



# **POLICY MANUAL**

**FEBRUARY 2026**

NEW HORIZONS CHARTER SCHOOL SOCIETY  
**POLICY MANUAL**

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# **BOARD GOVERNANCE**

**POLICIES**

**Approved:** 2009-06-10

**Policy:** #100

**Amended:**

**Section:** Board Governance

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**#100 Policy Development**

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**POLICY STATEMENT**

The Board of New Horizons Charter School Society (“NHCSS”) is responsible for the development of policy to provide effective parameters and procedures to guide the governance and administration of New Horizons School (the “School”). In fulfilling its responsibility, the Board is directed by the following:

1. Board policies shall be consistent with the Charter, relevant legislation and Alberta Education policies.
2. All references in Board policies shall be read with such changes in number and gender as may be appropriate according to whether the reference is to male or female person.
3. Policies shall contain a broad, general statement of policy and specific relevant guidelines. Guidelines shall reflect an appropriate balance between the responsibility of the Board to develop a framework to guide and support and the responsibility of the Board to allow the Superintendent to exercise his professional expertise.
4. Policy development or amendment may be initiated by the Board, administration, Alberta Education, or by legislation.
5. The process for developing or amending policies shall be determined by the Board and may include participation of stakeholders where appropriate.
6. Policies and amendments shall be approved by the Board and shall specify the policy code, approval date, and where appropriate, the amendment date. Approved policies shall be maintained in a Policy Manual.
7. Where appropriate, the Board will develop and include forms as appendices to a policy. Such forms shall be maintained in the Policy Manual.
8. The Board shall review policies on a periodic basis.
9. The Superintendent is responsible for the implementation of appropriate administrative procedures which are guided by Board policy.

**POLICIES**

**Approved:** 2009-06-10

**Policy:** #101

**Amended:**

**Section:** Board Governance

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**#101 Role of the Board and Board Member Code of Conduct**

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**POLICY STATEMENT**

The Board of NHCSS will function as the governing Board of the School. The Board shall provide overall direction and leadership for the School. Board members shall conduct themselves in an ethical and responsible manner.

**GUIDELINES**

1. The Board is responsible for:
  - a. Ensuring that the practices of the School and the Board are consistent with applicable legislation, the Charter, Board policies, and contractual obligations.
  - b. Developing policies.
  - c. Developing Bylaws of NHCSS.
  - d. Appointing and evaluating a Superintendent as the Chief Education Officer of the School.
  - e. Appointing a Secretary Treasurer as the Chief Financial Officer of the School.
  - f. In conjunction with the Superintendent, appointing a Principal of the School.
  - g. Directing and monitoring the finances of the School including approving the annual budget and audited financial statements.
  - h. Evaluating the levels of satisfaction held by students, parents and staff.
  - i. Establishing Board committees.
  
2. Board members shall:
  - a. Be aware of their legal and fiduciary responsibilities.
  - b. Be informed about current issues and participate actively in decision making.
  - c. Act in the best interest of the school community.
  - d. Abide by and support all decisions of the board.
  - e. Declare conflicts of interest and excuse themselves from Board deliberations.
  - f. Be aware that communication of Board decisions is the responsibility of the Chair.
  - g. Maintain the confidentiality of the business of the Board.
  - h. Act in a respectful and responsible manner when dealing with the school community.

**#102 Board Accountability**

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**POLICY STATEMENT**

The Board is responsible for implementing the Charter goals and is accountable to the Minister of Education, students, parents, staff and the public.

**GUIDELINES**

1. The Board is accountable through the following:
  - a. Providing opportunities for stakeholders to participate in school-based decision making.
  - b. Developing and implementing an Annual Education Plan (AEP) to achieve the goals set out in the Charter and to fulfill provincial requirements.
  - c. Developing an Annual Education Results Report that provides information to the school community on progress towards achieving the goals set out in the AEP.
  - d. Developing and implementing a budget for the operations of the school.
  - e. Ensuring an annual audit of the financial operations.
  - f. Conducting annual surveys of the students, parents and staff to receive feedback regarding the educational programs.
  - g. Operating within the terms of the Collective Agreement.
  - h. Communicating Charter successes to the public.
  - i. External evaluations conducted by The Minister of Education.

**POLICIES**

**Approved:** 2009-06-10

**Amended:** 2014-09-10

**Section:** Board Governance

**Policy:** #103

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**#103 Board Committees**

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**POLICY STATEMENT**

The Board shall establish committees to assist in carrying out its responsibilities.

**GUIDELINES**

1. Committees and their terms of reference shall be established by Board motion.
2. Committees shall be advisory only and shall not speak or act on behalf of the Board except when given such authority by Board motion for a specific and time-limited purpose.
3. The Board chair is an ex-officio member of all board committees and is eligible to vote.
4. Each committee shall be chaired by a Board member who is appointed by Board motion. It shall be the responsibility of the committee Chair to provide recommendations to the Board as they deem advisable or as requested by the Board.
5. Membership in Board committees shall be established at the first meeting of the Board of Directors following the election of directors in the fall of each year, or on other occasions as deemed appropriate by the board.
6. With the exception of the Audit Committee and Public Relations Committee as outlined herein, only an NHCSS member in good standing is eligible to be approved by the Board to serve as a member of those committees identified by the board.
7. The standing committees shall be as follows:
  - a. The Audit Committee will:
    - i. Be comprised of at least five individuals, with membership limited as follows:
      - The Board treasurer.
      - A member of the business community who is not a director.
      - A member of the adult learning community who is not a director.
      - Two or more members of the Board of Directors.
    - ii. Be chaired by the Board Treasurer.
    - iii. Recommend external auditors to the Board of Directors.
    - iv. Review the annual financial statements and report to the Board of Directors.
    - v. Attend to other matters as the Board may determine from time to time.

NEW HORIZONS CHARTER SCHOOL SOCIETY  
**POLICIES**

**Approved:** 2009-06-10

**Amended:** 2014-09-10

**Section:** Board Governance

**Policy:** #103

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**#103 Board Committees (cont.)**

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- b. The Policies, Guidelines and Bylaws Committee will:
- i. In response to requests from Alberta Education, The Board, Board committees or administration, develop and review policies, guidelines, and bylaws.
  - ii. Solicit input on draft policies from stakeholders when appropriate.
  - iii. Maintain the Board Policy Manual.
- c. The Personnel Committee will:
- i. Be limited to members of the Board of Directors.
  - ii. Be chaired by the Board Chair.
  - iii. Meet with the Superintendent to coordinate/identify personnel matters.
  - iv. Negotiate with the ATA and teachers.
  - v. Review the Superintendent and Secretary Treasurer's remuneration on an annual basis.
  - vi. Review and confirm contractual requirements of new employees.
  - vii. Chair selection panels as may be required to hire employees/contractors for NHCSS.
  - viii. Complete a performance evaluation of the Superintendent for recommendation to the Board.
- d. The Survey Committee will:
- i. Be limited to members of the Board of Directors.
  - ii. Develop, in conjunction with the Principal, an annual survey of the parents, staff members, and students compile the completed surveys and provide the data to the Principal.
  - iii. Communicate to the parents a summary of the survey results.
- e. The Public Relations Committee will:
- i. Seek to develop relationships with the community at large, including with government.
  - ii. Make application for grants.
  - iii. Invite representation on the committee from the School Council and the fundraising Association of New Horizons School.

**POLICIES**

**Approved:** 2009-06-10

**Amended:** 2014-09-10

**Section:** Board Governance

**Policy:** #103

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**#103 Board Committees (cont.)**

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8. The Board may, by Board motion, establish ad hoc committees as required.
9. The Chair may, from time to time, convene the Board as a Committee of the Whole.

**POLICIES**

**Approved:** 2009-06-10

**Amended:** 2016-03-10

**Section:** Board Governance

**Policy:** #104

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**#104 Comments and Presentations to the Board**

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**POLICY STATEMENT**

The Board provides opportunity for NHCSS members and the public to make presentations to the Board.

**GUIDELINES**

1. General Comments on an Educational Issue at a Board Meeting
  - a. A member of the public may address the Board on any educational issue. Public comments will be heard under the agenda item, Comments from the Public.
  - b. The comments of an individual shall not exceed three minutes in length. The total duration of the Comments from the Public portion of the agenda shall not exceed fifteen minutes. Exceptions to the time limit may be made by majority vote of the Board.
  - c. If a member of the public wishes to address the Board, the individual shall register with the school office by noon of the day preceding the meeting, with precedence being given to individuals who have not addressed a public board meeting in the previous three months.
  - d. Speakers shall address their comments to the Board Chair.
  - e. Attacks on the personal character or performance of any individual, or disruptive remarks shall be ruled out of order and persistence in such remarks shall cause the individual to be excluded from the meeting room. The Board Chair will determine the appropriateness and acceptability of comments. The decision of the Chair is final.
  - f. The Chair shall thank the speaker, but no comments or questions by the Chair or by any directors are permitted.
2. Informal Comments on Specific Board Agenda Items
  - a. During the course of a Board meeting, a member of the public may request of the Board Chair the privilege of speaking to an item before the meeting. The Board Chair, on recognition of the request, shall take one of the following courses of action:
    - i. Permit the member of the public to speak immediately.
    - ii. Grant the person the right to speak at a later time during the meeting.
    - iii. Ask the person to submit their questions or observations in writing for inclusion in the agenda of a subsequent meeting of the Board.
    - iv. Deny the request.
  - b. A Director may request the Board Chair to hear from a member of the public, in attendance at the meeting, who may have information pertinent to the item under consideration by the Board.

**POLICIES**

**Approved:** 2009-06-10

**Amended:** 2016-03-10

**Section:** Board Governance

**Policy:** #104

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**#104 Comments and Presentations to the Board (cont.)**

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- c. Members of the public shall confine their comments to a maximum of three minutes and shall address their comments to the Board Chair.
  - d. The total duration for public comment on a specific agenda item shall not exceed fifteen minutes. Exceptions to the time limit may be made by majority vote of the Board.
  - e. Attacks on the personal character or performance of any individual, or disruptive remarks, shall be ruled out of order and persistence in such remarks shall cause the individual to be excluded from the meeting room. The Board Chair will determine the appropriateness and acceptability of comments. The decision of the Chair is final.
3. Formal Presentations to the Board of Directors
- a. Requests to make *formal* presentations to the Board shall be in writing to the Board Chair a minimum of 14 days prior to the next regular Board meeting. The request shall include a summary of the presentation and an estimate of the time required to make the presentation.
  - b. The Board Chair shall determine whether the presentation will be permitted and whether the presentation should be held in public or in closed session. Considerations shall include, but not be limited to, whether Board policy has been followed and the potential to prejudice the Board's ability to hear an appeal.
  - c. The Board Chair shall notify the requestor a minimum of 7 days in advance of the next regular Board meeting regarding the placement of the presentation on the agenda and the time allotted for the presentation.
  - d. If the requestor is seeking a decision of the Board, that decision shall be communicated in writing to the individual who requested the presentation in a timely manner.

**POLICIES**

**Approved:** 2009-06-10

**Amended:** 2025-10-29

**Section:** Board Governance

**Policy:** #105

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**#105 Student Appeals to the Board**

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**POLICY STATEMENT**

The Board shall hear appeals regarding matters as guided in the *Education Act*.

**GUIDELINES**

1. The Board shall hear appeals of a decision by an employee or a contractor of the Board that significantly affects the education of a student.
2. An appeal may be brought by the parent of the student and, in the case of a student who is 16 years of age or older, the student.
3. The appeal to the Board must be made in writing within five business days from the date that the individual was informed of the Superintendent's decision. The appeal must contain the name of the party filing the appeal, the date, the matter at hand and the reason for the appeal.
4. Parents, guardians or students, as above, when appealing a decision to the Board, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents, guardians or students.
5. The hearing of the appeal must be scheduled so as to ensure the person making the appeal and the Superintendent or designate, whose decision is being appealed, has sufficient notice and time to prepare for the presentation. This typically will be no less than five (5) business days from the time the appeal is made.
6. Appeals to the Board will only be considered if the following procedures have been complied with:
  - a. The issue or concern shall first be raised with the teacher making the decision.
  - b. If either party is not satisfied with the decision, the issue or concern shall be raised with the Principal. The Principal shall make a decision and communicate the decision in a timely manner.
  - c. If any of the parties remain dissatisfied with the decision, the decision may be appealed in writing to the Superintendent. The Superintendent shall make a decision and communicate the decision in a timely manner.
  - d. If any of the parties are not satisfied with the decision of the Superintendent, the decision may, subject to the provisions of the *Education Act*, be appealed in writing to the Board.
7. An appeal shall be heard in camera at a Board meeting.
8. The Board's decision will be communicated to all parties in a timely manner.

