CHARTER BOARD POLICY HANDBOOK

New Humble Community School

This Charter Board Policy Handbook has been developed to highlight and support the very important governance function of the Charter Board. In addition to clearly defining the role of the Charter Board, the role of the Superintendent and the delegation of authority from the Charter Board to the Superintendent, it includes the following as policies:

1. Foundational statements which provide guidance and direction for all activities within the School;
2. Directions for how the Charter Board itself is to function and how individual Directors are to conduct themselves; how Charter Board committees and representatives are to function;
3. Statements as to how appeals and hearings will be conducted;
4. Non-delegable matters such as policy-making and school closures; and
5. Specific matters which the Charter Board has chosen not to delegate to the Superintendent.

This Charter Board Policy Handbook is intended to be supplemented by an Administrative Procedures Manual; the primary written document by which the Superintendent directs staff. The Manual must be entirely consistent with this Handbook.

The development of two separate and distinct documents is meant to reinforce the distinction in this School between the Charter Board's responsibility to govern and the Superintendent's executive or administrative duties.

It is to be noted that the electronic versions of both the Charter Board Policy Handbook and the Administrative Procedures Manual as well as any other handbooks/manuals referenced are always the most current documents available.

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FOUNDATIONAL STATEMENTS

Vision

To foster the growth of each individual student through innovative academics, stewardship, and agricultural literacy.

Mission

To provide a safe and caring environment where academic excellence, character development, parental involvement and staff leadership are valued and fostered.

To provide our students with a unique educational environment that:

- Expands learning through innovative agricultural and experiential land management education;
- Utilizes hands-on and outdoor learning;
- 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 students.

Guiding Philosophy

It starts with a seed.
What does it take to grow from a tiny seed to a towering tree? A handful of grain to a field of wheat?
Seeds must be planted, tended to, and nourished. The seed of an idea - the idea of education - must grow until it is able to perform the vital function of preparing us to understand the whole process of life. And life is more than merely an occupation or a job; life is something extraordinarily wide and profound. How does this tiny seed of an idea grow until its roots and branches can fulfill this amazing function? We believe it takes more than a classroom to truly educate our children for life. Our branches are experience and intelligence. Our roots are reflection and critical thinking. And this takes us to innovation, so that we will continue to grow and to thrive; so that we can appreciate and contribute in meaningful and powerful ways to life. How do we do this? By planting seeds.

Guiding Principles

We believe:

- Students can use the lens of agriculture, stewardship, and experiential learning to make meaningful connections that lead to success in education and in all areas of life;
- All students can maximize their diverse abilities and gifts through this comprehensive and specialized approach;
- Teachers with an understanding of agricultural literacy are informed about the complexity and interconnectedness of learning and teaching;
- Teachers will develop and encourage respect, empathy, reciprocity, and cooperation. Parents, guardians, and community members are integral partners in children's education and all have a role to play in this unique and vibrant school;
- School administration are to monitor and implement the growing weight of evidence about the positive impact of learning outdoors; and
- Our students will develop the skills, resilience, and values to ensure that they grow to be accountable and contributing citizens of local and global communities.

Measurable Goal

To foster improved learning outcomes through growth, stewardship, and innovation.

Outcomes

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

School Logo

The Humble Herd logo has a barn with the silhouettes of various agricultural animals in front. This school logo is intended to engage any viewer (student, parent, etc.) to an immediate connection with outdoor learning and agriculture literacy.



Society Logo

The society logo has a similar shaped outline of a barn, a small plant sprouting from an open book. The open book is to also evoke the plowed lines and a field. The society logo is to bring together the concepts of learning or education (the book), growth and nature (the sprout), and agriculture (the barn and field).



Legal Reference: Preamble, Sections 3, 7, 18, 26, 27, 53, 67, 222 Education Act

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PUBLIC INTEREST DISCLOSURE (WHISTLEBLOWER PROTECTION)

The Charter Board is committed to acting with integrity and to ethical behaviour in all matters. To that end, the Charter Board will help to foster and maintain an environment where employees can act appropriately, without any fear of reprisal. Further, the Charter Board strongly encourages employees to seek counsel from supervisors whenever they are in doubt about the best and ethical course of action in a particular situation.

Specifically

1. The Charter Board maintains a culture characterized by integrity, respect, trust and care, and expects all staff to demonstrate high ethical standards in their work. Staff may expect in return a positive workplace.
2. The Superintendent is the “chief officer” of the Charter Board as stipulated in the Public Interest Disclosure (Whistleblower Protection) Regulation.
3. The Superintendent must develop an Administrative Procedure to operationalize the Public Interest Disclosure (Whistleblower Protection) Act and Regulation in the School.
    3.1. The intent of the Administrative Procedure must reinforce the duty of every staff member to report genuine concerns of any wrongdoings as defined in the Act.
    3.2. The Administrative Procedure must provide assurance that any concerns expressed will be investigated thoroughly and that staff members raising concerns reasonably and responsibly will not be penalized in any way.
    3.3. Further, the Administrative Procedure must make provision for the reporting of concerns to the Charter Board Chair in the event circumstances prevent a disclosure to the Superintendent.

