	0	0	12
My child receives classroom work that is academically challenging.	100%	2	10	0	0	0	12

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
100%	100%	88%	84%
100%	100%	94%	79%
94%	89%	81%	95%

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

Outcome 1: Students will develop positive interdependence skills.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is able to address conflict with others (e.g. differences of opinion).	67%	2	6	3	0	1	12
My child has the opportunity to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal at school.	92%	2	9	1	0	0	12
My child has opportunities to work with students in other grades.	83%	0	10	2	0	0	12
My child is displaying positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.).	83%	3	7	2	0	0	12

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
78%	67%	63%	63%
89%	89%	100%	89%
56%	67%	88%	63%
94%	89%	75%	84%

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

Outcome 2: Students will become creative risk takers socially

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the opportunities my child has for student leadership at school.	58%	0	7	2	0	3	12
The school provides my child opportunities to interact with and get to know students other than those with whom he/she usually associates (eg. play, hang out, interact).	75%	2	7	2	0	1	12
My child's confidence while working with others is good and/or improving (eg. speaking in front of the class, working with others they don't know very well, etc.).	67%	3	5	4	0	0	12
My child is willing to take social risks.	58%	2	5	5	0	0	12

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
83%	44%	63%	79%
72%	78%	69%	68%
94%	67%	88%	84%
89%	44%	75%	95%

Board Survey 2026 - Parents (Division Three)

Goal 3: Students' emotional needs are supported.

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child finds Wonder Learning (K-3) / Discovery Learning (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest them.	75%	1	8	2	1	0	12
The school is helping my child develop skills to become more independent and self-directed in their learning.	100%	3	9	0	0	0	12
My child is able to apply independence and self-direction in their learning and studies in an effective manner.	83%	3	7	2	0	0	12
My child's ability to self-regulate is good and/or improving (better able to recognize their emotional state and control it.)	92%	2	9	0	0	1	12
My child is able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accepting an unexpected event or result).	75%	2	7	2	0	1	12

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
78%	56%	81%	74%
78%	78%	75%	95%
83%	67%	56%	95%
94%	89%	88%	100%
94%	56%	100%	100%

Goal 3: Students' emotional needs are supported.

Outcome 2: Students will become creative risk takers emotionally.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My child is able to identify their emotions when they feel them.	92%	1	10	1	0	0	12
My child is able to express themselves in appropriate ways while feeling different emotions.	83%	2	8	2	0	0	12
My child wants to try again even when things don't go as they hoped.	75%	2	7	3	0	0	12
My school helps my child understand it's ok to make a mistake.	83%	4	6	1	0	1	12

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
100%	89%	88%	89%
100%	89%	81%	74%
78%	44%	75%	74%
78%	89%	69%	84%

Board Survey 2026 - Parents (Division Three)

General							
	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the ways in which the school recognizes my child's learning accomplishments.	92%	3	8	1	0	0	12
I am satisfied with the effectiveness of my child's Individual Program Plan (IPP) and/or Advanced Learning Plan (ALP, Grade 7-9).	67%	3	5	2	0	2	12
I am satisfied with the communication about my child's progress.	83%	4	6	2	0	0	12
I agree that the school promotes a sense of citizenship and community for my child.	75%	3	6	3	0	0	12
I am satisfied that my concerns are dealt with effectively and efficiently at the school.	83%	2	3	1	0	0	6
I am satisfied that the school informs parents of its activities and plans in a timely manner.	100%	2	4	0	0	0	6
I agree that the school is proactive in promoting positive student behavior.	83%	2	3	1	0	0	6
I am satisfied with the school's discipline procedures to address inappropriate behaviors.	50%	2	1	2	1	0	6
I am satisfied with the leadership provided by the administration team.	100%	3	3	0	0	0	6
I would take advantage of the opportunities to provide input to the Board if I found it necessary.	100%	1	5	0	0	0	6
I am satisfied with the communication provided by the Board.	100%	1	5	0	0	0	6
I am satisfied with the leadership provided by the Board.	100%	1	5	0	0	0	6

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
83%	100%	56%	79%
83%	67%	38%	68%
78%	89%	44%	74%
n/a	n/a	n/a	n/a
89%	100%	40%	94%
89%	88%	70%	94%
83%	100%	80%	88%
78%	50%	40%	69%
89%	100%	60%	88%
83%	88%	90%	75%
100%	88%	80%	88%
89%	63%	70%	75%

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Advanced STEM courses (e.g., engineering, robotics, artificial intelligence, biotechnology)	67%	2	2	2	0	0	6
Creative and performing arts (e.g., digital media, filmmaking, music composition, advanced visual arts)	100%	3	3	0	0	0	6
Specialized humanities (e.g., philosophy, ethics, debate, world languages, cultural studies)	83%	3	2	1	0	0	6
Entrepreneurship and business innovation (e.g., startup incubators, finance, marketing, leadership programs)	83%	2	3	1	0	0	6
Hands-on technical and maker courses (e.g., 3D printing, woodworking, auto mechanics, game development)	100%	3	3	0	0	0	6
Interdisciplinary and research-based learning (e.g., independent studies, mentorship programs, capstone projects)	100%	3	3	0	0	0	6

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
94%	n/a	n/a	n/a
94%	n/a	n/a	n/a
100%	n/a	n/a	n/a
100%	n/a	n/a	n/a
100%	n/a	n/a	n/a
94%	n/a	n/a	n/a

Board Survey 2026 - Parents (Division Three)

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Academic and STEM clubs (e.g., robotics, math league, science fairs, coding competitions)	100%	3	3	0	0	0	6
Creative and performing arts programs (e.g., theater, music, film, visual arts, writing clubs)	83%	3	2	1	0	0	6
Leadership and service organizations (e.g., student government, debate team, Model UN, community service)	100%	3	3	0	0	0	6
Career and skill-based partnerships (e.g., internships, mentorships, apprenticeships, job shadowing with local businesses and post-secondary)	100%	4	2	0	0	0	6
Competitive and recreational sports (e.g., eSports, intramural leagues, traditional athletics, adventure sports)	83%	3	2	1	0	0	6
Special interest and hobby clubs (e.g., gaming, environmental activism, cultural clubs, entrepreneurship)	100%	3	3	0	0	0	6

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
100%	n/a	n/a	n/a
94%	n/a	n/a	n/a
100%	n/a	n/a	n/a
100%	n/a	n/a	n/a
83%	n/a	n/a	n/a
94%	n/a	n/a	n/a

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Dedicated quiet zones and independent workspaces to support focus and self-directed learning.	100%	4	2	0	0	0	6
Dedicated larger open gathering space (collaboration areas, auditorium space) for group study and interactive learning.	100%	2	4	0	0	0	6
Access to specialized spaces dedicated to the application of technology (e.g., maker spaces, creative labs, robotics, programming).	83%	3	2	1	0	0	6
Access to specialized space dedicated to arts & creativity (band room, digital video room, music studio, photography room).	67%	3	1	2	0	0	6
Responsible and secure use of advanced technology, including AI tools, to enhance learning and productivity.	n/a	n/a	n/a	n/a	n/a	n/a	0
Flexible learning spaces for dynamic learning needs i.e. to accommodate different learning styles, extracurricular involvement, and preparation for post-secondary education.	100%	2	4	0	0	0	6
Outdoor seating areas like courtyards for individual or group study.	83%	2	3	1	0	0	6

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
100%	n/a	n/a	n/a
n/a	n/a	n/a	n/a
100%	n/a	n/a	n/a
n/a	n/a	n/a	n/a
89%	n/a	n/a	n/a
94%	n/a	n/a	n/a
n/a	n/a	n/a	n/a

Board Survey 2026 - All Teacher Responses

Goal 1: Student learning is improved.