NEW HORIZONS CHARTER SCHOOL SOCIETY  
**POLICIES**

**Approved:** 2009-06-10

**Amended:** 2025-10-29

**Section:** Board Governance

**Policy:** #105

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**#105 Student Appeals to the Board (Cont.)**

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9. The Board's decision shall be considered final unless a review is accepted by the Education Minister under Section 43 of the Education Act or the Education Minister decides to review the matter under Section 44 of the Education Act.
10. Under Section 43 of the Education Act, appellants have the right to request in writing that the Minister reviews the board's decision on an appeal for matters related to:
  - a. The provision of specialized supports and services to a student or a child enrolled in an Early Childhood Services program;
  - b. The expulsion of a student;
  - c. A dispute as to which Board is responsible for a specific student or child; and
  - d. Access to or the accuracy or completeness of the student records.
11. In the event that the Education Act is inconsistent with the matters listed in this Policy, the matters listed in the Education Act will prevail.
12. Under Section 44 of the Education Act, the Education Minister may review a matter in accordance with the Education Act or the regulations and may review the matter in any manner the Minister considers appropriate in order to determine whether the decision of the Board was reasonable in the circumstances. The Board has no control over the matters that the Minister may review and will not provide advice to appellants related to requesting a Minister's Review under Section 44 of the Education Act.
13. Appeals Procedure: In Accordance with Section 41(5) of the Education Act, the Board shall have an appeal procedure approved by resolution. The following procedure shall be used to hear an appeal to the Board:
  - a. The Board Chair shall outline the purpose of the hearing, which is to provide:
    - i. an opportunity for the parties to make representation in support of their respective positions to the Board. The information may include expert medical, psychological, and educational data and may be presented by an advocate. The information presented may include both written and verbal communication.
    - ii. the Board with the means to receive information and review the facts of the dispute.
  - b. Notes of the proceedings shall be recorded for the purpose of the Board's records.
  - c. The appellant shall present the appeal and the reasons for the appeal.
  - d. The Superintendent or staff shall explain the decision and give reasons for the decision.
  - e. The appellant shall have an opportunity to respond to information provided by the Superintendent or staff.
  - f. The Superintendent or staff shall have an opportunity to respond to information presented by the appellant.

**#105 Student Appeals to the Board (Cont.)**

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- g. Board members present at the appeal shall have the opportunity to ask questions for clarification from both parties.
- h. No cross-examination of the parties shall be allowed.
- i. The Board shall meet without the respective parties to arrive at a decision regarding the appeal. The Board may have legal counsel in attendance and/or may seek legal counsel as needed when conducting their analysis of the appeal.
- j. If the Board requires additional information or clarification to make its decision, both parties to the appeal shall be requested to return.
- k. The Board's decision and the reasons for that decision shall be communicated to the appellant and confirmed in writing, within ten (10) business days, following the hearing. The Board is not obligated to provide its decision to the parties on the day of the hearing. If the matter under appeal is outlined in Section 43 of the Education Act, the appellant shall be informed of their right to seek a review by the Education Minister.

**POLICIES**

**Approved:** 2009-06-10

**Policy:** #106

**Amended:**

**Section:** Board Governance

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**#106 Role of School Council**

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**POLICY STATEMENT**

A school council shall be established in accordance with the *Education Act*. Through the council, the school community has an opportunity to advise and consult with the Principal or Board on matters set out in the *Education Act* and the *School Councils Regulation*.

**POLICIES**

**Approved:** 2013-03-18

**Policy:** #107

**Amended:**

**Section:** Board Governance

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**#107 Public Disclosure of Travel and Expenses**

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**POLICY STATEMENT**

The Board of Directors will provide public, timely, and detailed disclosure of the expenses reimbursed to directors and senior officials of the New Horizons Charter School Society.

The purpose of this policy is to:

- Improve accountability and transparency through routine disclosure of information on expenses reimbursed to directors and senior school officials.
- Establish parameters for the proactive and routine disclosure of expense information.
- Enhance public confidence in the oversight of expenses incurred by directors and senior school officials.

The routine disclosure of expense reports:

- Demonstrates a commitment to enhanced transparency and accountability in local government and to taxpayers.
- Promotes integrity and confidence in local authorities.
- Provides equal and timely access to expense information
- Furthers the principles of the *Freedom of Information and Protection of Privacy Act* with respect to proactive release of information.

**DEFINITIONS**

Expenses are defined as the following costs and allowances incurred by an individual, in the course of Board or school business, for which reimbursement has been provided by the New Horizons Charter School Society:

- Travel, including transportation, accommodation, meals and incidentals.
- Working sessions (i.e. food or beverage provided during a meeting held to facilitate school business).
- Hospitality (i.e. food or beverage served as a courtesy to guests of the school).

**#107 Public Disclosure of Travel and Expenses (cont.)**

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**GUIDELINES**

1. Application and Scope:
  - a. Requirements to disclose expense reports apply to the following individuals and those incurring expenses on these individual' behalf:
    - i. Elected officials (i.e. Directors)
    - ii. Senior Management (i.e. Superintendent of Schools, Secretary Treasurer)
2. Expense Reporting Requirements:
  - a. Expense reports shall be posted on the school website no later than sixty (60) days after the reimbursement or payment of the expense has been processed.
  - b. Posted expense reports shall, at a minimum, include the following information:
    - i. Name and position of individual who incurred the expense.
    - ii. Date of transaction.
    - iii. Amount of each expense.
    - iv. Expense category (i.e. travel, including transportation, accommodation, meals, and incidentals; working sessions; hospitality).
    - v. Description and rationale for each expense.
  - c. A detailed receipt for each reimbursable expense shall be provided by the claimant. If a detailed receipt is not available, the claimant must provide a written statement attesting to the following:
    - i. The expense was incurred in the course of and is related to school business.
    - ii. The expense was not claimed previously.
    - iii. The circumstances as to why the receipt is missing
    - iv. The attestation must be signed by the claimant and the approver of the claim.
  - d. Detailed receipts will not be included with posted expense reports. However, upon request, individuals will be provided with opportunity to view receipts for which reimbursement has been provided.
  - e. Expenses incurred by one individual on behalf of another must be attributed to the individual for whom the expenses were incurred.
  - f. Costs for alcoholic beverages cannot be claimed and will not be reimbursed.

**POLICIES**

**Approved:** 2013-03-18

**Policy:** #107

**Amended:**

**Section:** Board Governance

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**#107 Public Disclosure of Travel and Expenses (cont.)**

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- g. Information that would normally be withheld under the *Freedom of Information and Protection of Privacy Act*, such as personal information, will be redacted from supporting documentation and will not be publicly disclosed.

# **SCHOOL OPERATIONS**

**POLICIES**

**Approved:** 2009-03-11

**Policy:** #200

**Amended:**

**Section:** School Operations

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**#200 Emergency Circumstances**

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**POLICY STATEMENT**

The Board is responsible for ensuring that the school shall remain open to students during the times and dates established by the Board. The Board is also responsible to take appropriate action to respond to unusual or emergency circumstances which may affect the safety and well-being of students, employees, contractors and all other present in the school.

**GUIDELINES**

1. Inclement Weather

- a. Suspension of school bus services is the responsibility of the transportation service provider in accordance with its policies and procedures.
- b. When school bus services are suspended by the transportation service provider, the school shall remain open to students who attend school.
- c. When the school is open, staff members shall ensure that students present are provided with supervision and instruction in accordance with the school's approved program. The Principal shall establish guidelines pertaining to the appropriate use of instruction time.
- d. The Principal shall ensure that parents/guardians and staff members are informed as soon as possible about the suspension of transportation services. The Principal will also notify the Superintendent when all buses are cancelled for more than one day.
- e. Where transportation services are suspended, all staff members are expected to make reasonable efforts to be at the school, even where such efforts may result in the staff member arriving later than the usual start time. The staff member is expected to notify the Principal as soon as possible of the likelihood of the staff member being late and to discuss the suitability of continued efforts by the staff member to attend at the school.
- f. Where a staff member has made reasonable effort but is unable to travel from his or her normal place of residence to the school due to impassable public roads, the staff member shall promptly notify the Principal.

**Approved:** 2009-03-11

**Policy:** #200

**Amended:**

**Section:** School Operations

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**#200 Emergency Circumstances (cont.)**

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2. Emergency Circumstances

- a. Emergency closure of the school shall only be exercised by the Principal where the health or safety of the students and staff is threatened or when directed by a public authority. Where time allows, the Principal will consult with the Superintendent.
- b. The Principal is responsible for the development and implementation of a plan for dealing with unusual or emergency circumstances. The school's plan will include arrangements for the safe refuge of staff and students.
- c. The Principal will communicate information regarding the situation to students, parents and staff.

**POLICIES**

**Approved:** 2009-03-11

**Policy:** #201

**Amended:**

**Section:** School Operations

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**#201 Information Technology Use**

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**POLICY STATEMENT**

The Board supports the responsible and appropriate use of computers, computer networks, e-mail, the Internet, and other forms of information technology to provide enhanced learning opportunities and for business activities in the operation of the school.

**GUIDELINES**

1. The purpose of providing access to the school's information technology is to promote excellence in education by:
  - a. Increasing the availability of information technology resources.
  - b. Facilitating communication in support of research and education.
  - c. Providing opportunities to develop computer literacy skills.
2. This policy applies to every user of the school's information technology including, but not limited to, board members, employees, contractors, students, school council members, parents and volunteers.
3. Access to the school's information technology must be authorized. Every user must agree to abide by the terms and conditions of acceptable use as set out in the school's Computer Use Agreement, attached as appendices "A" and "B". The Principal, in consultation with the Superintendent, may determine which student grade levels are appropriate to sign this form.
4. Failure to sign the Computer Use Agreement will result in a failure to obtain or loss of access to the school's information technology.
5. The Principal shall determine what constitutes acceptable use of the school's information technology and inform the Superintendent of decisions in this regard.
6. The Board shall determine what constitutes acceptable use of the school's information technology relative to board members.
7. Unacceptable use of the school's information technology may result in a loss of access for the user and other disciplinary options provided within the school or Board policy and the *Education Act*.
8. Limited personal use of the school's information technology is permitted for authorized persons where it does not interfere with or conflict with its use for work purposes or an employee's obligation to their work roles.

**POLICIES**

**Approved:** 2009-03-11

**Policy:** #201

**Amended:**

**Section:** School Operations

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**#201 Information Technology Use (cont.)**

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9. All use of the school's information technology is subject to monitoring and search by persons authorized by the Board when it is required for operational needs or where there are reasonable grounds to suspect misuse or noncompliance with this policy.

**POLICIES**

**Approved:** 2009-03-11

**Policy:** #202

**Amended:**

**Section:** School Operations

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**#202 Severe Allergy Policy**

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**POLICY STATEMENT**

The Board recognizes the dangers faced by students and staff at risk of severe allergic reactions. The Board cannot guarantee an allergen free environment. The Board will take reasonable steps to ensure a safe environment for students and staff with severe allergies, recognizing that this responsibility is shared among the individual, parents, the school system and health care providers.

**GUIDELINES**

1. The Board shall ensure that:
  - a. Procedures are developed for identifying individuals at risk of severe allergic reactions.
  - b. Information on severe allergic reactions is provided to students, parents, staff and other members of the school community.
  - c. Information about specific individuals at risk of severe allergic reactions is provided to staff and others who work closely with the individual.
  - d. Emergency response plans are developed for each individual identified at risk of severe allergic reactions. The plan will be developed in cooperation with parents, students, the student's physician and other staff who work closely with the individual.
  - e. All staff and others who work closely with the individual at risk of severe allergic reactions receive annual training in the recognition of severe allergic reactions, the use of injectors and the specific emergency response plan.

**POLICIES**

**Approved:** 2008-03-12

**Policy:** #203

**Amended:**

**Section:** School Operations

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**#203 Working Alone**

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**POLICY STATEMENT**

The Board of NHCSS is dedicated to providing a safe work environment and limiting the risk of harm to any employee or contractor as a result of working alone. To the greatest extent possible, the Board wishes to limit the hazards which may be associated with working alone. Whenever possible, the Board will take reasonable steps to ensure that employees or contractors are not required to work alone, however, this may not always be possible due to operational requirements, the need to respond to emergent situations, or other unforeseen circumstances. The Board recognizes that, due to the nature of work in schools, some of its employees or contractors may choose to work outside regular school hours and may, in fact, be alone at such times.

**GUIDELINES**

1. To protect the safety of employees or contractors required to work alone, or who have chosen to work alone, the Board directs the Principal to:
  - a. Assess hazards in the workplace relative to working alone. This process will be done with the input of staff and contractors and will assess past and current hazards.
  - b. Take corrective actions or measures to minimize the hazards associated with working alone and to help prevent incidents from occurring.
  - c. Train and educate staff and contractors relative to the operation of policies and procedures to minimize hazards.
  - d. Investigate reported incidents and follow through with measures that will prevent the incident from occurring again.
  - e. Periodically monitor the safety measures to determine their effectiveness and appropriateness.
  - f. Maintain appropriate forms for assessing hazards, training, investigation of incidents, and the evaluation and monitoring of safety measures.
2. Any employee or contractor who is required to work alone, or who has chosen to work alone, will be trained and have access to a cell phone, or other suitable communication device, so that they can easily contact someone in the case of an emergency.

**POLICIES**

**Approved:** 2006-05-10

**Amended:** 2007-06-13

**Section:** School Operations

**Policy:** #204

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**#204 Volunteers**

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**POLICY STATEMENT**

The Board values the contributions of volunteers in enhancing learning opportunities for students while recognizing its responsibilities to provide a safe and caring environment for staff and students.

**GUIDELINES**

1. A volunteer is a person who assists the school or students in curricular or extra-curricular activities, not including employees of the Society, guest speakers or presenters, or special visitors to the school. Volunteers are held to a standard of care requiring that they act in the best interests of the school and all the students.
2. The Principal and staff are encouraged to consider positive and appropriate ways in which volunteers can enhance student learning experiences at school and on field trips.
3. The Principal is responsible for:
  - a. Approving all volunteer positions in the school.
  - b. Developing school procedures and expectations regarding volunteers.
  - c. Providing volunteers with copies of school volunteer procedures and expectations.
  - d. Reviewing and monitoring volunteers.
4. The Principal shall ensure that prior to volunteering, all applicants complete, on an annual basis, a Volunteer Registration and Confidentiality Undertaking (“Undertaking”) and a Criminal Record and Child Welfare Record Declaration (“Declaration”), attached to but not forming part of this policy.
5. If a Declaration indicates that a record exists, the Principal shall ensure that the applicant provides a Criminal Records Check and a Child Welfare Check both issued within 30 days of the date of the Declaration.
6. The Principal shall ensure that any volunteer assisting as a supervisor on an extended field trip, as defined in Board policy, shall complete, on an annual basis, an Undertaking, a Criminal Records Check and a Child Welfare Check both issued within 30 days of the date of the Undertaking.
7. If the result of a Criminal Records Check or a Child Welfare Check indicates that a record exists, the Principal shall review the applicant’s suitability based on the following factors:
  - a. Type of record.
  - b. Age of the record.
  - c. Type of volunteer work for which the applicant is being considered.