Legal Reference: Education Act Preamble, Sections 3, 7, 18, 21, 27, 53, 67, 222 Education Act

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ROLE OF THE CHARTER BOARD

As the body entrusted by the New Humble Community School Association (NHCSA) to act on behalf of the Society in the governance of the School, as set out in Article 5.01 of the Society Bylaws, the Charter Board will manage the business of the Society.

The Charter Board is charged with the responsibility of providing an education system that is organized and operated in best interests of the students it serves. It exercises this responsibility through setting of clear strategic direction and the wise use of resources. The Charter Board will be innovative in its practices. It is accountable to the membership of the Society and to the Minister of Education for the performance of the Charter School.

Specific Areas of Responsibility

1. Accountability for Student Learning and Wellness
    - 1.1 Provide overall direction for the Charter School by establishing vision, mission, values, and guiding principles.
    - 1.2 Support the establishment of a welcoming, caring, respectful, and safe learning environment.
    - 1.3 Annually approve the process and timelines for the refinement of the Three-Year Education Plan.
    - 1.4 Identify Charter Board priorities at the outset of the annual Three-Year Education planning process.
    - 1.5 Initiate school and program reviews as necessary to monitor the achievement of outcomes.
    - 1.6 Annually evaluate the effectiveness of the Charter School in achieving established priorities, desired results and key performance indicators.
    - 1.7 Annually approve the “rolling” Three-Year Education Plan and the Annual Education Results Report for submission to Alberta Education and for distribution to the public.
2. Community Assurance
    - 2.1 Make informed decisions that consider community values and represent the interests of the School.
    - 2.2 Inform the community about Charter obligations and School programs, needs and desires.
    - 2.3 Establish processes and provide opportunities for parental involvement and community engagement.
    - 2.4 Report School outcomes to the community at least annually.
    - 2.5 Develop appeal procedures and hold hearings as required by statute and/or Charter Board policy.
    - 2.6 Model a culture of respect and integrity.

2.7 Maintain transparency in all fiduciary aspects.

2.8 Provide assurance to the Society in regards to the performance of the School.

3. Accountability to Provincial Government

3.1 Act in accordance with all statutory requirements to implement provincial standards and policies.

3.2 Perform Charter Board functions required by governing legislation and existing Charter Board policy.

3.3 Ensure adherence to the Charter Mandate, including the priority to be given to innovation and research.

4. Advocacy

4.1 Act as an advocate for charter school public education and the School.

4.2 Identify issues for advocacy on an ongoing basis.

4.3 Develop a plan for advocacy including focus, key messages, relationships and mechanisms.

4.4 Promote regular meetings and maintain timely, frank and constructive communication with locally elected officials.

4.5 Arrange meetings with elected provincial and federal government officials to communicate and garner support for education.

4.6 Work with The Association of Alberta Public Charter Schools (TAAPCS) to cooperatively advance the Charter movement.

5. Policy

5.1 Identify how the Charter Board is to function.

5.2 Develop/revise policies using a generative engagement process.

5.3 Review policy regularly for currency and relevancy.

6. Charter Board/Superintendent Relations

6.1 Select the Superintendent; provide for succession planning as required.

6.2 Provide the Superintendent with clear corporate direction.

6.3 Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the Education Act.

6.4 Respect the authority of the Superintendent to carry out executive action and support the Superintendent's actions which are exercised within the delegated discretionary powers of the position.

6.5 Demonstrate respect, integrity, and support, which is then conveyed to the staff and the community.

6.6 Annually evaluate the Superintendent, in accordance with a pre-established performance appraisal mechanism.

6.7 Annually review compensation of the Superintendent.

7. Charter Board Development

    7.1 Create a Charter Board development plan for governance excellence considering the fiduciary, strategic, and generative engagement modes.

    7.2 Annually evaluate Charter Board effectiveness in meeting strategic plan performance indicators and determine future expectations.

    7.3 Engage in Charter Board succession planning.

8. Fiscal Accountability

    8.1 Within the context of results-based budgeting, approve budget principles and establish priorities at the outset of the budget process.

    8.2 Approve the annual budget and allocation of resources to achieve the preferred future.

    8.3 Approve substantive budget adjustments when necessary.

    8.4 Monitor the fiscal management of the School through receipt of at minimum quarterly variance analyses and year-end projections.

    8.5 Finance and Audit Committee, receive the Audit Report and ensure the management letter recommendations are addressed.

    8.6 Approve annual fees for School instructional resources and transportation.

    8.7 Approve expense reimbursement rates.

    8.8 Approve borrowing for material expenditures and investment parameters.

    8.9 Approve transfer of funds to/from reserves.

    8.10 Ensure all expenditures are regularly reviewed to test their relevancy, effectiveness and efficiency against desired outcomes.