Outcome 2: Students will become creative risk takers academically.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My students are encouraged to use at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	100%	18	2	0	0	0	20
My students' school work shows evidence that they use at least some of the following in their schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	100%	11	9	0	0	0	20
My students receive classroom work that is academically challenging.	100%	9	11	0	0	0	20

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
100%	100%	100%	100%
100%	95%	100%	100%
100%	100%	100%	100%

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

Outcome 1: Students will develop positive interdependence skills.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My students are able to address conflict with others (e.g. differences of opinion).	85%	1	16	3	0	0	20
My students have the opportunity to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal at school.	100%	10	10	0	0	0	20
My students have opportunities to work with students in other grades.	100%	10	10	0	0	0	20
My students are displaying positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.).	95%	1	18	1	0	0	20

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
100%	95%	100%	92%
100%	100%	100%	100%
100%	100%	100%	77%
90%	95%	95%	92%

Board Survey 2026 - All Teacher Responses

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

Outcome 2: Students will become creative risk takers socially

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the opportunities my students have for leadership at school.	90%	8	10	2	0	0	20
I provide my students opportunities to interact with and get to know students other than those with whom he/she usually associates (eg. play, hang out, interact).	100%	9	11	0	0	0	20
I agree that my students confidence while working with others is good and/or improving (eg. speaking in front of the class, working with others they don't know very well, etc.).	95%	8	11	1	0	0	20
My students are willing to take social risks.	80%	2	14	1	0	3	20

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
95%	89%	90%	92%
100%	100%	100%	92%
90%	100%	100%	100%
90%	95%	100%	92%

Goal 3: Students' emotional needs are supported.

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My students find Discovery Learning (Grade K-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest them.	70%	1	13	4	0	2	20
I am helping my students develop skills to become more independent and self-directed in their learning.	100%	12	8	0	0	0	20
My students are able to apply independence and self-direction in their learning and studies in an effective manner.	85%	3	14	2	0	1	20
My students' ability to self-regulate is good and/or improving (better able to recognize their emotional state and control it).	100%	3	17	0	0	0	20
My students are able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accepting an unexpected event or result).	84%	0	16	3	0	0	19

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
80%	74%	67%	62%
100%	100%	100%	100%
75%	95%	100%	100%
90%	95%	95%	100%
90%	89%	95%	100%

Board Survey 2026 - All Teacher Responses

Goal 3: Students' emotional needs are supported.

Outcome 2: Students will become creative risk takers emotionally.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My students are able to identify their emotions when they feel them.	95%	3	16	0	0	1	20
My students are able to express themselves in appropriate ways while feeling different emotions.	80%	3	13	1	0	3	20
My students want to try again even when things don't go as they hoped.	80%	2	14	2	0	2	20
I help my students understand it's okay to make a mistake.	100%	14	6	0	0	0	20

General

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the ways in which I recognize my students' learning accomplishments.	90%	12	6	1	0	1	20
I am satisfied with the effectiveness of my students' Individual Program Plan (IPP) and Advanced Learning Plan (ALP, Grade 7-9).	75%	3	12	2	0	3	20
I am satisfied with the communication about my students' progress.	80%	5	11	2	0	2	20
I agree that the school promotes a sense of citizenship and community for my students.	100%	12	8	0	0	0	20
I am satisfied that my concerns are dealt with effectively and efficiently by the administration team.	90%	11	7	1	0	1	20
I am satisfied with the communication provided by administration.	90%	12	6	1	0	1	20
I agree that agree that the school is proactive in promoting positive student behavior.	100%	13	7	0	0	0	20
I am satisfied with the school's discipline procedures to address inappropriate behaviors.	80%	7	9	1	0	3	20
I am satisfied with the leadership provided by the administration team.	95%	13	6	0	0	1	20
I would take advantage of the opportunities to provide input to the Board if I found it necessary.	65%	5	8	3	0	4	20
I am satisfied with the communication provided by the Board.	80%	1	15	1	0	3	20
I am satisfied with the leadership provided by the Board.	80%	3	13	0	0	4	20

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
90%	100%	100%	92%
90%	100%	81%	85%
90%	84%	76%	69%
100%	100%	100%	100%

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
95%	95%	100%	85%
70%	79%	67%	77%
90%	95%	100%	100%
n/a	n/a	n/a	n/a
100%	95%	95%	69%
100%	100%	100%	77%
95%	95%	95%	69%
95%	100%	95%	15%
100%	89%	95%	85%
85%	89%	86%	85%
90%	84%	71%	77%
90%	89%	71%	92%

Board Survey 2026 - All Teacher Responses

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Advanced STEM courses (e.g., engineering, robotics, artificial intelligence, biotechnology)	89%	15	1	2	0	0	18
Creative and performing arts (e.g., digital media, filmmaking, music composition, advanced visual arts)	94%	12	5	1	0	0	18
Specialized humanities (e.g., philosophy, ethics, debate, world languages, cultural studies)	89%	10	6	2	0	0	18
Entrepreneurship and business innovation (e.g., startup incubators, finance, marketing, leadership programs)	94%	10	7	1	0	0	18
Hands-on technical and maker courses (e.g., 3D printing, woodworking, auto mechanics, game development)	100%	13	4	0	0	0	17
Interdisciplinary and research-based learning (e.g., independent studies, mentorship programs, capstone projects)	89%	10	6	2	0	0	18

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
100%	n/a	n/a	n/a
100%	n/a	n/a	n/a
95%	n/a	n/a	n/a
100%	n/a	n/a	n/a
100%	n/a	n/a	n/a
95%	n/a	n/a	n/a

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Academic and STEM clubs (e.g., robotics, math league, science fairs, coding competitions)	94%	14	3	1	0	0	18
Creative and performing arts programs (e.g., theater, music, film, visual arts, writing clubs)	94%	12	5	1	0	0	18
Leadership and service organizations (e.g., student government, debate team, Model UN, community service)	94%	14	3	1	0	0	18
Career and skill-based partnerships (e.g., internships, mentorships, apprenticeships, job shadowing with local businesses and post-secondary)	94%	13	4	1	0	0	18
Competitive and recreational sports (e.g., eSports, intramural leagues, traditional athletics, adventure sports)	94%	13	4	1	0	0	18
Special interest and hobby clubs (e.g., gaming, environmental activism, cultural clubs, entrepreneurship)	100%	10	8	0	0	0	18

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
100%	n/a	n/a	n/a
95%	n/a	n/a	n/a
95%	n/a	n/a	n/a
100%	n/a	n/a	n/a
100%	n/a	n/a	n/a
100%	n/a	n/a	n/a

Board Survey 2026 - All Teacher Responses

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Dedicated quiet zones and independent workspaces to support focus and self-directed learning.	94%	14	3	1	0	0	18
Dedicated larger open gathering space (collaboration areas, auditorium space) for group study and interactive learning.	100%	16	2	0	0	0	18
Access to specialized spaces dedicated to the application of technology (e.g., maker spaces, creative labs, robotics, programming).	100%	13	5	0	0	0	18
Access to specialized space dedicated to arts & creativity (band room, digital video room, music studio, photography room).	94%	13	4	1	0	0	18
Responsible and secure use of advanced technology, including AI tools, to enhance learning and productivity.	n/a	0	0	0	0	0	0
Flexible learning spaces for dynamic learning needs i.e. to accommodate different learning styles, extracurricular involvement, and preparation for post-secondary education.	89%	14	2	2	0	0	18
Outdoor seating areas like courtyards for individual or group study.	100%	13	5	0	0	0	18

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
95%	n/a	n/a	n/a
n/a	n/a	n/a	n/a
100%	n/a	n/a	n/a
n/a	n/a	n/a	n/a
100%	n/a	n/a	n/a
100%	n/a	n/a	n/a
n/a	n/a	n/a	n/a

Board Survey 2026 - All Students

Goal 1: Student learning is improved.

