

NEW HUMBLE COMMUNITY SCHOOL

"It all starts with a seed"



A Public Charter School

**Focus on Agricultural Literacy, Environmental
Stewardship and Experiential Learning**

School Handbook 2025-2026

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New Humble Community School Handbook

Overview: This handbook outlines student information and procedures, expectations of students, student conduct, matters of student discipline process and appeal procedures. It also contains information on all student fees, the purpose of these fees, and the resources that students are expected to provide.

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STAFF DIRECTORY

School Telephone number- 780-985-3211

Superintendent - Doug Nicholls - doug.nicholls@newhumbleschool.ca

Principal - Halea Kohel - halea.kohel@newhumbleschool.ca

NHCS Secretary - Colleen Zimmerman - colleen.zimmerman@newhumbleschool.ca

Secretary Treasurer - Sara Cook - sara.cook@newhumbleschool.ca

Agriculture and Environment Manager - Samantha Besler -
samantha.besler@newhumbleschool.ca

Elementary Department:

Teacher	Grade	Email
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Kelsey Haggerty	Grade 2	kelsey.haggerty@newhumbleschool.ca
Carleigh Duiker	Grade 3	carleigh.duiker@newhumbleschool.ca
Chantel Stasiewich	Grade 4	chantel.stasiewich@newhumbleschool.ca
Naomi Akkermans	Grade 5	naomi.akkermans@newhumbleschool.ca
Lindsay Hollinda	Grade 6	Lindsay.Hollinda@newhumbleschool.ca

Junior High Department:

Teacher	Email
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Erin Klatt	erin.klatt@newhumbleschool.ca
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Support Staff:

Amanda Schaber	Sarah Kustra	Melissa Abrams
Jeannine Perry	Marjan Smits	Jeff Chambers
Lisa Anderson	Josie Veer - Custodial	Madison Martinoff - Custodian

Please familiarize yourself with page 27 - Communicating questions and concerns at New Humble Community School

WELCOME TO NHCS

From strong roots, a stronger future! Welcome to New Humble Community School. You have chosen an excellent and exciting school for your family, one that will prepare students for success in all areas of life. We are proud of the 122 years of legacy that has come before us, and are confident that the seeds we will sow will benefit not only our own community but will surpass our expectations and continue to grow.

New Humble Community School is a public charter school. What does this mean?

WHAT IS A CHARTER SCHOOL?

Public charter schools are autonomous public schools of choice that provide the Alberta curriculum, and each has a unique focus or delivery method to improve student learning. Currently, Alberta is the only province in Canada that has charter schools. Following approval of a charter school application, the Minister of Education grants a Charter. After demonstrating success according to the terms of the charter, a renewal of the school's charter may be granted by the Minister.

Charter schools:

- Are attended by choice
- Charge no tuition
- Have no religious affiliation
- Employ certified teachers
- Are locally governed; each has its own school board
- Encourage parental involvement
- Have a unique focus or delivery method
- Must teach mandated provincial curriculum
- Must administer Provincial Achievement Tests and any other tests the Minister prescribes

- Are not part of the local district school board

Resources

- Charter Schools Handbook [Handbook](#)
- The Alberta Association of Public Charter Schools
<http://www.taapcs.ca/>

VISION, MISSION, VALUES AND OUTCOMES

VISION:

Fostering the growth and success of each individual learner through innovative academics, stewardship, and agricultural literacy.

MISSION:

To provide our learners with a unique educational environment that:

- expands learning through innovative agricultural and experiential land management education; - fosters a joy of learning and instills curiosity and confidence; - fully supports and engages their needs, abilities, and growth;
- develops opportunities for genuine collaboration and self-reflection; and - is guided by compassionate, hands-on, creative educators who will represent and impart these skills and values in all learners.

VALUES:

Supporting the Vision, Mission and Priorities of New Humble Community School and fostering responsibility, cooperation, integrity and fairness.

OUTCOMES:

1. Students will recognize, understand and achieve agricultural literacy at a level appropriate for their age group
2. Students will demonstrate problem solving through adaptability, resilience, and critical thinking
3. Students will understand the value of goals and outcomes
4. Students will achieve academic success while displaying leadership

STUDENT SELECTION

New Humble Community School seeks to meet the needs of all students and to provide the maximum opportunity for student success. Consideration will be given to our capacity to meet the special needs of students in terms of prior achievement, learning disabilities, and behavioral challenges, when meeting with families and registering students.