    8.11 Explore fund development opportunities.

Selected Responsibilities

The Charter Board shall:

1. Acquire and dispose of land and buildings; ensure appropriate permits and enforceable long-term interests in land are in place prior to capital project construction.
2. Approve transportation service areas.
3. Approve the School calendar.
4. Provide for recognition of staff and parents.
5. Make a recommendation to the Minister for dissolution of the School Council.
6. Approve the Superintendent’s contract.
7. Approve locally developed courses.

Legal Reference: Sections 25, 26, 27, 33, 52, 53, 60, 67, 139, 222 Education Act
Results-Based Budgeting Act

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Policy 2 – Appendix

CHARTER BOARD ANNUAL WORK PLAN

August

Events/Action

- Annual Kick Off
- Charter Board Self Evaluation
- Superintendent Evaluation
- Prepare for Financial Year End & Audit

September

Regular Charter Board Meeting Agenda Items

- Review Charter Board Annual Work Plan

Events/Action

- Coordinate meetings with municipal, provincial and community partners

October

Regular Charter Board Meeting Agenda Items

- Receive September 30 Enrolment Report
- Receive Provincial Achievement Test Report

Events/Action

- Director Orientation (election year)
- Organizational Meeting (election year)

November

Regular Charter Board Meeting Agenda Items

- Receive Finance and Audit Committee Report
- Approve Transfers to/from Financial Reserves
- Approve Audited Financial Statements
- Approve the Annual Education Results Report
- Approve Revised School Budget (if necessary)

Events/Action

- Fall Charter Board/Executive Team Planning Session
- Student Engagement Committee meeting

December

Regular Charter Board Meeting Agenda Items

-

Events/Action

- Christmas activities

January

Regular Charter Board Meeting Agenda Items

- Approve Budget Assumptions/Principles
- Approve 1st Quarter Financial Report

Events/Action

-

February

Regular Charter Board Meeting Agenda Items

- Receive semi-annual Three Year Education Plan Progress Report

Events/Action

-

March

Regular Charter Board Meeting Agenda Items

- Approve School Year Calendar

Events/Action

- Annual Charter Board/Administrators' Planning Workshop

April

Regular Charter Board Meeting Agenda Items

- Approve Returning Officer (election year)
- Review Preliminary Budget and make adjustments if required
- Receive 2nd Quarter Financial Report

Events/Action

- Student Engagement Committee meeting
- Review Student Code of Conduct (due annually on June 30)

May

Regular Charter Board Meeting Agenda Items

- Approve Budget
- Review Three Year Education Plan

Events/Action

- Long Service Recognition and Retirements Gala
- MLA Meetings

June

Regular Charter Board Meeting Agenda Items

- Approve 3rd Quarter Financial Report
- Organizational Meeting (non-election year)

Events/Action

- Municipalities Meeting
- Review Volunteering Data
- Review Purpose of Curriculum Committee
- Board Annual Review

Ongoing

- Receive Superintendent's Monthly Report
- Receive Secretary-Treasurer's Monthly Financial Report
- Review Charter Board Annual Work Plan
- Attend School Council Meetings
- Attend School Celebrations, upon request
- Meet with Chambers of Commerce, Provincial, and Community partners

Legal Reference:	Sections 25, 26, 27, 33, 52, 53, 60, 67, 139, 222 Education Act Results-Based Budgeting Act
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Policy 3

ROLE OF THE DIRECTOR

The role of the Charter Board Director is to contribute to the Charter Board as it carries out its mandate in order to achieve its core purpose. The oath of office taken or affirmation made by each Director when s/he assumes office binds that person to work diligently and faithfully in the cause of public charter education.

Individual Directors exercise an effective decision-making role in the context of corporate action. A Director who is given authority by Charter Board motion to act on behalf of the Charter Board may carry out duties individually but only as an agent of the Charter Board. In such cases, the actions of the Director are those of the Charter Board, which is then responsible for them. A Director acting individually has only the authority and status of any other Society member. Individual Directors do not have the authority to direct the Superintendent or staff.

Specific Responsibilities of Individual Directors

In carrying out their role, each Charter Board Director shall be responsible for the matters indicated below and shall:

1. Become familiar with Society bylaws, Charter Board policies and Administrative Procedures, meeting agendas and reports in order to participate in Charter Board business;

2. Recognize his/her fiduciary responsibility to the School and act in the best interests of the School, understanding that the School needs are paramount;

3. Vote on every Charter Board motion, unless there is a conflict of interest;

4. Support a majority vote of the Charter Board as if the vote had been unanimous;

5. Provide for the engagement of parents, students and the community in matters related to education;

6. Respectfully bring forward and advocate for issues and concerns;

7. Refer matters not covered by Charter Board policy but requiring a corporate decision to the Charter Board for discussion;

8. Refer administrative and operational matters to the Superintendent and work to maintain the distinction between governance and operational responsibilities;