Outcome 2: Students will become creative risk takers academically.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My teachers encourage me to use at least some of the following in my schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	85%	81	133	14	5	18	251
My school work shows evidence that I use at least some of the following in my schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	84%	72	138	15	3	23	251
My school work challenges me academically (not too hard - not too easy).	75%	48	139	25	10	29	251

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
78%	87%	83%	87%
78%	80%	76%	73%
63%	68%	67%	72%

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

Outcome 1: Students will develop positive interdependence skills.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I feel that my ability to address conflicts with others is good and/or improving (e.g. differences of opinion).	60%	45	105	30	15	56	251
My school provides me with opportunities to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal.	85%	86	128	16	8	13	251
I have the opportunity to work with students in other grades.	60%	24	126	45	25	31	251
I display positive interdependence skills (working with others, being inclusive, resolving conflict with others, etc.).	78%	60	136	15	8	32	251

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
44%	51%	45%	60%
84%	86%	86%	88%
59%	57%	62%	47%
65%	65%	65%	75%

Board Survey 2026 - All Students

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

Outcome 2: Students will become creative risk takers socially

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
At school, I have opportunities to take on a leadership role if I want one (eg. lead a club; provide an activity for others; etc.)	70%	77	99	27	13	35	251
The school provides me with opportunities to interact with and get to know students other than those with whom I usually associate (eg. play, hang out, interact).	76%	58	132	22	12	27	251
My confidence while working with others is good and/or improving (eg. speaking in front of the class, working with others they don't know very well, etc.).	68%	69	101	34	21	26	251
I am willing to take social risks (doing something outside my comfort zone such as initiating discussions with someone you don't usually associate with, etc.).	64%	42	118	37	22	32	251

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
70%	61%	55%	59%
71%	74%	72%	77%
61%	62%	62%	62%
57%	49%	56%	57%

Goal 3: Students' emotional needs are supported.

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I find Discovery Learning (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest me.	66%	76	89	27	38	21	251
My school is helping me develop skills to become more independent and self-directed in my learning.	75%	50	139	24	15	23	251
I am able to apply the skills of being more independent and self-directed to my learning and studies in an effective manner.	73%	44	140	21	11	35	251
My ability to self-regulate is good and/or improving (better able to recognize my emotional state and control it.)	75%	64	125	21	12	29	251
I am able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accept an unexpected event or result).	72%	51	128	30	15	26	250

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
46%	47%	49%	53%
62%	67%	70%	75%
70%	67%	67%	73%
62%	62%	65%	66%
62%	63%	57%	62%

Board Survey 2026 - All Students

Goal 3: Students' emotional needs are supported.

Outcome 2: Students will become creative risk takers emotionally.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am able to identify my emotions when I feel them.	77%	72	122	22	9	26	251
I am able to express myself in appropriate ways while feeling different emotions.	74%	58	127	16	12	38	251
I want to try again even when things don't go as I hoped.	71%	57	120	32	15	26	250
My school helps me understand it's ok to make a mistake.	72%	53	128	20	24	26	251

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
76%	70%	72%	73%
67%	67%	67%	61%
67%	60%	61%	61%
61%	65%	68%	67%

General

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the ways in which the school recognizes my learning accomplishments.	65%	44	119	28	23	37	251
My IPP and ALP is helpful in my learning.	52%	61	69	45	46	30	251
I like my school.	75%	94	94	20	25	18	251

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
55%	65%	61%	65%
41%	39%	42%	41%
60%	68%	71%	86%

	Male	Female	Other	Prefer Not to Say	Total
I identify as:	129	95	12	15	251

Offering advanced courses and unique subjects can inspire and challenge gifted and 2E

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Advanced STEM courses (e.g., engineering, robotics, artificial intelligence, biotechnology)	90%	95	103	13	9	0	220
Creative and performing arts (e.g., digital media, filmmaking, music composition, advanced visual arts)	87%	113	87	18	11	0	229
Specialized humanities (e.g., philosophy, ethics, debate, world languages, cultural studies)	79%	66	108	28	17	0	219
Entrepreneurship and business innovation (e.g., startup incubators, finance, marketing, leadership programs)	87%	100	87	17	12	0	216
Hands-on technical and maker courses (e.g., 3D printing, woodworking, auto mechanics, game development)	88%	109	91	14	12	0	226
Interdisciplinary and research-based learning (e.g., independent studies, mentorship programs, capstone projects)	83%	79	98	23	14	0	214

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
92%	n/a	n/a	n/a
78%	n/a	n/a	n/a
80%	n/a	n/a	n/a
88%	n/a	n/a	n/a
87%	n/a	n/a	n/a
77%	n/a	n/a	n/a

Board Survey 2026 - All Students

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Academic and STEM clubs (e.g., robotics, math league, science fairs, coding competitions)	86%	97	98	23	8	0	226
Creative and performing arts programs (e.g., theater, music, film, visual arts, writing clubs)	83%	107	83	23	15	0	228
Leadership and service organizations (e.g., student government, debate team, Model UN, community service)	87%	89	104	21	8	0	222
Career and skill-based partnerships (e.g., internships, mentorships, apprenticeships, job shadowing with local businesses and post-secondary)	90%	111	88	16	7	0	222
Competitive and recreational sports (e.g., eSports, intramural leagues, traditional athletics, adventure sports)	91%	132	78	13	9	0	232
Special interest and hobby clubs (e.g., gaming, environmental activism, cultural clubs, entrepreneurship)	86%	122	74	19	12	0	227

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
85%	n/a	n/a	n/a
76%	n/a	n/a	n/a
80%	n/a	n/a	n/a
88%	n/a	n/a	n/a
87%	n/a	n/a	n/a
84%	n/a	n/a	n/a

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Dedicated quiet zones and independent workspaces to support focus and self-directed learning.	92%	141	68	11	7	0	227
Dedicated larger open gathering space (collaboration areas, auditorium space) for group study and interactive learning.	93%	122	90	10	6	0	228
Access to specialized spaces dedicated to the application of technology (e.g., maker spaces, creative labs, robotics, programming).	91%	122	87	15	5	0	229
Access to specialized space dedicated to arts & creativity (band room, digital video room, music studio, photography room).	88%	124	74	19	8	0	225
Responsible and secure use of advanced technology, including AI tools, to enhance learning and productivity.	n/a	0	0	0	0	0	0
Flexible learning spaces for dynamic learning needs i.e. to accommodate different learning styles, extracurricular involvement, and preparation for post-secondary education.	91%	124	78	14	6	0	222
Outdoor seating areas like courtyards for individual or group study.	89%	140	63	16	8	0	227

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
92%	n/a	n/a	n/a
n/a	n/a	n/a	n/a
95%	n/a	n/a	n/a
n/a	n/a	n/a	n/a
87%	n/a	n/a	n/a
92%	n/a	n/a	n/a
n/a	n/a	n/a	n/a

Board Survey 2026 - Students (Division Two)

Goal 1: Student learning is improved.