If enrollment applications exceed the maximum student capacity for the school, or the maximum capacity for individual classes, the following criteria will be used for selection purposes:

Priority will be given to (in this order):

1. Siblings of students already attending the NHCS.
2. Children of staff members.
3. Previous students of Humble Beginnings Playschool within the New Humble Community School Transportation Boundary.
4. Students within the area designated as New Humble Community School Transportation Boundary.
5. Previous students of Humble Beginnings Playschool outside the New Humble Community School Transportation Boundary.
6. First come first served to all other students. In this instance, any waitlist generated will be reset annually.

TIMETABLE

Elementary (K-6)

Doors open 8:20 am
Warning bell 8:25am
Classes begin 8:30 am
Core subjects and arts 8:30am to 10:15 am
Recess 10:15am to 10:30 am
Core subjects and arts 10:30 to 12:00 pm
Lunch Recess 12:00pm to 12:20 pm
Lunch 12:20pm - 12:40pm
Warning bell 12:40 pm
Core Subjects and arts 12:40pm to 3:10 pm
Dismissal 3:10 pm

Junior High (7-9)

Doors open 8:20 am
Warning bell 8:25am
Classes begin 8:30 am
Core subjects and arts 8:30am to 10:45 am
Recess 10:45am to 10:55 am
Core subjects and arts 11:00am to 12:00 pm
Lunch 12:00pm to 12:20 pm
Lunch Recess 12:20pm - 12:40pm
Warning bell 12:40 pm
Core Subjects and arts 12:40pm to 3:10 pm
Dismissal 3:10 pm

CALENDAR

2025-2026 School Calendar

2025 - 2026 New Humble Community School Calendar

August 2025						September 2025						October 2025						November 2025					
M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S
					1	1	2	3	4	5	6	6	7	8	9	10	3	4	5	6	7	8	
4	5	6	7	8		8	9	10	11	12		15	16	17	18	19	13	14	15	16	17	18	
11	12	13	14	15		15	16	17	18	19		22	23	24	25	26	20	21	22	23	24	25	
18	19	20	21	22	22	29	30	31				29	30				27	28	29	30	31		
25	26	27	28	29	29																		

December 2025						January 2026						February 2026						March 2026					
M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S
1	2	3	4	5	6	5	6	7	8	9	10	12	13	14	15	16	2	3	4	5	6	7	8
8	9	10	11	12	13	15	16	17	18	19	20	22	23	24	25	26	9	10	11	12	13	14	15
15	16	17	18	19	20	13	14	15	16	17	18	20	21	22	23	24	16	17	18	19	20	21	22
22	23	24	25	26	27	29	30	31				26	27	28	29	30	30	31					
29	30	31																					

April 2026						May 2026						June 2026						LEGEND					
M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S	PD Days (No Students)	Teacher Workdays (No Students)	Schools Closed	First Day of School	Last Day of School	
6	7	8	9	10	11	1	2	3	4	5	6	4	5	6	7	8	1	2	3	4	5	6	
13	14	15	16	17	18	11	12	13	14	15	16	18	19	20	21	22	9	10	11	12	13	14	
20	21	22	23	24	25	15	16	17	18	19	20	22	23	24	25	26	13	14	15	16	17	18	
27	28	29	30			22	23	24	25	26	27	29	30	31			26	27	28	29	30	31	

2025 - 2026 New Humble Community School Calendar- Kindergarten

August 2025						September 2025						October 2025						November 2025					
M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S
4	5	6	7	8	9	1	2	3	4	5	6	8	9	10	11	12	3	4	5	6	7	8	9
11	12	13	14	15	16	15	16	17	18	19	20	22	23	24	25	26	10	11	12	13	14	15	16
18	19	20	21	22	23	22	23	24	25	26	27	29	30	31			13	14	15	16	17	18	19
25	26	27	28	29	30												6	7	8	9	10	11	12
																	20	21	22	23	24	25	26

December 2025						January 2026						February 2026						March 2026					
M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S
1	2	3	4	5	6	5	6	7	8	9	10	12	13	14	15	16	2	3	4	5	6	7	8
8	9	10	11	12	13	8	9	10	11	12	13	16	17	18	19	20	9	10	11	12	13	14	15
15	16	17	18	19	20	13	14	15	16	17	18	20	21	22	23	24	16	17	18	19	20	21	22
22	23	24	25	26	27	29	30	31				26	27	28	29	30	27	28	29	30	31		
29	30	31																					