9. Upon receiving a complaint or an inquiry from a parent, staff member or community member about operations, refer the parent, staff member or community member back to the teacher or principal and inform the Superintendent of this action;

10. Keep the Superintendent and the Charter Board informed in a timely manner of all material matters coming to his/her attention that might affect the School. Personnel matters are to be brought to the attention of the Superintendent only;

11. Attend Charter Board meetings, and committee meetings as assigned, having reviewed all applicable materials and being prepared to participate in, and contribute to, the decisions of the Charter Board in order to work towards the best solutions possible for education within the School;

12. When delegated responsibility, will exercise such authority within the defined terms of reference in a responsible and effective way;

13. Participate in Charter Board/Director development sessions so the quality of leadership and service in the School can be enhanced;

14. Be cognizant of provincial, national and international educational issues and trends;

15. Share the materials and ideas gained with fellow Directors at a Charter Board meeting following a Director development activity;

16. Strive to develop a positive and respectful learning and working culture both within the Charter Board and the School;

17. Attend School Council meetings as a Charter Board representative upon invitation, when reasonably possible;

18. Attend, when reasonably possible, the School functions/events;

19. Attend extra-curricular School activities, including graduations, when designated or formally invited as Charter Board representative and where reasonably possible;

20. Become familiar with, and adhere to, the Director Code of Conduct; and

21. Report any known violation of the Director Code of Conduct to the Charter Board Chair or, where applicable, to the Vice-Chair.

Orientation

As a result of elections, the Charter Board may experience changes in membership. To ensure continuity and facilitate smooth transition from one Charter Board to the next following an election, Directors must be adequately briefed concerning existing Charter Board policy and practice, statutory requirements, initiatives and long-range plans.

The Charter Board believes an orientation program is necessary for effective Directorship. All Directors are expected to attend all aspects of the orientation program.

1. In the year of an election, the Charter Board will host a preliminary orientation session for all elected candidates prior to the Organizational Meeting which will include a review of and an expression of interest in Charter Board assignments and committees.

2. The Charter Board will offer an orientation program for all Directors that provides information on:

    2.1 Role of the Director and the Charter Board;

    2.2 Charter Board policy, agendas and minutes;

2.3 Organizational structures and procedures of the School;

2.4 Existing Charter Board initiatives, annual reports, budgets, financial statements and long-range plans;

2.5 School programs and services;

2.6 The Charter Board's function as an appeal body;

2.7 Statutory and regulatory requirements, including responsibilities with regard to conflict of interest;

2.8 Director expenses; and

2.9 The School's history and guiding principles.

3. The orientation program may also include:

3.1 A tour of the School and facilities, and the opportunity to meet School office staff.

4. The Charter Board Chair and Superintendent are responsible for ensuring the development and implementation of the Charter Board's orientation program for Directors.

5. The Charter Board will provide reasonable support within the Charter Board governance budget for Directors attending TAAPCS meetings and events.

6. Incumbent Directors are encouraged to help newly elected Directors become informed about history, functions, policies, procedures and issues.

Legal Reference: Section 33, 52, 53, 64, 67, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96 Education Act
Section 16 The Notaries and Commissioners Act

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Policy 3 Appendix

SERVICES, MATERIALS AND EQUIPMENT PROVIDED TO DIRECTORS

Directors shall be provided with the following services, materials and equipment from within the Charter Board governance budget while in office:

1. Reference access to:
    - 1.1 The Education Act, the Regulations and related documents
    - 1.2 Charter Board Policy Handbook and Administrative Procedures Manual
    - 1.3 Current Charter Board documents:
        - 1.3.1 Budget
        - 1.3.2 Three-Year Education Plan
        - 1.3.3 Annual Education Results Report
        - 1.3.4 Audited Financial Statements
        - 1.3.5 Charter
        - 1.3.6 Bylaws
    - 1.4 School year and meeting calendars
    - 1.5 Current telephone listings
2. Communications/Public Relations
    - 2.1 Notification of significant media events
    - 2.2 Name tags, business cards and lapel pins
    - 2.3 Key messages as required
    - 2.4 Individual and Charter Board photographs
3. Administrative/secretarial services through the Superintendent
    - 3.1 Access to interoffice mail
    - 3.2 Conference registration, travel and accommodation arrangements
    - 3.3 E-mail address and service support
    - 3.4 Photocopying and related secretarial services
    - 3.5 Coordination of events sponsored by the Charter Board
4. Equipment
    - 4.1 Directors may be provided with standard office equipment to assist in School communications.

4.2 Directors may purchase the Charter Board provided office equipment at fair market value at the end of their term once it has been reformatted.

4.3 An outgoing Director will return the Charter Board provided office equipment within seven (7) days following an election or resignation.