Outcome 2: Students will become creative risk takers academically.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My teachers encourage me to use at least some of the following in my schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	88%	49	62	6	0	9	126
My school work shows evidence that I use at least some of the following in my schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	84%	38	68	7	1	12	126
My school work challenges me academically (not too hard - not too easy).	82%	34	69	8	4	11	126

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
83%	87%	86%	84%
84%	80%	81%	69%
65%	67%	68%	68%

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

Outcome 1: Students will develop positive interdependence skills.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I feel that my ability to address conflicts with others is good and/or improving (e.g. differences of opinion).	65%	25	57	13	3	28	126
My school provides me with opportunities to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal.	90%	60	54	3	5	4	126
I have the opportunity to work with students in other grades.	68%	20	66	16	4	20	126
I display positive interdependence skills (working with others, being inclusive, resolving conflict with others, etc.).	81%	32	70	4	3	17	126

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
56%	58%	53%	63%
90%	90%	90%	88%
71%	69%	70%	45%
73%	74%	74%	78%

Board Survey 2026 - Students (Division Two)

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

Outcome 2: Students will become creative risk takers socially

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
At school, I have opportunities to take on a leadership role if I want one (eg. lead a club; provide an activity for others; etc.)	73%	46	46	11	7	16	126
The school provides me with opportunities to interact with and get to know students other than those with whom I usually associate (eg. play, hang out, interact).	83%	42	63	6	3	12	126
My confidence while working with others is good and/or improving (eg. speaking in front of the class, working with others they don't know very well, etc.).	76%	44	52	12	4	14	126
I am willing to take social risks (doing something outside my comfort zone such as initiating discussions with someone you don't usually associate with, etc.).	71%	21	68	12	8	17	126

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
74%	54%	56%	56%
73%	74%	75%	77%
68%	61%	66%	60%
60%	52%	61%	57%

Goal 3: Students' emotional needs are supported.

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I find Discovery Learning (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest me.	87%	61	49	7	2	7	126
My school is helping me develop skills to become more independent and self-directed in my learning.	82%	38	65	8	5	10	126
I am able to apply the skills of being more independent and self-directed to my learning and studies in an effective manner.	74%	28	65	7	5	21	126
My ability to self-regulate is good and/or improving (better able to recognize my emotional state and control it.)	79%	34	66	9	4	13	126
I am able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accept an unexpected event or result).	83%	30	74	7	2	13	126

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
70%	58%	58%	61%
71%	70%	83%	75%
77%	76%	75%	72%
64%	66%	64%	66%
73%	67%	65%	63%

Board Survey 2026 - Students (Division Two)

Goal 3: Students' emotional needs are supported.

Outcome 2: Students will become creative risk takers emotionally.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am able to identify my emotions when I feel them.	80%	41	60	11	3	11	126
I am able to express myself in appropriate ways while feeling different emotions.	72%	33	58	12	4	19	126
I want to try again even when things don't go as I hoped.	84%	39	66	12	2	6	125
My school helps me understand it's ok to make a mistake.	84%	42	64	4	7	9	126

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
77%	73%	72%	71%
71%	67%	69%	59%
78%	68%	71%	62%
73%	77%	80%	75%

General

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the ways in which the school recognizes my learning accomplishments.	73%	35	57	7	6	21	126
My IPP and ALP is helpful in my learning.	67%	45	39	17	11	14	126
I like my school.	82%	69	34	7	5	11	126

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
69%	64%	70%	66%
62%	54%	61%	53%
76%	74%	80%	91%

	Male	Female	Other	Prefer Not to Say	Total
I identify as:	67	50	2	7	126

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Advanced STEM courses (e.g., engineering, robotics, artificial intelligence, biotechnology)	92%	52	46	5	3	0	106
Creative and performing arts (e.g., digital media, filmmaking, music composition, advanced visual arts)	94%	68	37	6	1	0	112
Specialized humanities (e.g., philosophy, ethics, debate, world languages, cultural studies)	85%	34	53	9	6	0	102
Entrepreneurship and business innovation (e.g., startup incubators, finance, marketing, leadership programs)	87%	44	43	8	5	0	100
Hands-on technical and maker courses (e.g., 3D printing, woodworking, auto mechanics, game development)	93%	65	34	5	3	0	107
Interdisciplinary and research-based learning (e.g., independent studies, mentorship programs, capstone projects)	90%	49	45	7	3	0	104

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
91%	n/a	n/a	n/a
88%	n/a	n/a	n/a
86%	n/a	n/a	n/a
90%	n/a	n/a	n/a
93%	n/a	n/a	n/a
83%	n/a	n/a	n/a

Board Survey 2026 - Students (Division Two)

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Academic and STEM clubs (e.g., robotics, math league, science fairs, coding competitions)	93%	58	44	6	2	0	110
Creative and performing arts programs (e.g., theater, music, film, visual arts, writing clubs)	90%	66	34	10	1	0	111
Leadership and service organizations (e.g., student government, debate team, Model UN, community service)	91%	49	48	8	2	0	107
Career and skill-based partnerships (e.g., internships, mentorships, apprenticeships, job shadowing with local businesses and post-secondary)	88%	51	41	10	2	0	104
Competitive and recreational sports (e.g., eSports, intramural leagues, traditional athletics, adventure sports)	94%	73	33	6	1	0	113
Special interest and hobby clubs (e.g., gaming, environmental activism, cultural clubs, entrepreneurship)	93%	74	28	6	2	0	110

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
88%	n/a	n/a	n/a
85%	n/a	n/a	n/a
84%	n/a	n/a	n/a
86%	n/a	n/a	n/a
89%	n/a	n/a	n/a
88%	n/a	n/a	n/a

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Dedicated quiet zones and independent workspaces to support focus and self-directed learning.	95%	78	27	4	2	0	111
Dedicated larger open gathering space (collaboration areas, auditorium space) for group study and interactive learning.	96%	61	46	4	0	0	111
Access to specialized spaces dedicated to the application of technology (e.g., maker spaces, creative labs, robotics, programming).	92%	63	39	8	1	0	111
Access to specialized space dedicated to arts & creativity (band room, digital video room, music studio, photography room).	92%	68	32	8	1	0	109
Responsible and secure use of advanced technology, including AI tools, to enhance learning and productivity.	n/a	0	0	0	0	0	0
Flexible learning spaces for dynamic learning needs i.e. to accommodate different learning styles, extracurricular involvement, and preparation for post-secondary education.	94%	72	28	5	1	0	106
Outdoor seating areas like courtyards for individual or group study.	95%	79	26	6	0	0	111

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
90%	n/a	n/a	n/a
n/a	n/a	n/a	n/a
96%	n/a	n/a	n/a
n/a	n/a	n/a	n/a
92%	n/a	n/a	n/a
92%	n/a	n/a	n/a
n/a	n/a	n/a	n/a

Board Survey 2026 - Students (Division Three)

Goal 1: Student learning is improved.