April 2026						May 2026						June 2026						LEGEND					
M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S	PD Days (No Students)	Teacher Workdays (No Students)	Schools Closed	First Day of School	Last Day of School	
6	7	8	9	10	11	1	2	3	4	5	6	4	5	6	7	8	1	2	3	4	5	6	7
13	14	15	16	17	18	14	15	16	17	18	19	19	20	21	22	23	9	10	11	12	13	14	15
20	21	22	23	24	25	21	22	23	24	25	26	26	27	28	29	30	22	23	24	25	26	27	28
27	28	29	30			27	28	29	30			29	30				30	31					

- First day of classes - August 27, 2025 (Grades 1-9) and September 2, 2025 (Kindergarten)
- Last day of classes- June 24, 2026 (Grades 1-9) and June 23, 2026 (Kindergarten)

ATTENDANCE AND EXPECTATIONS

Lates and absences (absence reasons align with the Education Act)

Absence reason	Example of use	Education Act interpretation
Absent	No reason given	Unexcused
Confirmed absent	School notified with reason not conforming to Education Act excused	Unexcused
Illness	Student is sick	Excused
Other medical	Any medical/ dental other than illness	Excused
Transportation issue	Bus not running or late	Excused
Out of School Suspension	Student is suspended Excused from school	Excused
Religious holiday	Day is holiday in student's religion	Excused
Unavoidable Circumstances	Examples are legal or safety issues - school will make note of reason	Excused
Bereavement	Death in family	Excused
Field trips - school activity	Student is absent from classes due to participation in a school-recognized field trip or other school activity	Not Absent from School
In school - not in class	Examples are testing out of class, call to office, etc.	Not Absent from School
In-school suspension	Student serves suspension at the school	Not Absent from School

Late	No reason given or reason not conforming to Education Act excused	Unexcused Late
Excused late	Late for reason conforming to Education Act excused	Excused Late

NEW HUMBLE COMMUNITY SCHOOL CODE OF CONDUCT

Introduction

New Humble Community School Social Contract - Our school is a safe, respectful, and community minded place of learning. We will treat each other with kindness, civility, and honesty. Our school is where we come together to work and play in a way that is fair and safe.

Purpose

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

Scope

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

- On school premises,
- On the school bus,
- During activities that are off school premises and that are organized or sponsored by the school,
- Behavior beyond these times when it affects the safe, caring or orderly environment of the school,
- Such expectations include website postings, blogs, text messages by or about students or staff using electronic devices, and other means that negatively affect other members of the school community and student learning;
- Such expectations also include the times arriving to and from school

Our Social Contract

We Believe ...

Our school is a place of learning.

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

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

Major Infractions

Major infractions are called bottom line behaviors. Minor infractions are those not identified in bottom line behaviors. Bottom line behaviors include the following:

1. Any illegal activity (eg. behaviors related to drugs and alcohol, weapons, theft, vandalism, etc.)
2. Use of tobacco in or on school property
3. Habitual minor infractions
4. Deliberately striking or pushing a teacher or another person in authority
5. Swearing at a teacher or another person of authority
6. Direct or persistent opposition to authority
7. Uttering a threat to inflict serious bodily harm or harm to property, people, or animals
(eg. saying "I'm going to kill you" even in jest; threats to injure, bomb threats)
8. Physical assault causing bodily harm (eg. hitting, pushing, kicking, fighting)
9. Retribution against a person who has reported an incident
10. Conduct injurious to the physical or mental well-being of others in the school including, but not limited to bullying, fighting, false fire alarms, dangerous use of equipment, hate-motivated incidents. This includes harassment on any of the protected or prohibited grounds identified in the Alberta Human Rights Act. These prohibited grounds are identified below:
 - Race
 - Religious Beliefs
 - Colour
 - Gender
 - Mental Disability
 - Physical Disability
 - Ancestry
 - Place of Origin-Place of Birth
 - Family Status
 - Sexual Orientation

Minor Infractions

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

Minor infractions are those behaviors which infringe upon the needs of others.

Behaviors that go against our social contract are considered infractions.

Please see below in 'expected behavior' for examples of minor infractions and expected behavior.

Considerations Rising Expectations

Rising expectations mean that students have varying levels of understanding as they grow older and more mature. Behavior expectations for students in division one may be different than what is expected as students become older - division 2 or 3. Such differences in maturity levels will be reflected in both expectations and consequences for conduct.