4.4 A replacement program for the Charter Board provided office equipment will be established by the Charter Board.

4.5 All Charter Board-provided office equipment will be maintained by the contractor.

4.6 A record of office equipment on loan to each Director will be kept on file.

4.7 Due diligence must be utilized to ensure the security of the office equipment.

Legal Reference: Section 33, 52, 53, 64, 67, 85, 86, 87, 88, 89 Education Act

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Policy 4

DIRECTOR CODE OF CONDUCT

The Charter Board commits itself and its members to conduct which meets the highest ethical standards. It is expected that all personal interactions and relationships will be characterized by mutual respect, which acknowledges the dignity and affirms the worth of each person.

Specifically

Charter Board members will:

1. Recognize and respect each member of the school community. This includes other Board members, administrators, teachers and other staff, as well as volunteers and other stakeholders.

2. Work with fellow Charter Board members in a spirit of harmony and cooperation.

3. Encourage a positive atmosphere where individual contributions and diverse points of view are supported and valued.

4. Accept that the Charter Board expresses its will only through a majority decision taken by the Charter Board, and will speak corporately as one voice.

5. Hold the interest of all students as paramount in decision-making.

6. Declare actual and potential conflicts of interest, and excuse themselves from Charter Board deliberations when appropriate.

7. Respect and maintain the confidentiality of information deemed confidential by the Charter Board.

8. Value and encourage parental participation in their child's education.

9. Recognize and accept that each Charter Board member has no authority or responsibility to direct the Superintendent or staff except as explicitly directed by the Charter Board.

10. Recognize and accept established Charter Board protocols for communication and problem-solving.

11. Practice and promote within the school community the highest standards of respect, responsibility, integrity, self-discipline, and compassion.

12. Accept that their role as Charter Board members does not provide them or members of their family with any rights or privileges, as a parent, beyond those of any other parent within the New Humble Community School community.

13. Abide by Charter Board policies and bylaws of the Society.

14. Concentrate on functions related to governing and representing the membership, and not on the administrative, day-to-day operational activities of the school.

15. Commit to thinking and acting in ways that are: Innovative, Respectful, Realistic, Flexible, Optimistic, Responsible, Accountable, and Focused on continuous growth and improvement.

16. Consequences for the failure of individual Directors to adhere to the Director Code of Conduct are specified in Policy 4 Appendix – Director Code of Conduct Sanctions.

Legal Reference: Section 27, 33, 52, 53, 59.1, 64, 67, 85, 88, 90, 91, 92, 93, 94 Education Act

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DIRECTOR CODE OF CONDUCT SANCTIONS

1. Directors must conduct themselves ethically and prudently in compliance with the Director Code of Conduct, Policy 4. The Directors' failure to conduct themselves in compliance with this policy may result in the Charter Board instituting sanctions. Willful or unintentional ignorance shall not excuse any contravention of the code of conduct.

2. A Director who believes that a fellow Director has violated the Director Code of Conduct may seek resolution of the matter through appropriate conciliatory measures before commencing an official complaint under the Director Code of Conduct.

3. A Director who wishes to commence an official complaint under the Director Code of Conduct shall file a letter of complaint with the Charter Board Chair within thirty (30) days of the alleged event occurring and indicate the nature of the complaint and the section or sections of the Director Code of Conduct that are alleged to have been violated by the Director. The Director who is alleged to have violated the Director Code of Conduct and all other Directors must be forwarded a copy of the letter of complaint by the Charter Board Chair or, where otherwise applicable in what follows, by the Vice-Chair, within five (5) days of receipt by the Charter Board Chair of the letter of complaint. If the complaint is concerning the Charter Board Chair's conduct, the letter of complaint shall be filed with the Vice-Chair.

4. When a Director files a letter of complaint, and a copy of that letter of complaint is forwarded to all Directors, the filing, notification, content and nature of the complaint shall be deemed to be strictly confidential, the public disclosure of which shall be considered to be a violation of the Director Code of Conduct. Public disclosure of the complaint and any resulting decision taken by the Charter Board may be disclosed by the Charter Board Chair only at the Charter Board's direction, following the complaint's disposition at a Director Code of Conduct hearing.

5. To ensure that the complaint has merit to be considered and reviewed, at least one (1) other Director must provide to the Charter Board Chair within three (3) days of the notice in writing of the complaint being forwarded to all Directors a letter indicating support for having the complaint heard at a Director Code of Conduct hearing. Any Director who forwards such a letter of support shall not be disqualified from attending and deliberating upon the complaint at a Director Code of Conduct hearing convened to hear the matter, solely for having issued such a letter.

6. Where the Charter Board Chair receives no letter supporting a hearing in the three (3) business day period referred to in section 5 above, the complaint will not be heard. The Charter Board Chair shall notify all other Directors in writing that no further action of the Charter Board will occur.

7. Where a letter supporting a hearing is received by the Charter Board Chair in the three (3) day period referred to in section 5 above, the Charter Board Chair shall convene, as soon as

is reasonable, a special meeting of the Charter Board to allow the complaining Director to present his/her views of the alleged violation of the Director Code of Conduct.