**POLICIES**

**Approved:** 2006-05-10

**Amended:** 2007-06-13

**Section:** School Operations

**Policy:** #204

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**#204 Volunteers (cont.)**

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8. The Principal may deny or revoke approval for a volunteer to assist the school. The Principal shall provide the applicant with written notice of the denial or revocation.
9. If the Principal denies or revokes an applicant the opportunity to volunteer, the individual may appeal that decision to the Superintendent, whose decision is final.
10. The Principal shall inform each applicant approved to assist as a volunteer.

**POLICIES**

**Approved:** 2009-03-11

**Policy:** #205

**Amended:**

**Section:** School Operations

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**#205 Drug and Alcohol Policy**

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**POLICY STATEMENT**

The Board of NHCSS recognizes and accepts the responsibility to provide its students, employees, contractors, and the public with a safe and productive environment. Employees and contractors have the responsibility to report to work capable of performing their tasks productively and safely. The abuse of drugs and alcohol can have serious adverse effects on the safety and professional nature of the school environment.

**GUIDELINES**

1. No employee, or contractor shall consume or be under the influence of alcohol or drugs during their regular working hours, including school sponsored student activities on or off the school premises.
2. No volunteer, parent, Board member or member of the public at large shall consume or be under the influence of alcohol or drugs while at the school or at school sponsored student activities. Where the Principal deems that such a person has consumed or is under the influence of alcohol or drugs, arrangements will be made to remove the person from contact with students and for a responsible escort to transport the individual to their home or appropriate alternative location.
3. For the purposes of this policy, “under the influence of alcohol or drugs “means the use of alcohol, illegal drugs, or prescription drugs to an extent that an employee or contractor is:
  - a. Unable to perform in a productive manner.
  - b. In a physical or mental condition that creates a risk to the safety and well-being of the individual, students, other employees, contractors, the public or Board property.
  - c. Displaying signs or symptoms of substance abuse, including but not limited to smell of alcohol on breath, slurred speech, and atypical or unacceptable behavior.
4. Employees and contractors are encouraged to discuss with the Principal, or in the case of the Principal, the Superintendent, the use of prescription drugs which may affect work performance or safety. The Board is committed to accommodating an employee’s or contractor’s necessary use of prescription drugs to the extent legally and reasonably possible without undue hardship.
5. Where the Principal or Superintendent has reasonable cause to believe that an employee or contractor has either consumed alcohol or drugs or is under the influence of alcohol or drugs during their regular working hours, a responsible escort will be used to escort the employee or contractor home or to an appropriate alternative. The basis for this decision will be documented as soon as possible after the action has taken place.

**POLICIES**

**Approved:** 2009-03-11

**Policy:** #205

**Amended:**

**Section:** School Operations

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**#205 Drug and Alcohol Policy (cont.)**

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6. If an employee or contractor is called out after regular working hours to perform work related duties and is under the influence of alcohol or drugs, it is the employee's or contractor's responsibility to under no circumstance operate a motor vehicle , and notify the Principal or the Superintendent of the circumstances immediately.
7. If an employee or contractor should breach the terms of this policy, such behaviour may result in disciplinary actions up to and including termination of employment.
8. The Board recognizes its responsibility to provide reasonable assistance and accommodation to employees suffering from an addiction or illness due to alcohol or drugs.
9. Any employee suffering from an alcohol or drug addiction or illness is strongly encouraged to disclose the addiction or illness to the Principal or, in the case of the Principal, the Superintendent.
10. Seeking voluntary assistance for alcohol or drug addiction or illness will not jeopardize an employee's employment with the Board, so long as the employee continues to co-operate and seek appropriate treatment for their disclosed problem and is able to treat and control the problem to facilitate a return to work within the reasonably foreseeable future.
11. Employees suffering from alcohol or drug addiction or illness who fail to co-operate with assistance or treatment programs and/or engage in repeated infractions of this policy, will be subject to disciplinary sanctions, including immediate termination for just cause.

**POLICIES**

**Approved:** 2013-04-08

**Policy:** #206

**Amended:**

**Section:** School Operations

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**#206 Research Studies**

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**POLICY STATEMENT**

The Board of Directors encourages New Horizons Charter School to initiate research studies and to cooperate with individuals, agencies, and institutions in carrying out research studies, provided that such studies:

- Hold promise for improving the instruction, services and supports provided to students in the school and to students enrolled elsewhere.
- Have the potential to provide information that is useful to the school and to schools elsewhere.
- Are limited to a reasonable amount of teacher and/or pupil time.

**GUIDELINES**

1. Written approval from the Superintendent of Schools or designate must be secured before a research study can be undertaken in the school.
2. Staff members wishing to initiate research studies must first consult with and obtain approval from the school Principal.
3. Proposals for research studies from outside individuals, agencies, or institutions that involve data-gathering directly from students, or parents of students enrolled in the school, must be presented in writing to the Superintendent of Schools or designate.
4. Proposals for research studies must include, at a minimum, the following documentation:
  - a. A detailed plan for administering the study, including the level of anticipated involvement by members of the school staff.
  - b. A copy of any surveys that will be administered to students or parents.
  - c. Approval from the ethics committee of a post-secondary institution, or similar authorizing body, with respect to the proposed research study.
  - d. Other documentation as required by the Superintendent of Schools or designate.
5. Informed, written consent from parents/guardians shall be obtained when research studies involve the gathering of data or information from students.
6. The Board of Directors shall be advised of the details of any proposed research project prior to its approval.

NEW HORIZONS CHARTER SCHOOL SOCIETY  
**POLICIES**

**Approved:** 2013-04-08

**Policy:** #206

**Amended:**

**Section:** School Operations

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**#206 Research Studies (cont.)**

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7. School personnel shall not disclose student personal information, as defined in the *Freedom of Information and Protection of Privacy Act*, to outside individuals, agencies, and organizations that conduct research studies in the school. Such information may, however, be provided by parents/guardians.
8. Research studies for the purpose of financial gain by individuals or organizations are not permitted.

Reference: Freedom of Information and Protection of Privacy Act

**POLICIES**

**Approved:** 2013-12-16

**Amended:** 2024-03-20, 2026-01-21

**Section:** School Operations

**Policy:** #207

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**#207 Purchasing**

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**POLICY STATEMENT**

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

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

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

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

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

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

NEW HORIZONS CHARTER SCHOOL SOCIETY  
**POLICIES**

**Approved:** 2016-03-10  
**Amended:** 2026-01-21  
**Section:** School Operations

**Policy:** #208

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**#208 Gender Identity and Inclusion**

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**POLICY STATEMENT**

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

**PURPOSE**

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

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

**GUIDING PRINCIPLES**

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

**POLICY DIRECTIVES**

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

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

**POLICIES**

**Approved:** 2016-03-10

**Amended:** 2026-01-21

**Section:** School Operations

**Policy:** #208

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

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

The Board is committed to implementing measures that will:

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

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

**ACCOUNTABILITY**

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

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

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

**POLICIES**

**Approved:** 2016-03-10

**Amended:** 2026-01-21

**Section:** School Operations

**Policy:** #208

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

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**REFERENCES**

[AD.BP Vision, Mission, Values, and Priorities](#)

[AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments](#)

[AE.BB.BP Wellness of Students and Staff](#)

[FA.BP Human Resources Framework](#)

[FBCA.AR Respectful Working Environments](#)

[FBCB.AR Division Staff Code of Conduct](#)

[FBE.AR Health and Wellness of Staff and Students](#)

[GGDA.AR Guidelines for Student Activities and Organizations](#)

[HF.BP Safe, Caring and Respectful Learning Environments](#)

[HF.AR Safe, Caring and Respectful Learning Environments](#)

[HFA.AR Sexual Orientation, Gender Identity and Gender Expression](#)

[HG.BP Student Behaviour and Conduct](#)

[HG.AR Student Behaviour and Conduct](#)

[Alberta Human Rights Act](#)

[Alberta Teachers' Association Code of Professional Conduct](#)

[Alberta Teachers' Association Declaration of Rights and Responsibilities](#)

[Canadian Charter of Rights and Freedoms](#)

[Freedom of Information and Protection of Privacy Act](#)

[United Nations Convention on the Rights of the Child](#)

[Education Act Sections 3, 4, 6, 10, 12, 14, 33\(1\), 35.1\(1\), 52](#)

a. .

**POLICIES**

**Approved:** 2017-09-13

**Policy:** #209

**Amended:**

**Section:** School Operations

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**#209 School Fees**

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**POLICY STATEMENT**

The Board of Directors believes that all students should have fair, equitable, and affordable access to the basic resources and materials required for publicly funded education as provided by the Government of Alberta. The Board further believes that, to the extent possible, these basic resources and materials should be provided at no cost to parents or students.

At the same time, the Board understands that it has a duty to provide quality programs for and services to students. Moreover, the Board acknowledges that the Education Act permits a board to charge a parent of a student fees with respect to specified supplies and services.

Finally, the Board believes that its practices related to school fees must reflect the principles of clarity, transparency, fairness, and accountability.

In accordance with these beliefs and understandings, as well as with the provisions of the Education Act, the Board of Directors authorizes the establishment and collection of fees, as prescribed in and limited by the Guidelines associated with this Policy.

The Superintendent of Schools is responsible to develop and implement administrative procedures that are consistent with this Policy.

**DEFINITIONS**

1. “Basic resources and materials” means those materials and resources that are necessary to fulfill the compulsory components of the Alberta Program of Studies. Further, anything that the school determines to be mandatory, and thus essential to a student’s compulsory coursework or daily functioning, is included in the definition.

**GUIDELINES**

1. The school is authorized to charge fees for the following supplies, materials, activities, and services:
  - a. instructional supplies and materials
  - b. field trips
  - c. extracurricular activities
  - d. lunch supervision services
  - e. copies of student records
  - f. transportation services

**POLICIES**

**Approved:** 2017-09-13

**Policy:** #209

**Amended:**

**Section:** School Operations

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**#209 School Fees (cont.)**

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2. This Policy does not apply to the following costs:
  - a. The cost of general supplies and materials that a school may expect students to provide for themselves, e.g. pens, pencils, erasers, notebooks, binders, gym wear.
  - b. The cost of goods, services, and activities that a student/parent may choose to purchase from the school, e.g. school photos, hot lunches, student planners/agendas, yearbooks, purchases from book fairs, school logo clothing/gear, graduation activities, school activity costs such as dances or other social activities.
3. Fees shall only be used for the purpose for which they were collected and must be directly related to the cost of resources, services, or activities provided to students.
4. Fees should be set in consultation with the staff and School Council.
5. A flexible payment schedule and a fee waiver program shall be developed and implemented so as to address circumstances of financial hardship.
6. A student's school experience shall not be impacted by the non-payment of mandatory fees by parents. Only goods, services, or activities of choice may be denied to students as a result of non-payment of fees.

NEW HORIZONS CHARTER SCHOOL SOCIETY  
**POLICIES**

**Approved:** 2018-02-28, 2019-01-23

**Policy:** #210

**Amended:** 2025-01-22

**Section:** School Operations

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**#210 Welcoming, Caring, Respectful, and Safe Learning and Working Environments**

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**POLICY STATEMENT**

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

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

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

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

**DEFINITIONS**

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

**POLICIES**

**Approved:** 2018-02-28, 2019-01-23

**Policy:** #210

**Amended:** 2025-01-22

**Section:** School Operations

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

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

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

**GUIDELINES**

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

**POLICIES**

**Approved:** 2022-12-13

**Policy:** #211

**Amended:**

**Section:** School Operations

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**#211 Video Monitoring**

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**BACKGROUND/PURPOSE**

In accordance with the Freedom of Information and Protection of Privacy Act (FOIP Act), only personal information collected by a video surveillance system to support the safety of staff and students and the security of schools and facilities may be used. This includes use in an investigation that could possibly lead to disciplinary (both student and staff), legal, legislative or law enforcement purposes; enforcement of administrative regulations; or for a consistent purpose; or in accordance with a court order.

“The purpose of this Policy is to clearly communicate the purposes for and uses of video surveillance at or within New Horizons Charter School (the “School”), and of video and audio surveillance on its school buses.”

**POLICY STATEMENT**

Video surveillance systems may only be used where conventional measures for achieving law enforcement or public safety objectives, such as increased staff supervision or security guard patrol are substantially less effective or are not feasible, and the benefits of video surveillance substantially outweigh the reduction of privacy inherent in collecting personal information using a video surveillance system.

**GUIDELINES**

**A. Rationale Required To Request Video Surveillance Systems**

1. To request approval for the installation, replacement or expansion of a video surveillance system, a principal, transportation manager, or a senior administrator shall submit a written rationale to the Superintendent including but not limited to:
  - a. verifiable, specific reports of incidents of crime, vandalism or safety and security concerns
  - b. examples of other measures of deterrence or detection that have been used or considered, and the reasons why those measures are less effective or not effective for the concern being addressed
  - c. results of consultation with staff regarding the necessity of the proposed video surveillance system in the school or facility
  - d. the identification of the location(s) of the proposed video surveillance camera(s) to provide viable measures of deterrence or detection
  - e. plans for the design and operation of the proposed video surveillance system that minimize intrusion on personal privacy.

**B. Installation of Video Surveillance Systems and Retention of Records**

1. Any video surveillance system connecting to the network must meet New Horizon School’s information technology standards as identified by the Superintendent.