Students With Special Needs

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

Responding to Minor Infractions

Making Mistakes: Minor Infractions

We live in a human environment and face a diverse set of needs daily. Our job when we are together is to treat each other in a way that respects the needs of others and reflects our social contract. As we go through our days, there may be times when we interfere with the needs of others as we try to meet our own needs. We call these actions mistakes. When this happens, the expectation is to "fix up" the mistake. Often, that involves making a restitution - saying or doing something that will make the person who was hurt feel ok once again. Students are expected to learn from their mistakes and not repeat the behavior.

Ideally, when we hurt others in some way, we should be able to recognize that and "fix up" the mistake on our own.

But that doesn't always happen. When a person does not fix up the mistake by himself or herself, a teacher or supervisor may need to help. Below are some ways teachers may respond to minor infractions.

None of us are perfect. We all make mistakes. When we make a mistake and infringe on the needs of others, our job is to "fix up" the mistake.

"Fixing up" the mistake means to do something for the person that we hurt so that he or she feels ok again.

Teacher Response to Minor Infractions

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

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

- Discussion
- Problem solving
- Helping with a restitution
- Using a “planning sheet”
- Providing an alternate work space
- “Cool down” room and “think sheet”
- In-class consequences (loss of privilege, community service, etc.)
- Suspending a student of one class period

Depending on the severity and frequency of the behavior, parents will be notified. If the minor infractions keep repeating themselves, the infraction becomes a bottom line behavior and the student will be referred to the principal.

Responding to Bottom Line behaviors

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

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

- With an in-school suspension for a partial day, or full days,
- Suspension from a certain courses for one or more days,
- Out-of-school suspension to a maximum of five days,
- Out-of-school suspension to a maximum of five days, or
- Out-of-school suspension to a maximum of five days with the recommendation to the Board of Directors for expulsion.

As well, depending on the nature of the infraction, other measures may be taken.

- The RCMP may be notified.
- In the case of threats, students who utter threats may be expected to undergo a threat-risk assessment by a trained professional.

Expected Behaviors

Identifying all possible infractions in a human environment such as our school is a difficult task and would take up many pages. The next few pages, therefore, identify examples of acceptable and examples of unacceptable behavior in relation to our code of conduct. All behaviors that are acceptable and unacceptable are not identified in the lists. Instead, on the next few pages are examples of what are considered acceptable and unacceptable behaviors. The list of the following examples was

generated by the students, staff, and parents of New Humble Community School.

Examples of Expected behavior

1. Our School Is a Place of Learning

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

We can make a school a place of learning by:

- Working diligently and to the best of our abilities
- Behaving in ways that supports a positive learning environment for oneself and others
- Keeping learning and playing environments such as classrooms and playgrounds tidy for others who use the space
- Listening to instructions
- Encouraging others
- Helping others
- Turning off cell phones and other electronic devices that can disrupt learning while in school

We interfere with the learning in our school by:

- Behaving in ways that disrupts the teaching and learning
- Being unnecessarily absent or late
- Not cleaning up messes that are made in the learning environment
- Using learning time in inappropriate ways
- Putting in minimal effort into learning activities and assessments
- Plagiarism and copying from others
- Giving all the answers

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

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

We can show respect by:

- Avoiding abusive and offensive language such as put downs, racist comments, sexist comments, and swearing
- Wearing clothing without words or images that are offensive to others, that doesn't reveal underwear.
- Responding to instructions given from teachers, assistants, supervisors, and others who are working or volunteering at the school.
- Resolving conflicts without hurting others
- Seeking permission before touching someone's personal property, or the school's property including plants
- Playing with people you both like and don't like
- Listening to what others have to say
- Speaking in a tone of voice that invites discussion

We show disrespect by:

- Habitually neglecting to do one's duty
- Saying or doing things that make others feel uncomfortable or hurt
- Not obeying those with authority (school staff and supervisors)
- Misusing school equipment and property
- Laughing at the misfortune of others
- Making fun of others when they have a comment or ask a question
- Using an unfriendly tone of voice

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

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

We can show honesty by:

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

We can show dishonesty by:

- Withholding important information when solving conflicts
- Making up stories that are different than the truth when problem solving
- Not taking responsibility for our actions
- Falsely accusing others
- Spreading false information
- Exaggerating
- "Setting others up"

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

Below are some examples of how we can behave fairly and some examples of how we can behave unfairly.