8. At said special meeting of the Charter Board, the Charter Board Chair shall indicate, at the commencement of the meeting, the nature of the business to be transacted and that the complaint shall be heard in a closed session of the special meeting. Without limiting what appears below, the Charter Board Chair shall ensure fairness in dealing with the complaint by adhering to the following procedures:

    8.1. The Director Code of Conduct complaint shall be conducted at a closed session, Director Code of Conduct hearing, of a special Charter Board meeting convened for that purpose. All preliminary matters, including whether one (1) or more Directors may have a conflict of interest in hearing the presentations regarding the complaint, must be dealt with before the presentation of the complaint on behalf of the complaining Director.

    8.2. The sequence of the Director Code of Conduct hearing shall be:

        8.2.1. The complaining Director shall provide a presentation which may be written or oral or both;

        8.2.2. The respondent Director shall provide a presentation which may be written or oral or both;

        8.2.3. The complaining Director shall then be allowed to reply to the respondent Director's presentation;

        8.2.4. The respondent Director shall be provided a further opportunity to respond to the complaining Director's presentation and subsequent remarks;

        8.2.5. The remaining Directors of the Charter Board shall be allowed to ask questions of both parties;

        8.2.6. The complaining Director shall be allowed to make final comments; and

        8.2.7. The respondent Director shall be allowed to make final comments.

    8.3. Following the presentation of the parties' respective positions, the parties and all persons other than the remaining Directors who do not have a conflict of interest must leave the room, and the remaining Directors shall deliberate in private, without assistance from administration. The Charter Board may, however, in its discretion, call upon legal advisors to assist them on points of law or the drafting of a possible resolution.

    8.4. If the remaining Directors in deliberation require further information or clarification, the parties shall be reconvened and the requests made in both parties' presence. If the information is not readily available, the presiding Chair may request a recess or, if necessary, an adjournment of the Director Code of Conduct hearing to a later date.

    8.5. In the case of an adjournment, no discussion by Directors whatsoever of the matters heard at the Director Code of Conduct hearing may occur until the meeting is reconvened.

    8.6. The remaining Directors in deliberation may draft a resolution indicating what action may be taken regarding the respondent Director.

    8.7. The presiding Chair shall reconvene the parties to the Director Code of Conduct hearing and request a motion to revert to the open meeting to pass the resolution.

8.8. All documentation related to the Director Code of Conduct hearing shall be returned to the Superintendent or designate immediately after the Director Code of Conduct hearing and shall be retained according to legal requirements.

8.9. The presiding Chair shall declare the special Charter Board meeting adjourned.

9. A violation of the Director Code of Conduct may result in the Charter Board instituting, without limiting what follows, any or all of the following sanctions:

9.1. Having the Charter Board Chair write a letter of censure marked “personal and confidential” to the offending Director, on the approval of a majority of those Directors present and allowed to vote at the special meeting of the Charter Board;

9.2. Having a motion of censure passed by a majority of those Directors present and allowed to vote at the special meeting of the Charter Board;

9.3. Having a motion to remove the offending Director from one (1), some or all Charter Board committees or other appointments of the Charter Board passed by a majority of those Directors present, excluding the offending Director, and allowed to vote at the special meeting of the Charter Board;

9.4. Having a motion to terminate the offending Director’s membership on the Charter Board passed unanimously by those Directors present and allowed to vote at the Charter Board’s special meeting.

10. Notwithstanding, the Director may be removed from office by the passage of a special resolution at a Special Meeting of the Society.

11. The Charter Board may, in its discretion, make public its findings at the special meeting or at a regular meeting of the Charter Board where the Charter Board has not upheld the complaint alleging a violation of the Charter Board’s Director Code of Conduct or where there has been a withdrawal of the complaint or under any other circumstances that the Charter Board deems reasonable and appropriate to indicate its disposition of the complaint publicly.

Legal Reference: Sections 33, 34, 52, 53, 64, 67, 85, 86 (except clauses b and c), 87, 88, 89, 90 Education Act

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Policy 5

ROLE OF THE CHARTER BOARD CHAIR

The Charter Board believes that its ability to discharge its obligation is enhanced when leadership and guidance is forthcoming from its membership.

The Charter Board, at the Organizational Meeting and thereafter at any time as determined by the Charter Board, shall elect one (1) of its members to serve as Board Chair, to hold office at the pleasure of the Charter Board. The Charter Board entrusts to the Charter Board Chair primary responsibility for providing leadership and guidance.

The Charter Board distinguishes the role of the Charter Board Chair from the role of the Charter Board as a whole, insofar as the Charter Board Chair acts at the direction of the Charter Board in all matters pertaining to Charter Board business.

The Charter Board delegates to the Charter Board Chair the following powers and duties:

1. Preside over all Charter Board meetings and ensure that such meetings are conducted in accordance with the Education Act, Society bylaws and the policies as established by the Charter Board.