Outcome 2: Students will become creative risk takers academically.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
My teachers encourage me to use at least some of the following in my schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	82%	32	71	8	5	9	125
My school work shows evidence that I use at least some of the following in my schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	83%	34	70	8	2	11	125
My school work challenges me academically (not too hard - not too easy).	67%	14	70	17	6	18	125

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
74%	86%	77%	90%
71%	80%	69%	78%
61%	70%	67%	78%

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

Outcome 1: Students will develop positive interdependence skills.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I feel that my ability to address conflicts with others is good and/or improving (e.g. differences of opinion).	54%	20	48	17	12	28	125
My school provides me with opportunities to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal.	80%	26	74	13	3	9	125
I have the opportunity to work with students in other grades.	51%	4	60	29	21	11	125
I display positive interdependence skills (working with others, being inclusive, resolving conflict with others, etc.).	75%	28	66	11	5	15	125

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
32%	44%	33%	56%
79%	82%	81%	87%
47%	46%	51%	50%
56%	57%	53%	71%

Board Survey 2026 - Students (Division Three)

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

Outcome 2: Students will become creative risk takers socially

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
At school, I have opportunities to take on a leadership role if I want one (eg. lead a club; provide an activity for others; etc.)	67%	31	53	16	6	19	125
The school provides me with opportunities to interact with and get to know students other than those with whom I usually associate (eg. play, hang out, interact).	68%	16	69	16	9	15	125
My confidence while working with others is good and/or improving (eg. speaking in front of the class, working with others they don't know very well, etc.).	59%	25	49	22	17	12	125
I am willing to take social risks (doing something outside my comfort zone such as initiating discussions with someone you don't usually associate with, etc.).	57%	21	50	25	14	15	125

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
65%	67%	55%	63%
69%	73%	67%	77%
53%	63%	56%	64%
54%	46%	50%	57%

Goal 3: Students' emotional needs are supported.

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I find Discovery Learning (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest me.	44%	15	40	20	36	14	125
My school is helping me develop skills to become more independent and self-directed in my learning.	69%	12	74	16	10	13	125
I am able to apply the skills of being more independent and self-directed to my learning and studies in an effective manner.	73%	16	75	14	6	14	125
My ability to self-regulate is good and/or improving (better able to recognize my emotional state and control it.)	71%	30	59	12	8	16	125
I am able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, accept an unexpected event or result).	60%	21	54	23	13	13	124

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
20%	36%	36%	42%
52%	63%	52%	76%
62%	58%	56%	76%
60%	59%	65%	66%
51%	60%	45%	60%

Board Survey 2026 - Students (Division Three)

Goal 3: Students' emotional needs are supported.

Outcome 2: Students will become creative risk takers emotionally.

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am able to identify my emotions when I feel them.	74%	31	62	11	6	15	125
I am able to express myself in appropriate ways while feeling different emotions.	75%	25	69	4	8	19	125
I want to try again even when things don't go as I hoped.	58%	18	54	20	13	20	125
My school helps me understand it's ok to make a mistake.	60%	11	64	16	17	17	125

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
74%	68%	72%	74%
63%	68%	65%	65%
55%	53%	47%	59%
49%	53%	52%	56%

General

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
I am satisfied with the ways in which the school recognizes my learning accomplishments.	57%	9	62	21	17	16	125
My IPP and ALP is helpful in my learning.	37%	16	30	28	35	16	125
I like my school.	68%	25	60	13	20	7	125

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
40%	57%	48%	63%
19%	24%	17%	24%
42%	62%	59%	77%

	Male	Female	Other	Prefer Not to Say	Total
I identify as:	62	45	10	8	125

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Advanced STEM courses (e.g., engineering, robotics, artificial intelligence, biotechnology)	88%	43	57	8	6	0	114
Creative and performing arts (e.g., digital media, filmmaking, music composition, advanced visual arts)	81%	45	50	12	10	0	117
Specialized humanities (e.g., philosophy, ethics, debate, world languages, cultural studies)	74%	32	55	19	11	0	117
Entrepreneurship and business innovation (e.g., startup incubators, finance, marketing, leadership programs)	86%	56	44	9	7	0	116
Hands-on technical and maker courses (e.g., 3D printing, woodworking, auto mechanics, game development)	85%	44	57	9	9	0	119
Interdisciplinary and research-based learning (e.g., independent studies, mentorship programs, capstone projects)	75%	30	53	16	11	0	110

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
93%	n/a	n/a	n/a
67%	n/a	n/a	n/a
73%	n/a	n/a	n/a
86%	n/a	n/a	n/a
82%	n/a	n/a	n/a
70%	n/a	n/a	n/a

Board Survey 2026 - Students (Division Three)

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Academic and STEM clubs (e.g., robotics, math league, science fairs, coding competitions)	80%	39	54	17	6	0	116
Creative and performing arts programs (e.g., theater, music, film, visual arts, writing clubs)	77%	41	49	13	14	0	117
Leadership and service organizations (e.g., student government, debate team, Model UN, community service)	83%	40	56	13	6	0	115
Career and skill-based partnerships (e.g., internships, mentorships, apprenticeships, job shadowing with local businesses and post-secondary)	91%	60	47	6	5	0	118
Competitive and recreational sports (e.g., eSports, intramural leagues, traditional athletics, adventure sports)	87%	59	45	7	8	0	119
Special interest and hobby clubs (e.g., gaming, environmental activism, cultural clubs, entrepreneurship)	80%	48	46	13	10	0	117

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
82%	n/a	n/a	n/a
67%	n/a	n/a	n/a
76%	n/a	n/a	n/a
89%	n/a	n/a	n/a
83%	n/a	n/a	n/a
79%	n/a	n/a	n/a

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

	Percent Who Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
Dedicated quiet zones and independent workspaces to support focus and self-directed learning.	90%	63	41	7	5	0	116
Dedicated larger open gathering space (collaboration areas, auditorium space) for group study and interactive learning.	90%	61	44	6	6	0	117
Access to specialized spaces dedicated to the application of technology (e.g., maker spaces, creative labs, robotics, programming).	91%	59	48	7	4	0	118
Access to specialized space dedicated to arts & creativity (band room, digital video room, music studio, photography room).	84%	56	42	11	7	0	116
Responsible and secure use of advanced technology, including AI tools, to enhance learning and productivity.	n/a	0	0	0	0	0	0
Flexible learning spaces for dynamic learning needs i.e. to accommodate different learning styles, extracurricular involvement, and preparation for post-secondary education.	88%	52	50	9	5	0	116
Outdoor seating areas like courtyards for individual or group study.	84%	61	37	10	8	0	116

2025	2024	2023	2022
Percent Who Agree	Percent Who Agree	Percent Who Agree	Percent Who Agree
93%	n/a	n/a	n/a
n/a	n/a	n/a	n/a
93%	n/a	n/a	n/a
n/a	n/a	n/a	n/a
81%	n/a	n/a	n/a
92%	n/a	n/a	n/a
n/a	n/a	n/a	n/a

CHARTER

Ministerial Approval:

Amended: March 16, 2026

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THE CHARTER SCHOOL

This is the Charter, approved by the Minister of Education, for the New Horizons Charter School Society (NHCSS) to operate the New Horizons School for Gifted Children, currently located at 1000 Strathcona Drive, Sherwood Park.

New Horizons School currently offers kindergarten to grade nine, and will include high school grades.

VISION, PURPOSE, PHILOSOPHY, AND GOALS

Vision

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

Purpose

Alberta Education specifies that each special education needs child be entitled to a program appropriate for that student’s needs and age level. The gifted student is a child with special education needs. Alberta Education requires that students with these needs have access to the most suitable learning environment that meets their needs and that each special education needs student has an Individual Program Plan (IPP).

The purpose of the school is to meet the special academic needs of gifted children in a congregated setting that also provides social and emotional support. These students need opportunities to be challenged, to think alternatively, and to pursue learning according to their own learning styles.