We can act fairly by:

- "Playing by the rules"
- Sharing when resources are lacking
- Taking turns
- Including others in games and activities
- Congratulating others when they succeed

We can act unfairly by:

- Cheating
- Always wanting to be first
- Not letting others be a part of the group (excluding others)
- Being nice to some people and not others
- "Making up" rules
- Bragging when we do better than others
- Being a "sore loser"

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

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

We can create a safe environment by:

- Using all equipment in a safe manner
- Solving conflicts in a way that does not hurt others
- Wearing shoes at all times
- Being a positive role model
- Being gentle in PE

We can create an unsafe environment by:

- Throwing things
- Running in the halls
- Pushing, hitting, and kicking others
- Emotionally hurting others with put downs, racist comments, sexist comments, swearing, and threats
- Bullying
- Roughhousing
- Picking on one person
- Teasing and name-calling

ASSESSMENT AND PROGRESS REPORTS

Report Cards and Family Conferences

Formal progress reports go out to parents three times a year in November, March and June with accompanying family conferences. These may be parent teacher interviews, student-led conferences, or another style. Report cards are sent home with the students. Please watch the newsletter and calendars for specific dates and times.

SCHOOL POLICIES

Complete school policies can be found in the NHCS Administrative Procedures Manual

NEW HUMBLE DRESS CODE

While New Humble Community School recognizes that the primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s), New Humble Community School is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size. These dress code guidelines shall apply to regular school days, as well as any school-related events and activities, such as graduation ceremonies, dances and other school sponsored events.

Section 1. Basic Principle:

New Humble Community School expects that all students will dress in a way that is appropriate for the school day or for any school sponsored event. Student dress choices should respect the school's intent to sustain a community that is inclusive of a diverse range of identities. In order to achieve this, certain body parts must be covered for all students at all times. Clothes must be worn in a way such that genitals, buttocks, breasts, and nipples are fully covered with opaque fabric.

Section 2. Students Must Wear

While following the basic principle of Section 1 above, students must wear:

- a shirt or top
- with fabric in the front, back, and on the sides under the arms,
- that extends to the waistband of the bottom clothing item,
- with sleeves or shoulder straps, AND
- pants or the equivalent (for example, a skirt, sweatpants, leggings, a dress or shorts), AND
- activity or weather appropriate footwear (socks and slippers are not considered footwear) and outerwear.

Section 3. Students Cannot Wear

Students cannot wear clothing that has:

- violent language or images;
- images or language depicting drugs or alcohol (or any illegal item or activity);
- hate speech, profanity, or pornography;

- images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups;
- any clothing that reveals visible undergarments (visible waistbands and visible straps are allowed);
- swimsuits (except as required in class or athletic practice);
- accessories that could be considered dangerous or could be used as a weapon; or
- any item that obscures the face or ears (except as a religious observance or as required by Alberta Health guidance).

Section 4. Dress Code Enforcement

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently using the requirements below.

School administration and staff shall not have discretion to vary the requirements in ways that lead to discriminatory enforcement.

a) Students in violation of the above Sections will be provided three (3) options to be dressed more to code during the school day:

- Students will be asked to put on their own alternative clothing, if already available at school, to be dressed more to code for the remainder of the day.
- If necessary, students' parents may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.
- Students will be provided with temporary school clothing to be dressed more to code for the remainder of the day.
- The New Humble Community School Code of Conduct will be applied to students who refuse to comply with the above options on this list.

b) Staff Enforcement Expectations

No student should be affected by dress code enforcement because of racial identity, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, household income, body size/type, or body maturity.

School staff shall not enforce the school's dress code more strictly against transgender and gender nonconforming students than other students. Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. "Shaming" includes, but is not limited to:

- kneeling or bending over to check attire fit;
- measuring straps or skirt length;
- asking students to account for their attire in the classroom or in hallways in front of others;
- calling out students in spaces, in hallways, or in classrooms about perceived dress code violations in front of others;
- accusing students of "distracting" other students with their clothing.

Section 5. Appropriate and safe clothing for outdoor learning

New Humble Community School has unique programming that involves a significant degree of outdoor learning. Students must attend school each day with clothing and footwear that may be worn in a variety of outdoor environments. It is at the discretion of parents to provide their child

with an additional layer of clothing to go overtop of regular clothes, which might get dirty. This is similar to the idea of a 'paint shirt' for an art class.

-Students must have weather appropriate clothing and footwear every day

-This may include rain, mud, snow, dirt, dust, sun, and other conditions

-Parents will be required to provide rubber boots or equivalent. These may be left at the school.

-In extreme cold weather, students will not be required to be outdoors

-Parents are encouraged to have students apply sunscreen prior to school. It may be necessary to reapply throughout the day.