2. Prior to each Charter Board meeting, confer with the Vice Chair and the Superintendent on the items to be included on the agenda, the order of these items and become thoroughly familiar with them.

3. Be familiar with basic meeting procedures.

4. Perform the following duties during Charter Board meetings:
    - 4.1. Maintain the order and proper conduct and decorum of the meeting so that motions may be formally debated.
    - 4.2. Ensure that all issues before the Charter Board are well-stated and clearly expressed.
    - 4.3. Ensure that the conduct of the Charter Board is consistent with its own policies and bylaws, and those requirements imposed on it by legislation.
    - 4.4. Display firmness, courtesy, tact, impartiality and willingness to give everyone an opportunity to speak on the subject under consideration.
    - 4.5. Ensure that debate is relevant. The Charter Board Chair, in keeping with his/her responsibility to ensure that debate must be relevant to the question, shall, when s/he is of the opinion that the discussion is not relevant to the question, remind members that they must speak to the question.
    - 4.6. Decide questions of order and procedure, subject to an appeal to the rest of the Charter Board. The Charter Board Chair may speak to points of order in preference to other members and shall decide questions of order, subject to an appeal to the Charter Board by any member duly moved.
    - 4.7. Submit motions or other proposals to the final decision of the meeting by a formal show of hands.

4.8. Ensure that each Director present votes on all issues before the Charter Board, except when a conflict of interest has been declared.

4.9. Extend hospitality to the Superintendent and staff, the media and members of the public.

5. Keep informed of significant developments within the School.

6. Assist with the Board's orientation program for Directors.

7. Keep the Superintendent and the Charter Board informed in a timely manner of all matters coming to his/her attention that might affect the School.

8. Be in contact with the Superintendent to maintain a working knowledge of current issues and events, from a governance perspective.

9. Convey directly to the Superintendent such concerns as are related to him/her by Directors, parents or students that may affect the administration of the Charter Board.

10. Provide counsel to the Superintendent on governance matters, or as requested.

11. Review and approve the Superintendent's vacation entitlement and expenditure claims.

12. Bring to the Charter Board all matters requiring a corporate decision of the Charter Board.

13. Act as a signing authority for the Charter Board as follows:

    13.1. As required by the Government of Alberta.

    13.2. As required by financial institutions.

14. Represent the Charter Board, or arrange alternative representation, at official meetings or other public functions.

15. Ensure the Charter Board is represented at TAAPCS meetings.

16. Address inappropriate behaviour on the part of a Director.

17. Ensure the Charter Board engages in regular assessments of its effectiveness as a Charter Board.

18. Act on behalf of the Superintendent in his/her inability to act due to conflict of interest.

Legal Reference: Sections 27, 53 Education

Act Approved: September 21, 2022

Revised:

Policy 6

ROLE OF THE VICE CHAIR

The Vice-Chair shall be elected by the Charter Board at its Organizational Meeting, and thereafter at any time determined by the Charter Board, to hold office during the pleasure of the Charter Board.

Specific Responsibilities

1. The Vice-Chair shall act on behalf of the Charter Board Chair, in the latter's inability to act or absence and shall have all the duties and responsibilities of the Charter Board Chair.

2. The Vice-Chair shall assist the Charter Board Chair in ensuring that the Charter Board operates in accordance with its own policies and procedures and in providing leadership and guidance to the Charter Board.

3. Prior to each Charter Board meeting, the Vice-Chair shall confer with the Charter Board Chair and the Superintendent on items to be included on the agenda, the order of these items and become thoroughly familiar with them.

4. The Vice-Chair may be assigned other duties and responsibilities by the Charter Board Chair or by the Charter Board.

Legal Reference: Section 27, 53; Education Act
Board Procedures Regulation

Approved: September 21, 2022
Revised:

Policy 7

CHARTER BOARD OPERATIONS

The Charter Board's ability to discharge its obligations in an efficient and effective manner is dependent upon the development and implementation of a sound organizational design. In order to discharge its responsibilities to the members of the Society, the Charter Board shall hold meetings as often as necessary. A quorum, which is a simple majority of the number of currently serving Directors, must be present for every duly constituted meeting. The Charter Board has adopted policies so the business of the Charter Board can be conducted in an orderly and efficient manner.

The Charter Board shall meet regularly, according to the schedule of meeting dates established annually. The Charter Board Chair shall call or cancel meetings, as required.

The Charter Board's fundamental obligation is to preserve and enhance its Charter and the public trust in education, generally, and in the affairs of its operations in particular. Consistent with its objective to encourage stakeholders to contribute to the educational process, Charter Board meetings will be open to the public. Towards this end, the Charter Board believes its affairs must be conducted in public to the greatest extent possible and in a format that encourages stakeholder participation.

There are times when public interest is best served by private discussion of specific issues in in camera sessions.

Having members of the Society make presentations at Charter Board meetings can enhance member interest.

Public forums dealing with specific educational topics can enhance communications and the effectiveness of the Charter Board.