**POLICIES**

**Approved:** 2022-12-13

**Policy:** #211

**Amended:**

**Section:** School Operations

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**#211 Video Monitoring (cont.)**

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2. Video surveillance cameras must not be used to monitor areas where individuals have a reasonable expectation of privacy including, but not limited to, change rooms and washrooms.

**C. Authorized Access To Video Surveillance Systems**

1. Physical access to the digital video recorder is restricted to the principal, superintendent, secretary-treasurer, or a senior administrator. The video surveillance system recordings may only be reviewed by the principal, superintendent, secretary-treasurer, or a senior administrator when a specific incident or event occurs that requires an investigation.
2. There must be at least *two* authorized personnel present while reviewing.
3. Examples of circumstances that would merit a review of video surveillance recordings include, but are not limited to:
  - a. incidents of safety and security that have been reported or observed
  - b. for disciplinary, legal or legislative purposes
  - c. for a law enforcement matter.
3. Video surveillance system recordings can be shared with law enforcement if the school is presented with a warrant, or if the school has experienced vandalism, break-in, or other situation it is investigating.
4. In emergent situations where the issue is time-sensitive, the Board Chair or designate can suspend this policy.

**D. Right Of Access Under The *FOIP Act***

1. An individual whose personal information has been collected and recorded by a video surveillance system may request access to their own personal information in accordance with the *FOIP Act*.
2. Any individual may request access to a video surveillance system recording or an extracted recording in accordance with the *FOIP Act*.
3. In the event of a lock down procedure, the principal, superintendent, transportation manager, or a senior administrator, or the person responsible for a school or facility, or law enforcement officials may have real time video surveillance access to the video surveillance system. Such access to real time video surveillance through the video surveillance system software shall be secured by username and password and shall only be used during a lockdown procedure.

**E. Real Time Monitoring of Video Surveillance System**

1. Active surveillance of the entrances is in place in order to ensure the safety of our students as there are not more effective or less obtrusive means of accomplishing the same level of safety and deterrence goals.

**POLICIES**

**Approved:** 2025-01-22

**Policy:** #212

**Amended:**

**Section:** School Operations

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**# 212 Health and Safety**

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**POLICY BACKGROUND**

New Horizons Charter School (NHS) is committed to the physical, psychological and social/emotional and spiritual well-being of its students, employees, volunteers, visitors and contractors by providing safe and healthy learning and working environments. The commitment includes a requirement to ensure each student enrolled in a school operated by the Board of Directors and each staff member employed by the Board is provided with a welcoming, caring, respectful and safe learning and working environment that respects diversity and fosters a sense of belonging free of discrimination, harassment, intimidation, bullying and violence.

**GUIDELINES**

**1. Continuous improvement**

- 1.1. Health and safety are essential to New Horizon’s excellence as a school division and a part of everything it does.
- 1.2. The Board’s commitment includes providing the necessary resources to meet all applicable legislation and regularly reviewing the health and safety program to improve its effectiveness.

**2. Shared responsibilities**

- 2.1. The Board recognizes that health and wellness are individual and collective responsibilities. The Board believes that a state of personal health and wellness enables students and staff to reach their potential and to contribute to their community and society. The Board acknowledges that by working in partnership with students, staff, parents, community members, organizations and government that we can promote and foster lifelong habits that support wellness.
- 2.2. All stakeholders must take reasonable care to protect themselves and others, model safe work behaviours and support a positive health and safety culture.
- 2.3 The Board is committed to supporting students and staff by providing opportunities to learn about, create and maintain an environment and culture of wellness.

**POLICIES**

**Approved:** 2025-01-22

**Policy:** #212

**Amended:**

**Section:** School Operations

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**#212 Health and Safety (cont.)**

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**REFERENCES**

The Alberta Occupational Health and Safety Act, Regulation and Code (OHS legislation) at <https://www.alberta.ca/occupational-health-safety>

Education Act Section 11, 33, 52, 53, 196, 197, 222

NHS Board Policy 210: Welcoming, Caring, Respectful and Safe Learning and Working Environments

Last reviewed:

Last updated:

**POLICIES**

**Approved:** 2025-01-22

**Policy:** #213

**Amended:**

**Section:** School Operations

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**#213 Personal Communication Device Policy (PCD)**

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**POLICY STATEMENT**

The Board believes The use of technology in education is becoming increasingly important for both instruction and student learning. Therefore, it is essential that all technology used in schools is used responsibly to support a safe and caring learning environment and to achieve the learner outcomes in the Alberta Programs of Study. Therefore, New Horizons School has adopted the following school policy regarding use of personal communication devices in school.

It is recognized that there are times when parents need to reach a child during the school day. If parents need to speak to their child for an urgent matter, they are asked to contact the school office at 780-416-2353. We will be sure to connect with your child.

**PURPOSE**

This policy outlines guidelines for the responsible use of personal communication devices (PCDs), such as cell phones, to maintain a safe, caring, and productive learning environment aligned with the Alberta Programs of Study.

**TECHNOLOGY ACCESS PROVIDED BY THE SCHOOL**

New Horizons Charter School aims to support technology-based learning by providing:

- 1:1 device access for Grades 3-9
- 1:2 device access for Grades 1-2
- Readily available devices for kindergarten

**PERSONAL COMMUNICATION DEVICES**

**Grades K-6**

Students in Grades K-6 are generally not permitted to access PCDs during school hours unless required for:

- A diagnosed medical condition, or
  - An identified inclusive educational need
- PCDs brought for these reasons must be stored in classrooms or lockers and are not to be accessed during break periods.

**Grades 7-9**

Students in Grades 7-9 must store PCDs in lockers or designated classroom areas during instructional time. PCDs may only be accessed:

- With teacher permission for educational purposes
- During designated break periods

**POLICIES**

**Approved:** 2025-01-22

**Policy:** #213

**Amended:**

**Section:** School Operations

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**#213 Personal Communication Device Policy (PCD) (cont.)**

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**EXPECTATIONS FOR USE**

PCDs are prohibited in change rooms, washrooms, counseling rooms, or any space where privacy is expected. Cameras and audio recording functions are only allowed with prior approval for specific educational activities. Students violating this policy may have their devices confiscated.

**RESPONSIBILITY FOR PERSONAL PROPERTY**

Students bring PCDs to school at their own risk. The school is not liable for any loss, damage, or theft of these devices.

**STAFF GUIDELINES**

Staff are expected to model appropriate PCD use, restricting personal use to non-instructional time. PCDs may be used for communication with the school office while supervising, or for instructional purposes as needed. When necessary, PCDs must be on silent or vibrate mode.

**PARENT COMMUNICATION**

Parents should contact the school office to reach their child for urgent matters. This policy ensures that PCDs are used to enhance, not disrupt, the learning environment at New Horizons Charter School.

**REFERENCES**

**Education Act**

ATA Collective Agreement

**PERSONNEL AND EMPLOYEE  
RELATIONS**

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**#300 Recruitment and Selection of Staff and Contractors**

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**POLICY STATEMENT**

The Board understands and acknowledges the important relationship between the quality of its staff and the success of students at New Horizons School. The Board shall employ staff members and engage contractors who are best qualified to meet the requirements of its charter and the educational needs of our students.

**GUIDELINES**

1. The recruitment, selection, appointment and evaluation of the Superintendent shall be the responsibility of the Board,
2. The recruitment, selection and appointment of the Secretary-Treasurer and the Principal shall be the responsibility of the Board, in consultation with the Superintendent.
3. The recruitment and selection of all other positions shall be the responsibility of the Principal, in consultation with the Superintendent.
4. The Superintendent shall establish procedures for securing, at the time of hire, criminal records checks and Alberta Children's Services Intervention Record Checks for all employees and contractors.
5. At the discretion of the Superintendent, where information contained in a criminal records check or an Alberta Children's Services Intervention Record Check suggest conduct that brings into question the suitability of the individual, the employment or contract may be terminated.
6. All offers of employment or contract shall be made in accordance with the Education Act or other relevant legislation or regulations, as well as with the contract models and procedures outlined in the Employee Management Manual.

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**#301 Role of Superintendent**

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**POLICY STATEMENT**

The Superintendent is the Chief Executive Officer of the Board and the Chief Education Officer of New Horizons School. The Superintendent is accountable to the Board for the conduct and operation of the school.

**GUIDELINES**

1. Public Charter School Leadership

Role Expectations:

RE 1.1 Ensure the school operates in accordance with and with fidelity to the charter approved by the Minister and the approved Bylaws of the Charter School Society.

RE 1.2 Publicly supports the Charter School option in Alberta

RE 1.3 Takes actions which expand student enrollment in the school over time.

2. Strategic Planning and Reporting

Role Expectations:

RE 2.1 Work collaboratively with the Board of Directors to develop the Three Year Education Plan acceptable to the Ministry.

3. Student Welfare

Role Expectations:

RE 3.1 Ensure that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviors.

RE 3.2 Ensure the facilities adequately accommodate the Charter School students.

4. Student Learning

Role Expectations:

RE 4.1 Provide leadership in all matters relating to education in the Charter School.

RE 4.2 Ensure students in the Charter School have the opportunity to meet the standards of education set by the Minister and the Board of Directors.

RE 4.3 Implement education policies established by the Minister and the Board of Directors.

NEW HORIZONS CHARTER SCHOOL SOCIETY  
**POLICIES**

**Approved:** 2001-10-09

**Amended:** 2023-04-19

**Section:** Personnel & Employee Relations

**Policy:** #301

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**#301 Role of Superintendent (cont)**

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5. Fiscal Responsibility

Role Expectations:

- RE 5.1 Ensure the fiscal management of the Charter School by the Secretary-Treasurer is in accordance with the terms or conditions of any funding received by the Board of Directors under the School Act or any other applicable Act or regulation.
- RE 5.2 Ensure the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
- RE 5.3 Ensure the Board has current and relevant financial information in a timely manner.

6. Personnel Management

Role Expectations:

- RE 6.1 Have overall authority and responsibility for all personnel-related issues except: the development of mandates for collective bargaining and those personnel matters precluded by Board of Directors' policy, legislation or collective agreements.
- RE 6.2 Monitor the performance of all staff and ensure appropriate evaluation processes are in place.
- RE 6.3 Ensure the coordination and integration of human resources within the Division.

7. Policy/Procedures

Role Expectations:

- RE 7.1 Provide leadership in the planning, development, implementation and evaluation of Board of Directors' policies.

8. Superintendent/Board of Directors Relations

Role Expectations:

- RE 8.1 Establish and maintain positive, respectful, professional working relations with the Board of Directors and endeavor to ensure staff interacts with the Board of Directors in a similar manner.
- RE 8.2 Respect and honour the Board of Director's role and responsibilities, and facilitate the implementation of that role as defined in Board of Director's policy.
- RE 8.3 Provide the information which the Board requires to perform its role.
- RE 8.4 Keep the Board informed on sensitive issues in a timely manner.

**Approved:** 2001-10-09

**Amended:** 2023-04-19

**Section:** Personnel & Employee Relations

**Policy:** #301

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**#301 Role of Superintendent (cont)**

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9. Organizational Management

Role Expectations:

- RE 9.1 Demonstrate effective organizational skills resulting in the Charter School's compliance with all legal, Ministerial and Board of Director mandates and timelines.
- RE 9.2 Report to the Minister with respect to matters identified in and required by legislation.

10. Communications and Community Relations

Role Expectations:

- RE 10.1 Take actions to ensure open, transparent, positive external and internal communications are developed and maintained.
- RE 10.2 Keep the Board informed through the provision of planning and accountability reports.

11. Leadership Practices

Role Expectations:

- RE 11.1 Practice leadership in a manner that is viewed positively and has the support of those with whom he works most directly in carrying out the directives of the Board of Directors and the Minister/Ministry.

NEW HORIZONS CHARTER SCHOOL SOCIETY  
**POLICIES**

**Approved:** 2001-10-09

**Policy:** #301

**Amended:** 2023-04-19

**Section:** Personnel & Employee Relations

---

**#301 Role of Superintendent (cont) – APPENDIX A**

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**SUPERINTENDENT EVALUATION PROCESS, CRITERIA AND TIMELINES**

**Evaluation Process**

1. Provides for accountability professional growth, and the strengthening of the relationship between the Board of Directors and the Superintendent. The written report will affirm specific accomplishments and will identify growth areas. Some growth goals may address areas requiring improvement while others will identify areas where greater emphasis is required due to changes in the environment.
2. Highlights the key role of the Superintendent as the Chief Education Officer for the Division to enhance student achievement and success for all children.
3. Recognizes that the Superintendent is the Chief Executive Officer. The Superintendent is held accountable for work performed primarily by other senior administrators, e.g., fiscal management.
4. Emphasizes the need for and requires the use of evidence for evaluation purposes. Evaluations are most helpful when the evaluator provides concrete evidence of strengths and/or growth areas. Appendix B identifies the specific quality indicators for which evidence will be sought during the evaluation process.
5. Meets contractual requirements in that the Superintendent and Board came to a mutual agreement relative to the comprehensive evaluation process to be followed.
6. Is aligned with and based upon the Superintendent's roles and responsibilities. The evaluation document is consistent with the Role of the Board in Policy.
7. Is linked to the Division's goals. The Strategic Planning and Reporting section directly links the Superintendent's performance to the three-year planning process, which includes the Charter School's goals.
8. Sets out standards of performance. The quality indicators in the Performance Assessment Guide set out initial standards. When growth goals are identified, additional standards will need to be set to provide clarity of expectations and a means of assessing performance.
9. Is also a performance-based assessment system. Such an evaluation focuses on improvement over time. The second and subsequent evaluations take into consideration the previous evaluation, and an assessment of the Superintendent's success in addressing any identified growth areas.
10. Uses multiple data sources. Objective data such as audit reports, Alberta Education reports, and student achievement data are augmented with subjective data provided in surveys.
11. Elicits evidence to support subjective assessments. This must be the case when the Board provides feedback regarding Board agendas, committee and Board meetings, etc.
12. Ensures Board feedback is provided regularly. Such feedback will be timely, provided at least annually, supported by specific examples, and will focus on areas over which the Superintendent has authority.