NEW HUMBLE COMMUNITY SCHOOL RULES

Students will:

1. Attend school consistently, be on time, and take responsibility for making up work promptly when absent. Each student will bear the responsibility for his or her own conduct. Each student will respect the educational process and learning environment of others by attending class, being prepared, and arriving on time.
2. Follow directions when they are given.
3. Follow all reasonable requests made by adults on premises with a positive attitude, and show respect for others, for self, and for property. Each student is expected to cooperate with and respect staff and peers, including administrators, teachers, secretaries, bus drivers, custodians, and any other people working in the school. Students are expected to communicate in an acceptable tone of voice using an acceptable choice of words (without profanity or disrespectful tone of voice or words).
4. Follow lunch-time, playground, field trip, lab, and individual classroom rules. Each student is expected to follow school rules when participating in school-related events.
5. Refrain from using threats or intimidation against any other person.
6. Respect the health and safety of others, will follow all safety rules, and will refrain from using tobacco, alcohol, or other illegal substances.
7. Walk quietly in the halls and talk in a normal tone of voice in the school building.
8. Not litter or misuse school property.
9. Not leave school or the playground without permission from the supervisor or

front office.

10. Not bring electronic devices (CD players, radios, games, etc.) to school. Cell phones may be used only to contact parents after school. Cell phones are not to be used during regular school hours, and are to remain turned off in a locker or backpack and not to be visibly seen. Acceptability of other toys is at the discretion of the teachers and administration. Each student will respect the school's learning environment and will not interfere with the ability of other students to learn.
11. Respect and keep in good repair NHCS property including books, textbooks, and other learning materials

Cell Phone Policy

The first version of the use of cell phone policy is in place for the start of the school year. A final version of the policy will be reviewed and approved by the NHCSA Board of Directors before January 1, 2025.

- *Students may not use personal mobile devices during instructional time.*
- *Students must keep personal mobile devices on silent or powered off during instructional time. Devices should be out of sight of other students and the teachers.*
- *Students may not access social media on school networks or on school devices.*
- *Students who choose to use personal mobile devices at time slots approved by the teachers and principal must not disturb themselves or others.*
- *Students are not permitted to take pictures or videos of other students, staff, or members of the school community unless it is a public event at the school (not during school instructional time).*
- *Students who choose not to follow the cell phone policy will be choosing to meet with school administration as a discipline issue.*

SPECIAL HEALTH CONSIDERATIONS

Please provide a written note if your child must stay in at recess time for reasons of illness. Please ensure the office has current daytime contact information in case staff must inform you of health issues that may arise during the school day. If a student requires medication at school, parents must request and complete a Medication Form from the school.

COMMUNICATION BETWEEN HOME AND SCHOOL

Newsletter/Monthly Calendar: Monthly email newsletters will be sent out to keep families and community up to date. Individual classes may also have a monthly calendar. The website, blog, and social media sites are also good sources of information and will be kept up to date.

Email: Parents are encouraged to use email for teacher communication. Good communication is always a two way street.

Telephone: It is preferable to communicate with teachers during school hours. However, if you are unable to connect with your children's teacher during school hours, it is acceptable to contact teachers at home.

Agenda: Each student will maintain an agenda to be used as an assignment log and a communication log for parent and teacher comments. Agendas should go home every night and provide parents with a convenient method to monitor their child's work and work-study skills.

New Humble Community School will be using SchoolCloud as our Student Information System. Some forms and fees will be accessible on this platform.

PARENTAL INVOLVEMENT

Parental involvement is crucial for student success and engagement. The family naturally provides the most influential and effective context for basic lifelong learning and teaching. Parental presence is a cornerstone of NHCS, there are many opportunities for parents, guardians and families to volunteer and assist. The following general parameters must be read and understood:

- The teacher has primary responsibility for the classroom and student learning within the classroom.
- The teacher's individual teaching style sets the tone for the classroom. This includes everything from delivery of the educational program to classroom management.
- Parents who wish to be volunteering in the classroom need to learn the teaching style of the teacher they wish to assist. If the teaching style conflicts with the parent's volunteering style, the parent will need to either adjust his or her style or find a more compatible setting within NHCS to volunteer.
- Any grievance or concern a parent has with a classroom or a teacher will be handled by the procedures defined in this handbook
- Under **NO CIRCUMSTANCES** is it acceptable for a parent volunteer to confront

a teacher about an issue in the classroom, or any other part of the school, when students are present.