The projected student enrolment for the term of the charter is:

School Year	Enrolment
2023-2024	445
2024-2025	446
2025-2026	455
2026-2027	465
2027-2028	484

To accommodate the projected school enrolments, a school facility with a capacity of 720 students is required.

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The school utilizes a range of techniques identified by research as appropriate for meeting the unique learning needs of gifted children.

The school program is structured in flexible groupings based on the appropriateness and characteristics of the students, as determined using initial application information and assessments performed early in the year. This will allow flexibility in grouping for instruction and activities. At times, students will be streamed to work with those with similar achievement levels, but the possibility also exists to group students with different levels of skill mastery to allow students to develop leadership and to ensure that students can work with a range of individuals at various levels of ability.

Goals

The overarching goal of this program is to facilitate student growth and development in three main areas: academically, emotionally, and socially. In accordance with Alberta Education's requirements related to student learning and in meeting the needs of gifted students, the following main objectives have been established to address one or more of the three goal areas mentioned above.

Students at New Horizons will:

1. Demonstrate mastery of learner outcomes mandated by the Alberta Program of Studies.
2. Become creative risk-takers academically, socially and emotionally;
3. Develop independence, self-direction and self-discipline in learning; and
4. Develop positive interdependence skills.

New Horizons School will:

1. Establish an enhanced educational program tailored to the special education needs of gifted learners;
2. Establish a program that includes acceleration, extension, enrichment and curriculum compacting so that each student is challenged to perform to potential;
3. Provide learning activities that stimulate students to meaningfully extend their knowledge and skills beyond the requirements of Alberta Education in keeping with student interest and capabilities;
4. Promote independent studies geared to individual student interests and abilities while focusing on in-depth research and the development of strong presentation skills;
5. Provide students with opportunities to experience learning in a variety of ways;
6. Foster an environment that allows students to recognize and accept their own capabilities, interests and needs while also recognizing, accepting and appreciating the needs and achievements of others;

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7. Provide a learning environment that promotes student use of critical and complex thinking and proactive decision-making skills;
8. Create and maintain a safe and caring learning environment for all students;
9. Assess student outcomes by using a variety of criteria that may include self-appraisal, teacher-designed assessments, criterion-referenced and standardized instruments; and
10. Foster ongoing professional development to enable school staff to enhance their ability to meet the needs of gifted students.

SCHOOL OPERATIONS

Educational Plan

The NHCSS recognizes that gifted students have special education needs that may go beyond programs offered in regular school programs. New Horizons School provides qualitatively differentiated programming in a congregated setting through customized, individualized programming that addresses students' unique abilities, achievements, learning styles, interests, and needs. Program differentiation encompasses administrative and organizational strategies, curriculum enrichment, instructional methodologies, learning environment and assessment strategies.

Administrative and Organizational Strategies

New Horizons School employs the following administrative and organizational strategies:

1. Individually customized educational opportunities;
2. Flexible ability-related classroom groupings;
3. Small class settings;
4. Independent studies projects;
5. IPPs for all students.

Curriculum

1. Teachers may pre-test to identify those areas of the core components in which students have not yet achieved mastery. Through a combination of teacher-led lessons, group work, computer instruction, individual studies, and laboratory experience, students can achieve a mastery level of academic learner outcomes;
2. Curriculum will frequently be accelerated in terms of the pace and level of instruction; and
3. Students engage in whole-class, small group and/or individual studies. These studies are designed to facilitate the successful educational progress of each student.

CHARTER**Ministerial Approval:****Amended:** March 16, 2026**Initials:** New Horizons Charter School Society Chair: _____ Date: _____ **Page:** 5 of 9**Instructional Methodology**

New Horizons School utilizes the following instructional programs, resources and methods to address the needs of gifted students both in a congregated setting and individually:

1. Curriculum compacting;
2. Pre and post assessments;
3. Individual student projects;
4. Course/curriculum acceleration and extension;
5. Small group student projects;
IPPs that allow students, parents and teachers opportunities to set goals for each student's learning;
6. Innovative use of technology in the classroom; and
7. Group interaction to promote interpersonal skill development.

Learning Environment

1. Students and staff will be provided with a safe and caring learning environment at New Horizons School. Social-emotional learning programming facilitates student growth and development. The congregated setting at New Horizons School provides students with the opportunity to work on their studies with like-minded individuals.

Student Assessment

The following will be utilized to measure and track student achievement:

1. Student work process and products;
2. Teacher-developed assessments;
3. Teacher observations;
4. Provincial Achievement Tests; and
5. Standardized achievement tests.

Communication Plan

The Board will ensure that the school's achievements and educational innovations are communicated to stakeholders. Stakeholders include the Minister of Education, parents, staff, other educators and the general public. Communications may include provincial achievement test scores, student retention rates, parental and student satisfaction, awards, and innovative teaching practices. Communication strategies will include publishing the AERR, Education Plan and other relevant documents on the school's website, through school newsletters, advertisements and feature stories in local newspapers, and staff and board participation in conferences.

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DEMOGRAPHICS OF THE CHARTER SCHOOL

The demographic area served by the New Horizons School is primarily within the boundaries of Strathcona County, which includes the large population center of Sherwood Park, and the greater Edmonton area.

STUDENT APPLICATION FOR ADMISSION

Purpose

The application and assessment process is intended to assist educators and parents in determining if a child is gifted and would benefit from the special program features at New Horizons School, including those students who may be considered at risk in their current educational program. The program, however, may not be suitable for all learners, including some students with defined special education needs that are clearly outside the scope of the charter for New Horizons.

Admissions Committee

An Admissions Committee, consisting of the school administration and teachers will review all applications for admission. The intent of having a tri-member committee is to reduce the effect of bias by any one individual reviewing the applications. The parents/guardians of each applicant will be advised in writing of the Committee's decision. Applications will only be considered when all required documentation is complete and has been submitted to the Principal.

Criteria for Admission Decisions

The principle criterion in granting admission is a child's giftedness and need for the program, as well as the likelihood of benefiting from such an educational context. The Admissions Committee uses specific admission assessment guidelines and procedures approved by the Board. The school's available resources and expertise to adequately address a student's special education needs, gifted or otherwise, will be an important consideration for admission recommendations.

If the Admissions Committee decides that a child is not being accepted into the program, the Principal will communicate this decision to the parents. Parents may appeal this decision in writing to the Superintendent. The Superintendent's decision may be appealed in writing to the Board. The parents may appeal the Board's decision in writing to the Minister to determine the individual's eligibility to be enrolled in the school.

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Special Considerations

Should there be competition for certain spaces in the program, preference will be given to the gifted siblings of children already attending the school. Students must meet the criteria for academic giftedness as established by the school authority.

Financial need will not be a barrier to admission. Upon request to the Principal, and on the basis of demonstrated financial need by the applicant's parents, the School will endeavour to seek assistance for families who are financially unable to obtain the necessary assessments.

Responsibilities of Parents

Parents are responsible for making decisions regarding their children's education and fostering a positive attitude towards learning. By being actively involved in their school, parents support their children to achieve their potential at school.

GOVERNANCE

Governance Structure

NHCSS is a non-profit society established under the *Societies Act* and is the governing Board of the school and operates under the authority of the NHCSS bylaws, the School Charter, the *Education Act* and Regulations, and in compliance with its accountabilities to the Minister of Education.

The Board consists of a maximum of seven directors elected annually by the members of the Society. The majority of the Board must be parents of students at New Horizons School. Up to two community members who belong to the NHCSS may sit on the Board.