**Approved:** 2001-10-09

**Amended:** 2023-04-19

**Section:** Personnel & Employee Relations

**Policy:** #301

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**#301 Role of Superintendent (cont) – APPENDIX A (cont)**

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**Evaluation Criteria**

The criteria for the first evaluation will be those set out in Appendix B, the Performance Assessment Guide. In subsequent evaluations, the criteria will be those defined by the Performance Assessment Guide as listed or revised after each evaluation, plus any growth goals provided by the Board in previous written evaluation report(s). Such growth goals may be areas requiring remediation or actions which must be taken to address trends, issues, or external realities. The Role Expectation “Leadership Practices” will be included as determined by the Board. An external consultant will normally collect data relative to leadership practices by interviewing the Secretary Treasurer, Principal and Vice Principal. “The Board shall determine those to be interviewed prior to each evaluation.

Appendix B is the Performance Assessment Guide, which is intended to clarify for the Superintendent performance expectations held by the Board of Directors. This guide is also intended to be used by the Board of Directors to evaluate the performance of the Superintendent in regard to each role expectation. The Board of Directors will review the indicated evidence and will determine whether, or to what extent, the quality indicators have been achieved.

The Superintendent will provide evidence materials to individual Directors and to the facilitator at least one (1) week prior to the evaluation session. The purpose of the evidence information is to provide proof that the quality indicators identified in Appendix B have been achieved. Therefore, evidence will be organized under each quality indicator.

An evaluation template will be provided by the facilitator for use at the evaluation session. The Board of Directors and the Superintendent will be present. The Superintendent will be invited to ensure the Board has full information and may choose to enter into discussion to ensure the evidence provided has been understood. The Superintendent may be asked to leave the room when the Board develops the growth goals/areas for emphasis during the coming year and the conclusion section. The evaluation report will be composed during the evaluation session and will reflect the corporate Board of Directors position. The evaluation report as developed will be approved by Board motion and signed by the Board Chair on behalf of the Board of Directors.

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**#301 Role of Superintendent (cont) – APPENDIX B**

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**SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE**

1. Public Charter School Leadership

Role Expectations:

- RE 1.1 Ensure the school operates in accordance with and with fidelity to the charter approved by the Minister and the approved Bylaws of the Charter School Society.

Quality Indicators relative to Public Charter School Leadership

- QI 1.1 Publicly supports the Charter School option in Alberta  
QI 1.2 Takes actions which expand student enrollment in the school over time.  
QI 1.3 Builds an accurate, understanding of and support for Alberta charter schools.

2. Strategic Planning and Reporting

Role Expectations:

- RE 2.1 Work collaboratively with the Board to develop the Three Year Education Plan acceptable to the Ministry.

Quality Indicators relative to Strategic Planning and Reporting

- QI 2.1 Annually facilitate Board development/review of the strategic priorities and related key results for inclusion in the Education Plan.  
QI 2.2 Ensure the budget and three-year plan are developed according to a timeline which ensures the Board's ability to provide direction, revise priorities and is approved within Alberta Education timelines.  
QI 2.3 Ensure "key results" related to the goals identified by the Board are achieved.  
QI 2.4 Report annually to the Board and the Ministry on results achieved in a format as required by Alberta Education.

3. Student Welfare

Role Expectations:

- RE 3.1 Ensure that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviors.  
RE 3.2 Ensure the facilities adequately accommodate the Charter School students.

NEW HORIZONS CHARTER SCHOOL SOCIETY  
**POLICIES**

**Approved:** 2001-10-09

**Amended:** 2023-04-19

**Section:** Personnel & Employee Relations

**Policy:** #301

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**#301 Role of Superintendent (cont) – APPENDIX B (cont)**

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Quality Indicators relative to Student Welfare:

- QI 3.1 Develops measurements and monitors progress relative to providing a safe and caring environment.
- QI 3.2 Implements the requirements of Occupational Health and Safety legislation, including required staff professional development.

4. Student Learning

Role Expectations:

- RE 4.1 Provide leadership in all matters relating to education in the Charter School.
- RE 4.2 Ensure students in the Charter School have the opportunity to meet the standards of education set by the Minister and the Board of Directors.
- RE 4.3 Implement education policies established by the Minister and the Board of Directors.

Quality Indicators relative to Student Learning:

- QI 4.1 Conduct an analysis of charter school improvement plan and student achievement and ensure action plans are developed to address concerns or areas in need of remediation.
- QI 4.2 Identify trends and issues related to student achievement to inform the Three-Year Planning process, including recommendations for innovative means to improve measurable student achievement.
- QI 4.3 Ensure there is measurable improved student achievement over time.
- QI 4.4 Ensure initiatives have been developed to foster student achievement.
- QI 4.5 Meets Alberta Education's expectations re: AERR format and process and content.
- QI 4.6 Meet all timelines with provision for appropriate Board of Director input relative to the AERR.
- QI 4.7 Ensures the Charter School's academic results are published.

5. Fiscal Responsibility

Role Expectations:

- RE 5.1 Ensure the fiscal management of the Charter School by the Secretary-Treasurer is in accordance with the terms or conditions of any funding received by the Board of Directors under the School Act or any other applicable Act or regulation.
- RE 5.2 Ensure the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
- RE 5.3 Ensure the Board has current and relevant financial information in a timely manner.

**POLICIES**

**Approved:** 2001-10-09

**Policy:** #301

**Amended:** 2023-04-19

**Section:** Personnel & Employee Relations

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**#301 Role of Superintendent (cont) – APPENDIX B (cont)**

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Quality Indicators relative to Fiscal Responsibility:

- QI 5.1 Ensures the budget process is transparent.
- QI 5.2 Ensures recognized accounting practices are being followed.
- QI 5.3 Ensures adequate internal financial controls exist and are being followed.
- QI 5.4 Ensures all collective agreements and contracts are being administered and interpreted so staff and contracted personnel are being paid appropriately and appropriate deductions are being made.
- QI 5.5 Ensures all deficiencies identified in the previous years audit report and management letter have been remediated to the satisfaction of the external auditor.
- QI 5.6 Ensures the Board has timely, comprehensive financial information.
- QI 5.7 Ensures the Board is informed immediately regarding litigation by or against the Division.

6. Personnel Management

Role Expectations:

- RE 6.1 Have overall authority and responsibility for all personnel-related issues except: the development of mandates for collective bargaining and those personnel matters precluded by Board of Directors' policy, legislation or collective agreements.
- RE 6.2 Monitor the performance of all staff and ensure appropriate evaluation processes are in place.
- RE 6.3 Ensure the coordination and integration of human resources within the Division.

Quality Indicators relative to Personnel Management:

- QI 6.1 Ensures quality recruitment, orientation, staff development, disciplinary, evaluation and supervisory processes are in place.
- QI 6.2 Fosters high standards of instruction and professional improvement (Teaching Quality Standard).
- QI 6.3 Provides for training of administrators and the development of leadership capacity within the Division.
- QI 6.4 Ensures effective workforce planning.
- QI 6.5 Models commitment to personal and professional growth.

NEW HORIZONS CHARTER SCHOOL SOCIETY  
**POLICIES**

**Approved:** 2001-10-09

**Amended:** 2023-04-19

**Section:** Personnel & Employee Relations

**Policy:** #301

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**#301 Role of Superintendent (cont) – APPENDIX B (cont)**

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7. Policy/Procedures

Role Expectations:

RE 7.1 Provide leadership in the planning, development, implementation and evaluation of Board of Directors' policies.

Quality Indicators relative to Policy/Procedures:

- QI 7.1 Appropriately involves individuals and groups in the administrative procedures development processes.
- QI 7.2 Takes leadership in bringing policies to Board of Directors for review.
- QI 7.3 Ensures adherence to administrative procedures.
- QI 7.4 Ensures timeliness of administrative procedures revisions so each is reviewed every four years.
- QI 7.5 Demonstrates a knowledge of and respect for the role of the Board of Directors in policy processes.

8. Superintendent/Board Relations

- RE 8.1 Establish and maintain positive, respectful, professional working relations with the Board of Directors and endeavor to ensure staff interacts with the Board of Directors in a similar manner.
- RE 8.2 Respect and honour the Board of Director's role and responsibilities, and facilitate the implementation of that role as defined in Board of Director's policy.
- RE 8.3 Provide the information which the Board requires to perform its role.
- RE 8.4 Keep the Board informed on sensitive issues in a timely manner.

Quality Indicators relative to Superintendent/Board of Directors Relations:

- QI 8.1 Implements Board of Directors directions in a timely fashion.
- QI 8.2 Provides support to the Board of Directors re: advocacy efforts on behalf of the Charter School.
- QI 8.3 Ensures Board of Director agendas and attachments are prepared and made available to Directors in sufficient time to allow for appropriate Director preparation for the meeting.
- QI 8.4 Keeps the Board of Directors informed about Charter School operations.
- QI 8.5 Provides the Board of Directors with balanced, sufficient, concise information and clear recommendations as requested.
- QI 8.6 Interacts with the Board of Directors in an open, honest, pro-active and professional manner.

**Approved:** 2001-10-09

**Amended:** 2023-04-19

**Section:** Personnel & Employee Relations

**Policy:** #301

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**#301 Role of Superintendent (cont) – APPENDIX B (cont)**

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- QI 8.7 Ensures high quality management services are provided to the Board of Directors.
- QI 8.8 Provides the Board of Directors with correspondence directed to the Board of Directors or individual Directors.
- QI 8.9 Keeps the Board of Directors informed of emergent issues through the Chair.

9. Organizational Management

Role Expectations:

- RE 9.1 Demonstrate effective organizational skills resulting in the Charter School's compliance with all legal, Ministerial and Board of Director mandates and timelines.
- RE 9.2 Report to the Minister with respect to matters identified in and required by legislation.

Quality Indicators relative to Organizational Management:

- QI 9.1 Ensures compliance with all Alberta Education and Board of Director mandates (timelines and quality).
- QI 9.2 Ensures contracted services (e.g., fiscal, labour and legal) meet quality expectations of the Board.
- QI 9.3 Effectively manages time and resources.
- QI 9.4 Ensures Board Annual Work Plan items are scheduled.
- QI 9.5 .5Ensures organizational structure is clear and facilitates results to be achieved.
- QI 9.6 Ensures that appropriate procedures are in place for the management of critical events and emergencies

NEW HORIZONS CHARTER SCHOOL SOCIETY  
**POLICIES**

**Approved:** 2001-10-09

**Amended:** 2023-04-19

**Section:** Personnel & Employee Relations

**Policy:** #301

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**#301 Role of Superintendent (cont) – APPENDIX B (cont)**

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10. Communications and Community Relations

Role Expectations:

- RE 10.1 Take actions to ensure open, transparent, positive external and internal communications are developed and maintained.
- RE 10.2 Keep the Board informed through the provision of planning and accountability reports.

Quality Indicators relative to Communications and Community Relations:

- QI 10.1 Strive to ensure that parents and students have a high level of satisfaction with the services provided and the responsiveness of the Charter School.
- QI 10.2 Accountability reports provide information which facilitates the Board of Director's accountability role.
- QI 10.3 Manages conflict effectively.
- QI 10.4 Ensures information is disseminated to inform appropriate publics.
- QI 10.5 Represents the Division in a positive, professional manner.

11. Leadership Practices

Role Expectations:

- RE 11.1 Practice leadership in a manner that is viewed positively and has the support of those with whom he works most directly in carrying out the directives of the Board and the Minister/Ministry.

Quality Indicators relative to Leadership Practices:

- QI 11.1 Provides clear direction.
- QI 11.2 Provides effective educational leadership.
- QI 11.3 Establishes and maintains positive, professional working relationships with staff.
- QI 11.4 Unites people toward common goals.
- QI 11.5 Demonstrates a high commitment to the needs of students.
- QI 11.6 Empowers others.
- QI 11.7 Effectively solves problems.
- QI 11.8 Exercises leadership consistent with the Board's stated vision and values.

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**#301 Role of Superintendent (cont) – APPENDIX C**

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**INTERVIEW GUIDE SUPERINTENDENT LEADERSHIP PRACTICES**

Perceptions of the Secretary Treasurer, Principal and Vice Principal

1. What evidence can you cite to support or refute the following:
  - 1.1 The Superintendent provides clear direction?
  - 1.2 The Superintendent provides effective educational leadership?
  - 1.3 The Superintendent establishes and maintains positive, professional working relationships with staff?
  - 1.4 The Superintendent unites people toward common goals?
  - 1.5 The Superintendent demonstrates a high commitment to meeting student needs?
  - 1.6 The Superintendent empowers others?
  - 1.7 The Superintendent effectively solves problems?
  - 1.8 The Superintendent exercises leadership consistent with the Board's stated vision and values?
2. What does the Superintendent do, if anything, that helps you do your job effectively?
3. What does the Superintendent do, if anything, that makes doing your job more difficult to do effectively?

**POLICIES**

**Approved:** 1995-01-05

**Amended:** 2007-06-13

**Section:** Personnel & Employee Relations

**Policy:** #302

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**#302 Role of Principal**

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**POLICY STATEMENT**

The New Horizons Charter School Society Board (the Board) recognises the Principal to be the educational and administrative leader of New Horizons School.