New Humble Community School encourages every adult (including but not limited to parents, stepparents, grandparents, aunts and uncles) to take a special interest in the lives of its students, to act as mentors and tutors, and to instill in every student a love of learning. Parents work in conjunction with the staff to ensure the most effective education possible for their children. To this end, parents are responsible for knowing and understanding the contents of New Humble Community School's Charter, and are encouraged, but not required, to participate on school committees and provide other volunteer services, as they are able. The School Council and Parents' Group are helpful resources for parents to find information, give input and connect with the NHCS community. Monthly meetings are a great way to meet fellow parents and be involved with NHCS.

Parents may be allowed to participate in the school, to reasonably observe and/or assist the teacher. However, any parent whose presence or actions are deemed by the teacher and principal to be a distraction, to exhibit hostility, or to interfere with the instruction or learning of the students, will be barred from the school.

VOLUNTEER CODE OF CONDUCT

Volunteers at New Humble Community School shall:

- be on-time and reliable in fulfilling volunteer commitments.
- exercise kindness while volunteering for New Humble Community School.
- respect and abide by the confidential nature of anything they might see or hear while volunteering.
- be prompt and dependable for the times they agree to volunteer.
- conduct themselves in a businesslike and fair manner, without partiality to individual students.
- motivate children to work and help them succeed in school.
- graciously accept direction and constructive criticism from staff members for which they are volunteering.
- acknowledge the teacher as the authority in the classroom.
- NOT confront a teacher regarding disagreements or differences of opinion in the presence of children.
- be respectful of the classroom by not disrupting a teacher's instructional time or student learning.
- Dress modestly and appropriately for a school environment (i.e. midriff covered, no short shorts/ skirts, no spaghetti straps).
- Wear a current volunteer name tag at all times when volunteering at the school

- sign in and out at the front office when volunteering at the school.
- record all NHCS volunteer hours, including those worked outside of school, on the log sheet in the front office.
- Ensure that all children (e.g. younger siblings, non-students) accompanying the volunteer on school premises are supervised at all times and must not be disrupting school activities. - arrange for a replacement in the event the volunteer cannot meet their scheduled obligations
- call or email the school 24 hours in advance and inform appropriate staff of any volunteer replacements via voicemail.
- provide a criminal record check or vulnerable sector check as required based on activity.

FUNDRAISING

Families are encouraged to participate when possible, but are not required to fundraise as part of their children's enrolment. NHCSA, NHCS and NHCS Parents Group will have multiple fundraisers throughout the school year. Families should review schedules for fundraisers to determine if there are specific campaigns in which they would like to participate. Up to date information on fundraising is available on the NHCS website and blog.

STUDENT FEES

As a public charter school, New Humble Community School does not charge tuition fees. Like other public schools, we may charge basic fees for materials or necessities provided for the student's personal use or consumption, such as technology, transportation, supplies and field trips. Timely payment is expected.

Student fees will not cover personal clothing or footwear items required, such as rubberboots.

COLLECTION AND USE OF PERSONAL INFORMATION

New Humble Community School collects the personal information of students and parents for educational purposes and to protect the safety of students and staff. Consent is not required to gather and share this information.

Below are some examples of how and where personal information may be used. This list is not intended to be all-inclusive:

- use of student's name and related contact information for absenteeism verification;

- use of student's name or image in articles, photos or videos in the school calendar, newsletter, yearbook;
- the taking and use of individual, class, team, club or school videos and photos within the school for internal school purposes;
- use of student's name on artwork or other material to be displayed at the school;
- use of student's name on lists such as honor rolls, scholarships or other awards within the school;
- managing and validating school passwords and email accounts;
- sharing information with Alberta Education.

In accordance with the Freedom of Information and Protection of Privacy (FOIP) Act, New Humble Community School is authorized and required under the provisions of the Education Act and its regulations to collect, use and disclose personal information necessary to provide an educational program and ensure a safe and secure school environment for students. New Humble Community School will use G Suite for Education as its communication platform, so students and staff can communicate and collaborate online. G Suite Apps include Gmail, Google Meet, Docs, and Sheets. Records and files created in G Suite are stored on servers located outside of Canada and subject to foreign laws.

New Humble Community School may use monitoring and filtering software when students are logged into their school accounts during school hours to ensure that each student and staff member is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging. Please note: photos or videos of students attending or participating in school activities (e.g., sports events, concerts, cultural programs, clubs, field trips, graduation or other ceremonies) that are open to the general public may be taken by the public-at-large, including the media, without consent.