Subject to the limitations of the *Education Act*, *Societies Act* and the Charter, the Board holds ultimate authority and responsibility for the operation and management of New Horizons School. The Board has the authority to ensure that the Charter School philosophy is adhered to and the goals of the school are met. The Board is vested with ultimate responsibility for the finances of the school.

The NHCSS contracts for Superintendent and Secretary-Treasurer services. The Superintendent is the Chief Education Officer of the school and the Chief Executive Officer of the Board, and carries out the duties outlined in the *Education Act* and in Board Policies. The Secretary Treasurer is the Chief Financial Officer of the school and is responsible for the day-to-day financial operations of the school, and carries out duties outlined in the *Education Act* and in Board Policies.

CHARTER**Ministerial Approval:****Amended:** March 16, 2026**Initials:** New Horizons Charter School Society Chair: _____ Date: _____ **Page:** 8 of 9**Evaluations**

Parents, students, teachers and Board members will be surveyed yearly to assess the effectiveness of the various aspects of the school.

The Board fulfills its responsibilities for School Authority Accountability through Education Plans, Education Results Reports, audited financial statements, and periodic evaluations conducted in accordance with Alberta Education requirements.

AMENDING THE CHARTER

Issues that could affect the ability of the school to provide effective education or that could enhance program delivery to its students may result in the amendment of the Charter. Any amendment to the Charter shall be done in accordance with the *Education Act* and NHCSS Bylaws, and is subject to the approval of the Minister of Education.

DISSOLUTION PROCESS**Charter Dissolution Process**

Should the Board or the Minister of Education decide to dissolve the charter, the following process will occur:

1. Within two weeks of the decision to dissolve the charter, the Board shall provide written notice of the decision to the following stakeholders:
 - a. Minister of Education;
 - b. Superintendent;
 - c. Society Members;
 - d. Principal, teachers and other employees; and
 - e. Parents and students of NHCSS.

Notice of dissolution shall provide the reasons for, the effective date of, and the proposed plan for dissolution.

2. The Board shall proceed to:
 - a. Provide notice pursuant to any rental agreements for buildings, land, property or facilities;
 - b. Determine a value for any owned buildings, land, property, facilities or other assets;
 - c. Liquidate any owned assets either by public auction or private sale;
 - d. Discharge the liabilities of the school;
 - e. Provide the Society, the Superintendent, and the Minister of Education with a full accounting of the finances of the school;

CHARTER

Ministerial Approval:

Amended: March 16, 2026

Initials: New Horizons Charter School Society Chair: _____ Date: _____ **Page:** 9 of 9

- f. Return any surplus attributable to provincial funding to the Provincial Treasurer; and
 - g. Turn over to the Society any residual funds.
3. The Board shall provide each registered student with a transfer of records form to be completed with information regarding the school to which records are to be transferred. Within seven (7) days of receipt of the completed transfer form, the Board shall ensure that the student's records are forwarded according to instructions on the form.
 4. The Board shall remain responsible for the transfer of a student's records for a period of three (3) months from the date it provided the transfer form; thereafter, any remaining student records shall be forwarded to Alberta Education.
 5. The Board will work with other school jurisdictions to facilitate the transfer of students to other schools.
 6. School records will be forwarded to Alberta Education.

TERM OF CHARTER

The Minister of Education sets the term of this Charter.

CHARTER RENEWAL

Should the Board request a renewal of the Charter, an application shall be made to the Minister in writing no later than December 1 of the final year of its term.



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

MEMORANDUM

Date: April 22, 2026
To: Board of Directors
From: Terry Moghrabi- Superintendent
Re: SGM and Election Cycle Dates

In February, 2026, the Board approved implementing a new SGM and election cycle. The Board subsequently selected Wednesday, June 17, 2026 as the date for the SGM and elections. As such, specific dates and deadlines relating to the election are as follows:

- *First week of May* *Reminder email sent to parents, citing election dates, Director nomination information and inviting submission of Declaration of Understanding if not already completed for 2025-26.*
- *May 27, 2026* *Notice of SGM sent to members, including nomination forms*
- *June 10, 2026* *Regular Board meeting (as determined at March Board meeting)*
- *June 12, 2026* *Nomination deadline for elections*
- *June 17, 2026* *SGM and Elections held*
- *June 17, 2026* *Organizational board meeting held immediately following the SGM*
- *August TBD, 2026* *Board Retreat with the new board, with committee orientation and information*
- *September 16, 2026* *Board meeting (as determined at October organizational Board meeting) with committee selections*

The Superintendent will attend the next School Council meeting to discuss these new dates.

This is shared for informational purposes. No action is required from the Board.

Sincerely,

A handwritten signature in black ink, appearing to read "T. Moghrabi", is written over a light blue horizontal line.

Terry Moghrabi

Revised Board Work Plan APPROVED - March 16, 2026

August Retreat	<input type="checkbox"/> Conduct initial orientation session for new Board members <input type="checkbox"/> Select members for Board standing committees <input type="checkbox"/> *Budget 101 / Receive Financial Summaries for 2025-26, 2026-27 <input type="checkbox"/> *Review draft Board Work Plan for 2025-26 <input type="checkbox"/> *Review Updated Charter <input type="checkbox"/> *Board Team Activity - possible team building
September	<input checked="" type="checkbox"/> Adopt Board Work Plan for 2025-26 <input checked="" type="checkbox"/> Set date for NHCS Society Annual General Meeting
October	<input checked="" type="checkbox"/> Receive Alberta Education Assurance Measures (AEAMS) Report <input checked="" type="checkbox"/> Receive enrolment report for September 30, 2025
AGM in November	<input checked="" type="checkbox"/> Conduct AGM of NHCS Society to receive audited Financial Statement
November	<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 August 31, 2025 <input checked="" type="checkbox"/> Review Draft Stakeholder Forum Agenda <input checked="" type="checkbox"/> Attend APCS Annual General Meeting
December	<input checked="" type="checkbox"/> No meeting
January	<input checked="" type="checkbox"/> Receive Quarterly Financial Report for Sep–Nov 2025 <input checked="" type="checkbox"/> Review Policy 210 and associated Student Code of Conduct <input checked="" type="checkbox"/> Approve school calendar for 2026-27 in principle (in camera discussion) <input checked="" type="checkbox"/> Receive Report #1 from Counsellor <input checked="" type="checkbox"/> Receive Report #1 from School Council <input checked="" type="checkbox"/> Staff Appreciation Meal
February	<input checked="" type="checkbox"/> Provide final approval of school calendar for 2026-27 <input checked="" type="checkbox"/> Set date for April Board Planning Retreat <input checked="" type="checkbox"/> Receive mid-year progress report on Three-Year Education Plan 2026-29 <input checked="" type="checkbox"/> Host Stakeholder Forum, gather input on possible Education Plan priorities
March	<input checked="" type="checkbox"/> Administer Board-developed Stakeholder Survey <input checked="" type="checkbox"/> Approve Three-Year Capital Plan for 2027-28 to 2029-30 <input checked="" type="checkbox"/> Review salary grids for support staff and central office staff, deferred to April <input checked="" type="checkbox"/> Schedule SGM of NHCS Society for election purposes