NEW HORIZONS CHARTER SCHOOL SOCIETY  
**POLICIES**

**Approved:** 1995-01-05

**Policy:** #303

**Amended:** 2007-06-13

**Section:** Personnel & Employee Relations

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**#303 Role of Teachers**

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**POLICY STATEMENT**

1. It is the responsibility of the classroom teacher to provide competent instruction to students, and to teach the courses of study assigned to him or her by the Principal in the manner described in the section entitled "Program". The teacher is expected to keep a record of instruction that includes daily lesson plans as well as unit and year-plans.
2. The teacher is to develop and enhance positive interpersonal relationships with students based upon respect for the dignity of individuals, and to assist students in developing autonomy and acquiring ownership for their learning.
3. It is the responsibility of the teacher to maintain order and discipline among the students while they are in the school or on the school grounds, and while they are attending or participating in activities sponsored or approved by the Board. The teacher is responsible to follow policies established with the Principal regarding the handling of discipline problems and communication with the parents and the Principal with respect to these problems.
4. It is the responsibility of the teacher to maintain accurate records of student attendance and to assist in maintaining accurate student files.
5. The teacher will follow policies developed in conjunction with the Principal and the Board regarding appropriate student evaluation and regular communication of that evaluation to the students and parents. Teachers will use student evaluations as well as consultations with each student's parents to develop Individual Program Plans (IPP) for each student. Teachers will meet with students and parents on a regular basis to discuss the student's progress and adjust the Individual Education Plan as the student needs change.
6. The teacher will be expected to assist with lunchroom supervision as well as with before and after school supervision. Teachers will also be asked to assist with extra-curricular activities, especially lunchtime clubs.
7. The teacher will work with the Secretary Treasurer to order appropriate materials and equipment for classroom use.
8. Teachers will be asked to provide advice on selection of staff, budgeting, and evaluation policies.
9. Each teacher is responsible to maintain a personal professional development plan and to work with the Principal in the planning and implementation of professional development activities.
10. Teachers must attend any meeting of teachers that is called by or under the authority of the Board on a day other than a holiday. They must arrive at school a reasonable period of time before school commencement, remain on the premises as long as pupils under the teacher's charge are present, and notify the Principal of health concerns regarding the students and of damage to school property or hazards associated with the property.

**POLICIES**

**Approved:** 1995-01-05

**Amended:** 2007-06-13

**Section:** Personnel & Employee Relations

**Policy:** #305

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**#304 Teacher Growth, Supervision and Evaluation**

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**POLICY STATEMENT**

Teacher growth, supervision and evaluation processes at New Horizons Charter School shall be designed to ensure that each teacher's actions, judgments and decisions are in the best educational interest of students/children and support optimum student learning in keeping with the Teaching Quality Standard and the Charter School goals.

**GUIDELINES**

1. The Superintendent, in consultation with the Principal, is responsible to ensure that effective procedures are established to support teacher growth, supervision and evaluation in accordance with the Charter School goals and all relevant Alberta Education policies, regulations and legislation.
2. The Principal is responsible for implementing those practices and administrative procedures that foster a framework for the Principal and teachers to work together so that all teachers provide students with instruction that meets Alberta Education's Teaching Quality Standard and any other requirements as set out from time to time by the Board in the Charter School goals, policy or by the Minister.
3. Each teacher is ultimately responsible to ensure that his or her instructional practices fully meet the requirements set out for teachers in the Alberta Education Act and in Alberta Education's Teaching Quality Standard or any other requirements as set out and revised from time to time by the Minister, as well as in any other pertinent Alberta legislation, the Charter School goals or policies of the Board.
4. Teacher evaluation will be conducted by the Principal in accordance with this Teacher Growth, Supervision and Evaluation policy and accompanying Administrative Procedures.

**POLICIES**

**Approved:** 1999-06-01

**Policy:** #305

**Amended:** 2010-05-12, 2018-10-10

**Section:** Personnel & Employee Relations

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**#305 Role of Secretary Treasurer**

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**POLICY STATEMENT**

In accordance with the requirements of the Education Act, the Board of Directors (the Board) will appoint a Secretary-Treasurer. Reporting directly to the Superintendent, the Secretary-Treasurer is charged primarily with the responsibility of administering business services to and for the Board, in accordance with its approved policies, plans, and guidelines.

**GUIDELINES**

1. The duties of the Secretary Treasurer include the following:
  - a. Corporate Treasurer:
    - i. Ensure that the finances of the New Horizons Charter School Society (the Society) and New Horizons School (the School) are managed in an efficient and accurate manner in accordance with recognized accounting procedures.
    - ii. Establish and maintain proper and adequate records of accounts for all revenues and disbursements as required by legislation and the Minister of Education.
    - iii. Prepare the annual draft proposed budget for the consideration of the Board.
    - iv. Administer the funds provided in the approved budget and prepare periodic reports for the Board showing actual and budget amounts and, where necessary, financial projections.
    - v. Coordinate the preparation of the annual financial audit.
    - vi. Prepare all financial reports, statements and returns as required by legislation and the Minister of Education.
    - vii. Manage the investment of funds.
    - viii. Act as signing officer for the Board.
  - b. Corporate Secretary:
    - i. Ensure proper completion of contracts, agreements, and partnerships with outside individuals, agencies, and corporations.
    - ii. Assess and manage the risk to which the Board is exposed and ensure accuracy and currency of insurance coverage.
    - iii. Provide for the interpretation of legislation affecting the operation of the School, as directed by the Superintendent.

**POLICIES**

**Approved:** 1999-06-01

**Policy:** #305

**Amended:** 2010-05-12, 2018-10-10

**Section:** Personnel & Employee Relations

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**#305 Role of Secretary Treasurer (cont.)**

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- iv. Record and compile minutes for all regular and special meetings of the Society and the Board.
- v. Assist committees of the Board, as required by Board policy and/or as directed by the Superintendent.
- vi. Ensure the maintenance, access, and protection of records in accordance with the Freedom of Information and Protection of Privacy (FOIP) Act and Regulations.
- vii. Represent the Board at meetings, as requested.
- c. Facility and Property Management:
  - i. Oversee, in consultation with the Superintendent, the operation and maintenance of Board facilities.
  - ii. Develop, in consultation with the Superintendent, the annual Capital Plan.
  - iii. Ensure, in consultation with the Superintendent, compliance with the requirements of Occupational Health and Safety legislation.
- d. Human Resources Management:
  - i. Prepare and administer the employee payroll and benefits program.
  - ii. Assist in the negotiation of collective agreements and the administration of applicable collective agreement provisions.
  - iii. Assist in the development of compensation arrangements for employees not included in a collective agreement.
- e. Student Transportation:
  - i. Develop and maintain arrangements for the transportation of students to and from the School.
- f. Undertake other duties, as assigned by the Superintendent.

**POLICIES**

**Approved:** 1999-01-05

**Amended:** 2007-06-13

**Section:** Personnel & Employee Relations

**Policy:** #306

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**#306 Appeal Process for Employees**

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**POLICY STATEMENT**

1. Employees at New Horizons School have the right to appeal Performance Evaluations, Suspensions and Termination Recommendations.
2. Teachers have the right to grieve a dispute arising out of the interpretation, application, administration or alleged violation of the terms of the Collective Agreement.

**POLICIES**

**Approved:** 1999-05-04

**Amended:** 2007-06-13

**Section:** Personnel & Employee Relations

**Policy:** #307

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**#307 Performance Evaluation**

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**POLICY STATEMENT**

The New Horizons Charter School Society believes that:

1. Employee performance is critical to the success of the school.
2. Individual employee performance must be aligned with and supportive of the New Horizons School Charter and Education Plan.
3. Regular, timely and specific feedback is the most effective mechanism for enhancing and maintaining performance.

**POLICIES**

**Approved:** 1998-06-30

**Policy:** #308

**Amended:** 2022-12-13

**Section:** Personnel & Employee Relations

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**#308 Conferences, Workshops and Travel Expenses**

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**POLICY STATEMENT**

The New Horizons Charter School Society sponsors attendance of Board Members and staff of New Horizons School at work-related conventions, conferences, seminars/workshops, out-of-town meetings, and public relations activities. The Society will also support reasonable and actual travel expenses incurred that are related to the above sponsorship.

**GUIDELINES**

- I. Attendance must have a direct relationship to the employee's position, or the Board member's role, and be of benefit to the New Horizons School or the Society.
- II. Prior approval must be obtained from the Superintendent (in the case of school staff) or the Board as a whole (in the case of Board members and/or Society Members).
- III. Reimbursement of allowable expenses for convention, conferences/workshops, seminars, out-of-town meetings and public relations activities on behalf of New Horizons School or the Society include:
  - a. regular salary only (in the case of school staff), with no overtime or weekend allowance;
  - b. travel expenses at a rate set by the Board, or the actual commercial fare (whichever is approved and used);
  - c. payment of registration fees;
  - d. actual cost of taxi fares or parking;
  - e. reasonable and economical accommodation; and,
  - f. meal (if not included in the registration) at a rate set by the Board.
- IV. **BOARD MEMBERS:**
  - V. Attendance must have a direct relationship to the Board member's role and be of benefit to the NHS or the Society.
  - VI. Prior approval must be obtained from the Board as a whole.

**POLICIES**

**Approved:** 1998-06-30

**Policy:** #308

**Amended:** 2022-12-13

**Section:** Personnel & Employee Relations

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**#308 Conferences, Workshops and Travel Expenses (cont)**

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- VII. Reimbursement for allowable expenses includes:
- a. travel expenses at a rate set by the Board, or the actual commercial fare (whichever is approved and used);
  - b. payment of registration fees;
  - c. actual cost of taxi fares or parking;
  - d. reasonable and economical accommodation; and,
  - e. meal (if not included in the registration) at a rate set annually by the Board.
- I. TEACHING STAFF:**
- II. The terms and conditions for professional development for teachers are outlined in the Collective Agreement.
- III. Reimbursement for allowable expenses includes:
- a. travel expenses at a rate set by the Board, or the actual commercial fare (whichever is approved and used);
  - b. actual cost of taxi fares or parking;
  - c. reasonable and economical accommodation; and,
  - d. meal (if not included in the registration) at a rate set annually by the Board.
- IV. TRAVEL EXPENSES**
1. Business Kilometer rate: \$0.55
  2. NOTE: Individuals must have at least \$1,000,000 third party public liability insurance on their personal vehicle.
- V. MEAL ALLOWANCE**
1. for breakfast, if the departure time is 7:30 a.m. or earlier or the return time is 7:30 a.m. or later, or
  2. for lunch, if the departure time is 1:00 p.m. or earlier or the return time is 1:00 p.m. or later, or
  3. for dinner, if the departure time is 6:30 p.m. or earlier or the return time is 6:30 p.m. or later.
    - a) Breakfast: \$20.00
    - b) Lunch: \$25.00
    - c) Dinner: \$30.00

NEW HORIZONS CHARTER SCHOOL SOCIETY

**POLICIES**

**Approved:** 2002-09-17

**Policy:** #309

**Amended:** 2007-06-13

**Section:** Personnel & Employee Relations

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**#309 Employee Files**

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**POLICY STATEMENT**

In order to conduct the administrative and personnel business of the New Horizons Charter School society, it's Board of Directors and new Horizons School in an orderly manner, accurate and up-to-date personal files shall be maintained on all employees.

**POLICIES**

**Approved:** 2002-06-04

**Amended:** 2007-06-13

**Section:** Personnel & Employee Relations

**Policy:** #310

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**#310 Support Staff Salaries and Terms of Employment**

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**BACKGROUND**

Support staff at New Horizons School hold individual contracts with the New Horizons Charter School Society Board and are not members of a union or other collective bargaining agent.

**POLICY STATEMENT**

It is the policy of the New Horizons Charter School Society Board, within the constraints of its resources, to provide its support staff with salaries, benefits and terms of employment comparable to those received by their peers in the Province of Alberta.

**POLICIES**

**Approved:** 2007-01-10

**Amended:** 2007-06-13

**Section:** Personnel & Employee Relations

**Policy:** #311

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**#311 Professional Code of Conduct**

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**POLICY STATEMENT**

1. The Board believes all teachers are responsible to act in the best interests of students, parents, visitors, and other employees of the Board.
2. The Board's code of professional conduct stipulates minimum standards of conduct but is not an exhaustive list of such standards.

**PROFESSIONAL CODE OF CONDUCT**

1. In relation to all persons
  - a. The teacher behaves in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, color, gender, sexual orientation, physical characteristics, age, ancestry, or place of origin.
  - b. The teacher treats students, parents and visitors with dignity and respect and is considerate of their circumstances.
2. In relation to students
  - a. The teacher is responsible for assessing educational needs, prescribing and implementing instructional programs and evaluating progress of students.
    - i. The teacher may not delegate these responsibilities to any person who is not a teacher.
  - b. The teacher may delegate specific and limited aspects of instructional activity to non-certificated personnel, provided that the teacher supervises and directs such activity.
  - c. The teacher may not divulge information about a student received in confidence or in the course of professional duties except as required by law or where, in the judgement of the teacher, to do so is permitted by law and is in the best interest of the student. If the teacher is at all uncertain as to whether disclosure is advisable or permissible, the teacher should seek instructions from the Principal.
  - d. The teacher may not receive pay for tutoring a student attending the school.
  - e. The teacher may not take advantage of a professional position to profit from the sale of goods or services to or for students in the teacher's charge.

**POLICIES**

**Approved:** 2007-01-10

**Amended:** 2007-06-13

**Section:** Personnel & Employee Relations

**Policy:** #311

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**#311 Professional Code of Conduct (cont.)**

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3. In relation to school authorities
  - a. The teacher fulfills contractual obligations to the Board until released by mutual consent or according to law.
  - b. The teacher does not undermine the confidence that students and parents have in the integrity of the Board.
4. In relation to all employees
  - a. The teacher does not undermine the confidence that students and parents have in the integrity of other employees of the Board.
  - b. The teacher criticizes the competence or reputation of another employee of the Board only in confidence to proper officials and after, where appropriate, the other
  - c. The teacher does not take, because of animosity or for personal advantage, any steps to secure the dismissal of another employee of the Board.
5. In relation to colleagues
  - a. The teacher, when making a report on the professional performance of another teacher, does so in good faith and, prior to submitting the report, provides the teacher with a copy of the report.
  - b. The administrator provides opportunities for teachers to express their opinions and to bring forth suggestions regarding the administration of the school.