New Humble Community School cannot control or prevent the further distribution or use of these photos, videos, images or other personal information. If a parent or guardian selects Yes on the FOIP Consent Form and returns it to the school, student information may be used by the school or the school division for purposes beyond educational programming and student safety. The school or classroom teacher will keep you informed as to how your child's information may be used outside of school. Please contact the school principal if you have any questions or concerns regarding the collection or intended use of this information.

Parents will be provided with NHCS FOIP Consent Form and student technology use agreement upon registration.

SAFETY PROCEDURES

Fire Drills / Lockdown Drills / Playground Evacuation ~ SAFETY PROCEDURES: NHCS are required to run a number of practice drills throughout the year to ensure that all students are aware of the procedure in case of a real emergency. Please discuss the importance of wearing inside shoes at all times so your child is prepared for the event of an unexpected trip outside.

More information on safety procedures can be found in the NHCS Administrative Procedures Manual.

TRANSPORTATION

Transportation for students is provided through an agreement with Black Gold School Division (BGSD). Safe, reliable and efficient bussing is vitally important for students and families. All questions regarding transportation should be directed to New Humble Community School staff, not directly to BGSD. However, families WILL receive important updates (such as emergency cold weather bus cancellations) from both BGSD and their child's bus driver. If you have questions about bussing, please contact the school secretary.

Drop off and pick up

Parents who drive their child(ren) to school MUST keep the following in mind:

- The parking spaces are very limited - please ensure you are walking your child(ren) to the sidewalk
- Always watch for students!
- Be courteous, considerate, and patient
- If the parking lot is full, you CANNOT block the highway or park on the highway.
*You may wait on Township Road 485 (directly West of the north end of the school property) until there is space available
- The bus lane is ONE WAY - please ensure you are entering through the South entrance
- There is no parking along the North fencing as it is a pull through - please follow and abide all signage



X = NO PARKING

COMMUNICATING QUESTIONS AND CONCERNS AT NEW HUMBLE COMMUNITY SCHOOL

This section is meant to describe the way stakeholders should communicate and work together at New Humble Community School. In essence, it is desirable that we all deal with questions, issues and concerns at the level at which they are occurring. The Board and Staff at New Humble Community School are committed to communicate resolutions and decisions back to stakeholders. In general, when making suggestions or raising questions and concerns:

- Focus on a positive outcome – we are all in this together! Remember that resolving issues does not always mean “getting your own way.”
- Assume that everyone is acting out of good will and doing their best.
- If you have questions or concerns, communicate them directly to the person involved. If you are not satisfied with the response, speak to that person’s supervisor.
- Avoid gossip.
- Be practical and solution-oriented.

In particular:

- If you have a question or concern regarding the actions/decisions of a School

Staff Member, you should discuss the matter with the staff member directly. In the event that the matter is not satisfactorily resolved, you should discuss it with the Principal.

- If you have a question or concern regarding the actions/decisions of a Bus Driver, you should discuss the matter with the bus driver directly (not when the driver is transporting students). In the event that the matter is not satisfactorily resolved, you should discuss it with the school principal.
- If you have a question or concern regarding the actions/decisions of the Principal, you should discuss the matter with the Principal directly. In the event that the matter is not satisfactorily resolved, you should discuss it with the Superintendent.
- If you have a question or concern regarding the actions/decisions of the Superintendent, you should discuss the matter with the Superintendent directly. In the event that the matter is not satisfactorily resolved, you should discuss it with the Board Chair.
- If you have a question or concern regarding the actions/decisions of the Board or Board Chair, you should discuss the matter with the Board Chair directly. In the event that the matter is not satisfactorily resolved, you should discuss it with the Superintendent and the Board Chair.
- If you have a question or concern regarding the actions/decisions of the School Council, you should discuss the matter with the School Council Chair directly. In the event that the matter is not satisfactorily resolved, you should discuss it with the Principal and the School Council Chair.

Who to contact if there is a problem or concern:

Sometimes it is unclear who parents should contact if there is a particular question or concern. Generally, parents should begin by contacting the staff most directly involved: the classroom teacher for school matters, the bus driver for bus matters. If the matter is not resolved, follow up as indicated.

Contact can be by way of email, letter, phone or video conference. A conversation over the phone or by video conference is always a good way to begin the conversation to clear up any questions or misunderstandings; written communication ensures that your views are accurately represented and interpreted. Please remember that email

can be very public, and is best not used for sensitive (personal) issues. If you would like to make a presentation to the board, please contact one of the board members.