**Revised Board Work Plan
APPROVED - March 16, 2026**

April	<input type="checkbox"/> Receive Quarterly Financial Report for Dec 2025 – Feb 2026 <input type="checkbox"/> Receive Board-developed stakeholder survey results <input type="checkbox"/> Review school fees for 2026-27 <input type="checkbox"/> Select evaluation process for Superintendent Evaluation <input type="checkbox"/> Host Board Retreat – Identify priorities for upcoming Education Plan <input type="checkbox"/> Review salary grids for support staff and central office staff, deferred from April
May	<input type="checkbox"/> Approve Education Plan 2025-26 to 2026-27 <input type="checkbox"/> Attend APCS 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"/> Superintendent Evaluation Approval <input type="checkbox"/> Confirm Policy Alignment with Administrative Procedures (from superintendent)
June - prior to elections	<input type="checkbox"/> Assess Board Work Plan progress for 2025-26 <input type="checkbox"/> *Charter Submission to Alberta Education <input type="checkbox"/> Receive Report #2 from Counsellor <input type="checkbox"/> Receive Report #2 from School Council <input type="checkbox"/> Receive Report #1 from FANHS
SGM in June	<input type="checkbox"/> Conduct Special General Meeting of NHCS Society <input type="checkbox"/> If required, host elections
June - after elections	<input type="checkbox"/> Complete Board Organizational Actions <ul style="list-style-type: none"> <input type="checkbox"/> Elect Board executive officers (in camera) <input type="checkbox"/> Sign Board Member Code of Conduct – Policy #101 <input type="checkbox"/> Set date for Board meetings (motion required) <input type="checkbox"/> Set date for August Board Retreat <input type="checkbox"/> Identify Board signing authorities (motion required) <input type="checkbox"/> On behalf of Board, notify Service Alberta of change in executive officers
Ongoing	<input type="checkbox"/> Consider proposals for new or amended Board policies <input type="checkbox"/> Receive recommendations from Board committees
Annually	<input type="checkbox"/> Negotiate collective agreement with ATA (as needed)
As Needed	<input type="checkbox"/> Meet with: <ul style="list-style-type: none"> - County Council - MLAs

Dee-Ann Evans, President
Adam Koziak, Vice President
Terry-Ann Robertson, Secretary
Sadiq Valliani, Treasurer
Joanne Higgins, Superintendent Rep.

2 April 2026

TAAPCS Thanks to the Government of Alberta

Today, we want to recognize two meaningful steps taken by the Government of Alberta in support of public charter schools, students and families. Together Bills 25 and 28 represent important progress toward more equitable treatment of Alberta's public charter schools as one of the four pillars of the public education system.

Bill 25, introduced this week by Minister Nicolaidis, establishes a pathway to charter school permanency. As the only part of the public system subject to mandatory five-year reviews, charter schools have operated with a level of uncertainty that can make long-term planning and growth challenging. This shift provides greater stability for successful schools and, importantly, greater confidence for students and families that they can complete their education in the school they have chosen.

Bill 28, introduced today by Minister Williams, helps address the ongoing challenge charter schools face of access to land. Municipal reserves were originally intended to support future schools, yet many have not been used in this way. Expanding access to these lands to include charter schools is a practical step that supports the creation of new student spaces while making thoughtful use of public assets.

These issues have been consistent priorities for our members. We appreciate that government has listened and taken action, and we see this as a positive step forward for students, families, and communities across Alberta.

Thank you!

Dee-Ann Evans
President

Representing:
Academy of Business Literacy and Entrepreneurship Charter (ABLE)
Alberta Advanced Academy
Alberta Classical Academy
Almadina Language Charter Academy
Andrew Academy
Aurora Academic Charter School
Calgary Girls Charter School
Connect Charter School
Dixonville Charter School
Footprints for Learning Charter Academy
Fusion Collegiate
Grande Prairie Technical Institute

Gwynne Valley Rural Academy
Holden Rural Academy
New Horizons Charter School
New Humble Community School
Rocky Mountain Charter School
Rural Route Agriculture Academy
STEM Collegiate
STEM Innovation Academy
Thrive Charter School
The WISE Charter School
Yuzuk Ukrainian Charter Academy

Dear New Horizons Charter School,

We are reaching out in respect to the upcoming 2026 Governor General's Canadian Leadership Conference (www.leadershipcanada.ca) to be held May 22 – June 5, 2026. We are requesting the opportunity for you and your organization to share your expertise during the Alberta portion of the conference tour and in doing so, help to build the next generation of leadership in Canada. The conference and regional tours are primarily organized by Conference Alumni with the support of the Rideau Hall Foundation. Alberta Conference Alumni volunteer build and execute a 9-day immersive tour of Alberta for the approximately 17 delegates from across Canada selected to study our province.

As alumni, we ask select leaders and organizations in Alberta to meet with the Alberta Tour group so they can better understand the province's opportunities and challenges in relation to the conference theme: [Leading Canada's Sustainable Prosperity](#). The opportunity to engage with diverse organizations across Alberta is intended to broaden each delegate's perspective. Each tour stop is unique and intimate, lastly approximately one hour and intended to enable open and transparent dialogue amongst delegates and their hosts. We invite you to showcase your organization during the Alberta tour from May 24 -June 2. Most likely **Monday May 25**. We look forward to the opportunity to discuss the specific opportunity with you including tour framework, possible discussion topics and specific timing within your region.

For background, the Conference is held once every four years and comprised of 240 emerging to mid-career leaders from diverse sectors including: business, labour, government, NGOs and Indigenous communities. Regional Alumni interview and recommend each delegate from the 1500 impressive applicants from across Canada. Delegates share a common denominator: they are high potential individuals expected to achieve senior leadership positions in their organizations and communities within 10 years.

The success of this conference and the Alberta tour would not be possible without the alumni recommending the most thoughtful leaders and organizations including yours, to contribute to the delegates conference experience. Together each organization, experience and conversation enable a better understanding of leadership, Alberta and our role in Canada's sustainable prosperity. The goal of tour stops is not to solve problems, or make recommendations but to listen, learn and broaden their leadership perspective from diverse perspectives and insights from Alberta's leaders.

On behalf of myself serving as Regional Chair and my fellow alumni, we thank you in advance for your consideration and support of the Conference. The Alberta alumni conference team, welcome any questions you may have regarding the tour opportunity or the conference.

Thank you very much for your consideration and we look forward to discussing further at your convenience.

Sincerely,

Kristie Derkson
kjderkson@gmail.com

On behalf of:
Kathy Hnatiuk
Regional Chair, Alberta
2026 Governor General's Canadian Leadership Conference
kh@kathyhnatiuk.com cell 403 471 1711



ALBERTA

Education
and Childcare

*Office of the Minister
MLA, Calgary-Bow*

AR 135476

April 14, 2026

Mr. Paul Jackson
Board Chair
New Horizons Charter School Society
1000 Strathcona Drive
Sherwood Park AB T8A 3R6

Dear Mr. Jackson:

Thank you for your letter requesting an increase to the capacity of New Horizons Charter School's approved modernization/addition project from 670 to 720. I am pleased to respond.

I understand this request reflects New Horizons Charter School's proactive efforts to address current and projected enrolment growth and to ensure the long-term viability of the new school facility. After careful consideration, I am pleased to inform you that I approve your request to increase the capacity of the modernization/addition project from 670 to 720.

If you have any further questions about this approval, please contact Kate Austin, Director, Stakeholder Relations, Capital Planning, at kate.austin@gov.ab.ca or 587-337-3698 (first dial 310-0000 for a toll-free call).

I wish you success with this project.

Best,

A handwritten signature in black ink, appearing to read 'Demetrios Nicolaides', written in a cursive style.

Demetrios Nicolaides ECA PhD
Minister of Education and Childcare

cc: Honourable Martin Long
Minister of Infrastructure