**POLICIES**

**Approved:** 2012-04-11

**Policy:** #312

**Amended:**

**Section:** Personnel & Employee Relations

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**#312 Support Staff Code of Conduct**

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**POLICY STATEMENT**

1. The Board believes all support staff members are responsible to act in the best interests of students, parents, visitors, and other employees of the Board.
2. The Board's code of conduct stipulates minimum standards of conduct but is not an exhaustive list of such standards.

**SUPPORT STAFF CODE OF CONDUCT**

1. In relation to all persons
  - a. The staff member behaves in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, color, gender, sexual orientation, physical characteristics, age, ancestry, or place of origin.
  - b. The staff member treats students, parents or visitors with dignity and respect and is considerate of their circumstances.
2. In relation to students, parents and visitors
  - a. The staff member may not divulge information about a student, however gained, except as required by law or where, in the judgment of the staff member, to do so is permitted by law and is in the best interest of the student. If the staff member is at all uncertain as to whether disclosure is advisable or permissible, the staff member should seek instructions from the Principal.
3. In relation to school authorities
  - a. The staff member fulfills their contractual obligations to the Board until released by mutual consent or according to law.
  - b. The staff member does not undermine the confidence that the students and parents have in the integrity of the Board.
4. In relation to other employees
  - a. The staff member does not undermine the confidence that the students and parents have in the integrity of other employees of the Board.
  - b. The staff member criticizes the competence or reputation of another employee of the Board only in confidence to proper officials and after, where appropriate, the other employee has been informed of the criticism and in accordance with law.
  - c. The staff member does not take, because of animosity or for personal advantage, any steps to secure the dismissal of another employee of the Board.

NEW HORIZONS CHARTER SCHOOL SOCIETY  
**POLICIES**

**Approved:** 2012-04-11

**Policy:** #313

**Amended:**

**Section:** Personnel & Employee Relations

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**#313 Staff Leaves and Absences**

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**POLICY STATEMENT**

The Board believes that all staff members are responsible to be at their assigned place of work unless legal authority has been granted for them to be absent, either through provisions in the *Education Act* or Board policy or the applicable collective bargaining agreement.

**Legal References:** Education Act, RSA 2000  
ATA Collective Agreement

**GUIDELINES**

1. In any planned absence of an employee from his/her regular duties, including authorized leaves of absence, the primary onus on each staff member is to ensure, to the satisfaction of the Principal, that effective and thorough planning and learning materials are provided in advance to minimize any negative impact on student learning resulting from the employee's absence.
2. Leaves of absence not granted through Alberta legislation or the provisions of an applicable ATA collective agreement or through applicable and relevant policies and procedures specific to non-teaching staff must be requested in writing in advance.
3. Such leaves will be granted at the sole discretion of the Board and will be without pay but with benefits, unless otherwise determined by the Board in each instance and the decision of the Board is final.
4. The Board will grant such requests for such leaves of absence only in extraordinary and infrequent circumstances for the employee and where other authority cannot accommodate the absence and the Board may set a limit on the amount of time that can be requested under this policy.
5. Teachers wishing to receive leave to perform work for an agency outside the teacher's regular assignment must request permission from the board through written application to the Superintendent, accompanied by written commitment from the requesting agency to reimburse the Board for salary and other relevant benefit costs for the period of the teacher's leave.

**POLICIES**

**Approved:** 2013-10-21

**Policy:** #314

**Amended:**

**Section:** Personnel & Employee Relations

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**#314 Public Interest Disclosure (Whistleblower Protection)**

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**POLICY STATEMENT**

The Board of Directors believes that the principles of integrity, respect and care shall guide the activities undertaken at the school and expects all Board employees to demonstrate high ethical standards in their work. In return, employees should expect a positive, supportive environment, where they can seek advice and, if necessary, disclose wrongdoing without fear of reprisal, knowing that such disclosures will be taken seriously.

The Province of Alberta has enacted the *Public Interest Disclosure (Whistleblower Protection) Act* (“the Act”) in order to:

- a. Facilitate the disclosure and investigation of significant and serious matters, in or relating to public bodies including school authorities, which an employee believes may be unlawful, dangerous to the public, or injurious to the public interest.
- b. Protect employees who make those disclosures.
- c. Manage, investigate and make recommendations respecting disclosures of wrongdoings and reprisals.
- d. Promote public confidence in the administration of public bodies.

The Board of directors will provide an environment that allows employees to come forward to disclose wrongdoing without fear of reprisal, consistent with the *Public Interest Disclosure (Whistleblower Protection) Act* (“the Act”) and related Regulations of the Province of Alberta.

The Superintendent of Schools is designated the Chief Officer for the purpose of the overall administration and reporting required under the Act. The Superintendent of Schools is also designated the Designated Officer for the purpose of administering and investigating disclosures under the Act.

**POLICIES**

**Approved:** 2016-03-10

**Policy:** #315

**Amended:**

**Section:** Personnel & Employee Relations

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**#315 Employee Recognition**

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**POLICY STATEMENT**

The Board of Directors values its employees and believes that they should be recognized for their contributions to the vision, philosophy, purpose, and goals of the New Horizons Charter School Society (NHCSS). Accordingly, the Board will sponsor activities that acknowledge the service and accomplishments of its employees.

The Superintendent of Schools is responsible to develop and implement procedures that are consistent with this policy.

**DEFINITIONS**

1. “Service” is defined as all service to the NHCSS, including interrupted service. No distinction will be made between full-time and part-time service for purposes of this policy.
2. For purposes of this policy, “employee” is defined as an individual who renders service to the NHCSS, either under the terms of a contract of employment, or as an independent contractor.

NEW HORIZONS CHARTER SCHOOL SOCIETY  
**POLICIES**

**STUDENT POLICIES**

NEW HORIZONS CHARTER SCHOOL SOCIETY  
**POLICIES**

**Approved:** 1995-10-29

**Policy:** #400

**Amended:** 2011-11-28

**Section:** Student Policies

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**#400 Student Transportation**

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**POLICY STATEMENT**

New Horizons Charter School Society is committed to providing safe, effective and affordable transportation services for its pupils to and from school.

**GUIDELINES**

1. Transportation service agreements may be established by the society with certified transportation service providers for general daily busing services to and from its school for its students.
2. Where busing services for students are not available or otherwise feasible, the Society may enter into transportation agreements with individual families and reimburse parent(s) in accordance with the amount available through Alberta Education grant regulations.
3. The Secretary-Treasurer is responsible for financial management administration relating to transportation services.
4. The school Principal is responsible for establishing procedures that address student safety and conduct during loading and unloading times at the school, as well as working in cooperation with the transportation service provider to maintain a safe and orderly environment on buses.
5. The school Principal will establish procedures to ensure timely information is made available to families regarding busing services during adverse weather conditions or other emergency circumstances.
6. The school Principal may authorize or arrange for contract bussing services for school field trips or other school-related travel.
7. The Society may levy a transportation fee to families in order to generate revenues to specifically cover costs of transportation services, which are invoiced to the Society by the transportation service provider(s).

**POLICIES**

**Approved:** 1995-10-29

**Amended:** 2007-06-13; 2013-11-19

**Section:** Student Policies

**Policy:** #401

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**#401 Identification and Admissions**

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**POLICY STATEMENT**

The focus of New Horizons School is to provide education for gifted students. Accordingly, the school's identification and admissions procedures shall be structured and administered so as to ensure that students accepted for enrolment are those who are most likely to benefit from its program of gifted education.

Identification and admissions procedures shall comply with provincial legislation, shall be in alignment with the Charter of New Horizons School, shall be consistent with current research literature, shall be clearly communicated to parents of prospective students, and shall respect procedural fairness.

Data used to determine the suitability of students for the gifted program shall come from multiple sources and shall include multiple assessment methods.

Subject to the availability of sufficient space in the school, admission will be offered to those students who, identified through the assessment process, demonstrate characteristics of giftedness most appropriate to the program described in the Charter.

The Superintendent is responsible to develop administrative procedures consistent with this policy.

**DEFINITIONS**

In this policy:

1. "Student" means:
  - a. An individual who is eligible to be enrolled in an Early Childhood Services (ECS/Kindergarten) program and meets Alberta Education funding requirements.
  - b. An individual who is eligible to be enrolled in school (grade 1 or higher) in Alberta and meets Alberta Education funding requirements.
2. "Gifted student" means and individual who meets one or more of the following descriptors:
  - a. A student who is capable of high performance, exceptional production, or extraordinary learning behavior by virtue of any or a combination of the following abilities and aptitudes:
    - i. General intellectual ability.
    - ii. Specific academic aptitude.
    - iii. Creative or productive thinking.
    - iv. Leadership abilities.

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**#401 Identification and Admissions (cont.)**

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**POLICIES**

**Approved:** 1995-10-29

**Policy:** #401

**Amended:** 2007-06-13; 2013-11-19

**Section:** Student Policies

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- b. A student whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that he or she requires special provisions to meet his or her educational programming needs.
- c. A student who possesses significantly advanced cognitive abilities.
- d. A student who performs, or shows potential for performing, remarkably high levels of accomplishment in learning rate, depth of knowledge, reasoning, and problem-solving when compared with others of his or her age, experience, and environment.
- e. A student who despite exhibiting the characteristics identified in a-d above, may also exhibit an uneven learning profile, excelling in some areas but not in others. At times, the student may seem out of sync with his or her peers, see the world differently, feel a heightened sense of justice or responsibility, or feel deeply about issues.
- f. A student who, having the potential for high levels of achievement, may or may not demonstrate that achievement in ways recognized by others.

**POLICIES**

**Approved:**

**Amended:** 2007-06-13

**Section:** Student Policies

**Policy:** #402

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**#402 Student Activities**

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**POLICY STATEMENT**

A variety of school clubs will be available for noon hour participation. The school will also develop and present performances that celebrate a range of talents, skills, and interests. The school will attempt to make special arrangements to allow athletic students to take part in teams, if there is a student demand.

**POLICIES**

**Approved:** 1995-10-29

**Amended:** 2007-06-13

**Section:** Student Policies

**Policy:** #403

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**#403 Students Leaving School Property**

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**POLICY STATEMENT**

Students in grades 1-6 who do not go home for lunch are expected to stay at school and go to the playground with supervisors. Junior high students who wish to leave at lunchtime are expected to be away for the entire lunch hour. If they stay at the school to eat their lunch and then leave they will be expected to pay for supervision. Parents must notify the school if their child has permission to leave the school at lunchtime.

**POLICIES**

**Approved:** 1995-10-29

**Policy:** #404

**Amended:** 2011-11-28

**Section:** Student Policies

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**#404 Special Needs**

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**BACKGROUND**

1. According to Alberta Education, gifted students are students with special needs. By virtue of that definition, the majority of students at New Horizons School are special needs students. Hence, an Individual Program Plan is developed for every student.
2. Alberta Education policy also makes provisions so that a Board may determine which categories of students are special needs. For the purposes of this policy, New Horizons School students who require specialized programming outside of our regular gifted program will be considered special needs students.

**POLICY STATEMENT**

New Horizons School is committed to facilitating the educational success of every student enrolled in its program. Decisions regarding special programming will be made in consultation with the student's parents, teachers, and where appropriate, the student.

**GUIDELINES**

1. Admissions procedures are designed to ensure that the students enrolled at New Horizons School are good candidates for success in our gifted program. The School's available resources and expertise to adequately address a student's special needs will be an important consideration for admission recommendations.
2. For the purposes of this policy, the following categories of students will be classified as special needs students:
  - a. Students with diagnosed/assessed behavioral difficulties.
  - b. Students with diagnosed/assessed communicational difficulties.
  - c. Students with diagnosed /assessed learning difficulties.
  - d. Students with diagnosed/assessed physical difficulties.
3. Individual Education Plans, for students identified as special needs according to this policy, will outline specific interventions and goals with respect to the students' areas of difficulty.
4. Appeals of administrative decisions regarding special needs students will be conducted in accordance with Policy #105, Appeals Concerning Student Matters.
5. The school Principal shall be the key professional responsible for coordinating and maintaining special needs programming.

**POLICIES**

**Approved:** 1995-10-29

**Amended:** 2007-06-13

**Section:** Student Policies

**Policy:** #405

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**#405 Medication**

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**POLICY STATEMENT**

The Board recognizes that some students must have prescribed medication during school hours requiring the cooperation of school staff. At all times, final responsibility for such medical treatment rests with the parents/guardians, or in the case of independent students, with the student.

**GUIDELINES**

1. Non-prescription drugs such as aspirins, cold remedies and inhalants shall not be administered to students without the permission of the parents/guardians.
2. Parents/guardians requesting the administration of prescription medication shall provide a written request and instructions using Medication Request form.
3. The Principal, in consultation with staff, shall make the decision whether to comply with a parents/guardians request to administer prescribed medication and/or personal care to a student.

**POLICIES**

**Approved:** 2001-06-04

**Amended:** 2007-06-13

**Section:** Student Policies

**Policy:** #406

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**#406 Student Records**

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**POLICY STATEMENT**

The Board recognizes that accurate student records must be maintained. To ensure that New Horizons School keeps student records accordingly, refer to the Education Act Regulation.

**POLICIES**

**Approved:** 2007-06-13

**Policy:** #407

**Amended:**

**Section:** Student Policies

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**#407 Field Trips**

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**POLICY STATEMENT**

1. The Board recognizes that field trips offer meaningful educational experiences that enrich and extend the classroom instructional program. The Board's commitment to providing a safe learning environment for students includes school activities which occur off the school grounds.
2. The Superintendent and Principal are jointly responsible for the administration of this policy.

**POLICIES**

**Approved:** 2003-03-19

**Amended:** 2011-11-28

**Section:** Student Policies

**Policy:** #408

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**#408 Student Evaluation**

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**POLICY STATEMENT**

In order to assess student achievement, the Board will ensure that students receive thorough evaluations by their teachers.

**POLICIES**

**Approved:** 2013-04-08

**Policy:** #409

**Amended:**

**Section:** Student Policies

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**#409 Child Protection**

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**POLICY STATEMENT**

The Board of Directors believes that children have a right to be safe and adequately cared for at school, at home, and in the community. As such, the school has a responsibility to safeguard children from injury, abuse, and neglect and will work in cooperation with Alberta Child and Family Services authorities, law enforcement agencies, Alberta Health Services, and other individuals and agencies as needed in order to fulfill this responsibilities.

**DEFINITIONS**

1. “Physical injury”: For the purposes of this policy, a child is physically injured if there is substantial and observable injury to any part of the child’s body as a result of the non-accidental application of force or an agent to the child’s body that is evidenced by a laceration, a contusion, an abrasion, a scar, a fracture or other bony injury, a dislocation, a sprain, hemorrhaging, the rupture of viscus, a burn, a scald, frostbite, the loss or alteration of consciousness or physiological functioning or the loss of hair or teeth.
2. “Sexual abuse”: A child is sexually abused if the child is inappropriately exposed or subjected to sexual contact, activity or behaviour including prostitution related activities. Exposing children to child pornography or luring children through the Internet are forms of sexual abuse.
3. “Emotional injury”: A child is emotionally injured if there is impairment of the child’s mental or emotional functioning or development, and if there are reasonable and probable grounds to believe that the emotional injury is the result of:
  - Rejection.
  - Emotional, social, cognitive or physiological neglect.
  - Deprivation of affection or cognitive stimulation.
  - Exposure to domestic violence or severe domestic disharmony.
  - Inappropriate criticism, threats, humiliation, accusations or expectations of or toward the child.
  - The mental or emotional condition of the guardian of the child or of anyone living in the same residence as the child.
  - Chronic alcohol or drug abuse by the guardian or by anyone living in the same residence as the child.

**POLICIES**

**Approved:** 2013-04-08

**Policy:** #409

**Amended:**

**Section:** Student Policies

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**#409 Child Protection (cont.)**

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4. “Neglect”: A child is neglected if the guardian:
- Is unable or unwilling to provide the child with the necessities of life.
  - Is unable or unwilling to obtain for the child, or to permit the child to receive, essential medical, surgical or other remedial treatment that is necessary for the health or well-being of the child.
  - Is unable or unwilling to provide the child with adequate care of supervision.

**GUIDELINES**

1. The Superintendent of Schools or designate is responsible to ensure that all members of the school staff are aware of the obligations to report under the terms of the *Child, Youth and Family Enhancement Act*.
2. According to the *Child, Youth and Family Enhancement Act*, a child is in need of intervention if there are reasonable and probable grounds to believe that the survival, security or development of the child is endangered because of any of the following:
  - a. The child has been abandoned or lost.
  - b. The guardian of the child is dead and the child has no other guardian.
  - c. The child is neglected by the guardian
  - d. The child has been or there is substantial risk that the child will be physically injured or sexually abused by the guardian of the child.
  - e. The guardian of the child is unable or unwilling to protect the child from physical injury or sexual abuse.
  - f. The child has been emotionally injured by the guardian of the child.
  - g. The guardian of the child is unable or unwilling to protect the child from emotional injury.
  - h. The guardian of the child has subjected the child to or is unable or unwilling to protect the child from cruel and unusual treatment or punishment.
3. Legal Duty to Report
  - a. A staff member who has reasonable and probable grounds to believe that a child is in need of intervention shall immediately report the matter, either by telephone or “in person”, to an intake worker with Alberta Child and Family Services.

NEW HORIZONS CHARTER SCHOOL SOCIETY  
**POLICIES**

**Approved:** 2013-04-08

**Policy:** #409

**Amended:**

**Section:** Student Policies

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**#409 Child Protection (cont.)**

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- i. The staff member shall prepare a written note at this time that includes:
    - The reasons giving rise to the report, including documentation of any relevant statements made by the child.
    - The name of the staff member submitting the report.
    - The name of the intake worker receiving the report.
    - The time and date that the report was made.
  - ii. The staff member's written note shall remain in the possession of the reporting staff member and shall be kept in a secure, confidential file.
  - b. The staff member shall then immediately inform the school Principal of the report and the circumstances giving rise to it. In so doing, the staff member is to provide the Principal with a copy of the note referenced in 3.a.i above. No investigation is to be carried out by school personnel at this or any other time.
  - c. In the spirit of collaboration, the Principal is encouraged to follow up on the case by contacting Alberta Child and Family Services to obtain relevant information on the disposition of the case.
  - d. At the completion of the investigation and disposition of the case the staff member, school counsellor, and Principal shall meet to consider strategies that may be implemented to provide support and assistance to the child.
4. Personal Safety Instruction
- a. In accordance with the provisions of the *Program of Studies for Health and Life Skills (Kindergarten to grade 9)*, the school Principal shall ensure that personal safety instruction is provided to children and students enrolled at the school.
  - b. The Principal is responsible to ensure that appropriate in-service training is provided for teachers offering personal safety instruction to children and students.
  - c. In providing personal safety instruction to children and students, teachers shall use only those resources that have been authorized by Alberta Education for the provision of child personal safety instruction.

Reference: Education Act, sections 18, 20, 45, 60, 61, 113

Child, Youth and Family Enhancement Act

Freedom of Information and Protection of Privacy Act

Student Record Regulation

Responding to Child Abuse – A Handbook (October 2005)

Student Record Regulation Information Bulletin 3.2.7

Program of Studies for Health and Life Skills Kindergarten to Grade 9 (2002)

Health and Life Skills, Kindergarten to Grade 9 Alberta Authorized Resource List and Annotated Bibliography (March 2006)

NEW HORIZONS CHARTER SCHOOL SOCIETY  
**POLICIES**

**Approved:** 2025-01-22  
**Amended:**  
**Section:** Student Policies

**Policy:** #410

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**#410 Student Assessment, Achievement and Growth**

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**POLICY STATEMENT**

The policy's purpose is to encourage and enhance the use of assessment to guide instruction and improve learning. Assessments provide teachers with information to understand what students know and do not know about programs of study outcomes. This information then guides instruction and supports students in achieving the Board's Vision.

The Board's Vision and Mission speak to students' learning and achieving their full potential. The Board expects students to be diligent in their studies and develop responsibility, creativity and accountability while completing their studies. These attributes will assist students in their transition to post-secondary and the world of work. They are crucial for students to achieve their full potential and contribute to their community. Assessment practices based on individual educational needs will assist and enhance the development of these attributes and the completion of individual student programs. In addition, the Education Act requires that schools and school Divisions report on student achievement and growth.

**DEFINITIONS**

**Achievement** - a student's demonstration of knowledge, skills and attitudes relative to grade-level learner outcomes in the Alberta programs of study or Individualized Program Plans (IPPs).

**Assessment** - the process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the Alberta programs of study.

**Evaluation** - the process of judging the quality of student learning based on established criteria and assigning a value to represent that quality. Evaluation is based on assessments of learning that provide data on student achievement at strategic times throughout the course, often at the end of a learning period.

**Formative Assessment** - assessment experiences that result in an ongoing exchange of information between students and teachers about student progress toward learner outcomes. Formative assessment is also referred to as "assessment for learning," which refers to information not used for evaluation.

**Graded Curriculum** - the grade-specific Alberta programs of study for Kindergarten to Grade 9. Some students needing specialized support and services are not working on the graded curriculum but are proceeding with an alternative set of goals and outcomes outlined in the IPP.

**Growth** - changes in student learning over time, measured against the relevant programs of study and IPP.

**An Individualized Program Plan (IPP)** is a concise action plan for addressing students' special education needs. It is based on diagnostic information and provides the basis for intervention strategies.

NEW HORIZONS CHARTER SCHOOL SOCIETY  
**POLICIES**

**Approved:** 2025-01-22

**Policy:** #410

**Amended:**

**Section:** Student Policies

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**410 Student Assessment, Achievement and Growth (cont.)**

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**Performance** - how well a student demonstrates grade-level learner outcomes represented by a grade. Grades are represented by letters, percentages or descriptors

**Programs of Study** - provincial documents that define the learning outcomes for all students working on the graded curriculum.

**Reliable** - the extent to which assessment results are repeatable, giving similar results in similar situations over time.

**Students in Need of Specialized Supports and Services**—Students need special education programming because of behavioural, communicational, intellectual, learning, or physical characteristics or a combination of those characteristics. An IPP is created for all students needing specialized support and services.

**Summative Assessment** - the process of collecting and interpreting evidence for evaluation. This is also known as "assessment of learning," which refers to information used for evaluation.

**Valid** - the extent to which an assessment accurately measures what it is intended to measure.

**GUIDELINES**

1. An administrative regulation shall guide the development, implementation and monitoring of consistent Division assessment practices, format of progress reports, and IPPs.
2. The administrative regulation shall state expectations for developing and sharing individual school assessment plans with the school community. The Principal shall create the assessment plan in collaboration with school staff. The school assessment plan shall articulate the school's performance measures, progress report format, philosophy supporting the policy, and expectations for communication with parents/guardians. The administrative regulation shall outline all expectations for the school assessment plan.
3. A range of bias-free assessments that respect student differences and reflect the diverse student population will be used.
4. All learning activities, including formative and summative assessment forms, shall be linked to the learner outcomes in the study programs and an IPP.
5. The principal shall ensure that all assessments are reliable and valid and that evaluation is fair.
6. The principal shall make grade and/or course placement decisions based on student achievement in consultation with staff and parents/guardians.

NEW HORIZONS CHARTER SCHOOL SOCIETY  
**POLICIES**

**Approved:** 2025-01-22

**Policy:** #410

**Amended:**

**Section:** Student Policies

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**410 Student Assessment, Achievement and Growth (cont.)**

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7. Teacher(s) shall make grade-level programming or course of study decisions. These decisions are based on student achievement.
8. Staff are expected to provide ongoing support and opportunities for students to demonstrate their achievement.
9. Teacher(s) shall determine students' final achievement level and communicate the achievement level through the performance measure specified in the school's assessment/evaluation plan.
10. Students enrolled in a course of studies shall complete assignments to demonstrate their achievement throughout their course of studies. This shall be achieved through:
  - Communicating to students and parents/guardians when assignments are absent or incomplete and;
  - Communicating with students and parents/guardians about the remedial procedures in place when incomplete or absent student work will adversely impact student achievement.

**ACCOUNTABILITY**

Assurance and accountability are linked. Alberta's Assurance Framework is about building public trust and confidence that the education system is meeting the needs of students and enabling their success. Education partners throughout the system must demonstrate they are meeting their responsibilities across five assurance areas:

**Student Growth and Achievement:** The ongoing progress of students' learning relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

**Teaching and Leading:** Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.

**Learning Supports:** Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized, and all students are welcomed, cared for, respected and safe.

**Governance:** Processes that determine strategic direction, establish policy and manage fiscal resources.

**Local and Societal Context:** Engagement practices that enable the education system to proactively respond to all students' learning needs and diverse circumstances.

**POLICIES**

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**410 Student Assessment, Achievement and Growth (cont.)**

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The Alberta Education Assurance Measures (AEAMS) are reported annually to the Board of Directors. These measures are included in the New Horizons Annual Education Results Report (AERR) which is updated and published on our website.

International, National, Provincial, and Local measures are part of New Horizons' assessment strategy, which informs instructional practice and interventions.

**REFERENCES**

Alberta Education - Guide to Education

Alberta Education - Programs of Study

Education Act Sections 196, 197)

NEW HORIZONS CHARTER SCHOOL SOCIETY  
**POLICIES**

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**Policy:** #411

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**#411 Selection and Access to School Library Materials**

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**POLICY STATEMENT**

The Board of Directors of New Horizons Charter School is committed to providing students with a safe, welcoming, and supportive library environment. In accordance with Ministerial Order #034/2025 – Standards for the Selection, Availability and Access of School Literary Materials – the Board affirms its responsibility to ensure compliance with all provincial standards regarding library resources.

**EXCLUSION OF EXPLICIT SEXUAL CONTENT**

School literary materials that contain explicit visual depictions of sexual acts must not be accessible or available to students, nor selected for inclusion in the school library. Exceptions may be made for non-narrative reference works such as technical materials, dictionaries, or encyclopedias.

**REVIEW OF MATERIALS**

The school shall regularly review all literary materials to ensure compliance with this policy and provincial standards.

**TRANSPARENCY OF COLLECTIONS**

A publicly available listing of all school literary materials, other than classroom collections, shall be maintained.

Parents shall be informed of the specific literary materials available within classroom collections.

**IMPLEMENTATION AND COMPLIANCE**

The Superintendent is responsible for ensuring that school library materials and related procedures meet the requirements of Ministerial Order #034/2025 and for reporting annually to the Board on compliance.

**REPORTING REQUIREMENTS**

By October 31, 2025, the school shall provide the Minister with a list of any literary materials that will be removed to comply with this policy. The school shall also provide additional information or reports on literary materials upon request by the Minister.

**IMPLEMENTATION TIMELINE**

This policy shall be fully implemented by January 5, 2026, in alignment with Ministerial Order (#034/2025).