1. Organizational Meeting
    1.1. An Organizational Meeting of the Charter Board shall be held in September of each year. The first official meeting of the Charter Board following election of Directors shall be an Organizational Meeting.
    1.2. The Superintendent or designate will give notice of the Organizational Meeting to each Director as if it were a Special Meeting. The Superintendent or designate shall call the meeting to order and act as Chair of the meeting for the purpose of the election of the Charter Board Chair.
    1.3. Each newly-elected Director will take the Oath of Office immediately following the call to order of the Organizational Meeting after the election of Directors.
    1.4. The Charter Board will elect one Director to act as Chair by secret ballot. Upon election as Chair, the Charter Board Chair shall preside over the remainder of the Organizational Meeting. The Charter Board Chair shall normally be elected for a period of one year.

1.5. The Charter Board shall, in addition:

1.5.1. Elect one Director to act as Vice-Chair by secret ballot;

1.5.2. Designate Charter Board members for Committees (Policy 8).

1.5.3. Appoint Charter Board representation on the various Boards or committees of organizations or agencies where the Charter Board has regular representation, as appropriate, including The Association of Alberta Public Charter Schools (TAAPCS);

1.5.4. Establish an annual Charter Board work plan;

1.5.5. Review banking arrangements;

1.5.6. Review audit arrangements;

1.5.7. Address other organizational items as required.

1.6. All Directors will provide the Superintendent with both a primary and an emergency contact for the purpose of receiving notice.

2. Regular Meetings

Regular Charter Board meetings will be held in accordance with the approved annual Charter Board meeting calendar in a location, manner and at a time set by the Charter Board Chair. Notices of regularly scheduled public Charter Board meetings will be posted at the school and on the School website a minimum of forty-eight (48) hours prior to the meeting.

2.1. The Charter Board will hold as many public Charter Board meetings as it considers necessary.

2.2. Notwithstanding the schedule established at the Organizational Meeting, the Charter Board may alter the schedule with the consent of the majority of Charter Board members present at the meeting at which the date change is proposed. All Directors shall notify the Charter Board Chair if they are unable to attend a Charter Board meeting. Failure to attend may result in disqualification.

2.3. All Directors who are absent from three consecutive meetings shall:

2.3.1. Obtain authorization in advance by resolution of the Charter Board to do so; or

2.3.2. Provide to the Charter Board Chair evidence of illness in the form of a medical certificate respecting the period of absence; or

2.3.3. Obtain a leave of absence (for an extended period).

2.4. If both the Charter Board or Vice-Chair, through illness or other cause, are unable to perform the duties of the office or are absent, the Charter Board shall appoint from among its members an acting Charter Board Chair, who on being so appointed has all the powers and shall perform all the duties of the Charter Board Chair during the Charter Board Chair's and Vice-Chair's inability to act or absence.

2.5. Regular meetings of the Charter Board will not be held without the Superintendent and/or designate(s) in attendance, either personally or electronically, unless the Superintendent's contract is being discussed.

2.6. Parent and Staff Members of the Society and the public may attend Charter Board meetings but are not entitled to vote. The Chair may ask any person or persons to

leave the meeting for improper conduct. Parent and Staff Members may speak at Charter Board meetings only if recognized by and at the discretion of the Chair.

3. Special/Emergency Meetings

   Occasionally, unanticipated or emergent issues require immediate Charter Board attention and/or action.

   3.1. Unscheduled meetings of the Charter Board may be called by the Charter Board Chair or a majority of Directors. A special meeting may be held without notice if every Director agrees to waive the notice provisions.

   3.2. Notice of a special meeting must include the date, time and place of the meeting and the nature of the business to be transacted. Unless all Directors are present at the special meeting no other business may be transacted. Items can be added to the agenda only by the unanimous consent of the entire Charter Board.

   3.3. Notice of a special meeting must be given two (2) days in advance and can be given in person or by phone, text or email.

   3.4. If a Director cannot be contacted by these means, on further notice shall be given to his or her emergency contact person; which notice shall be considered adequate.

   3.5. Any business transactions or resolutions passed, and the minutes of the meeting, must be disclosed at the next regularly called public Charter Board meeting.

   3.6. Special meetings of the Charter Board shall be open to the public, recognizing that specific agenda matters may be held “in camera”.

   3.7. Special meetings of the Charter Board will not be held without the Superintendent and/or designate(s) in attendance, either personally or electronically, unless the Superintendent’s contract is being discussed.

   3.8. In addition, the Charter Board will hold a special Charter Board meeting within fourteen (14) days of receipt of a written request signed by at least one quarter (1/4) of Society members in order to consider the subject matter of that request.

4. Participation in Regular or Special Meetings by electronic means In accordance with the relevant section(s) of the Education Act, the Charter Board may hold a meeting using electronic means or other communication facilities. The means used must enable each Director participating in the meeting and any members of the public attending the meeting to hear all the other Directors. Directors participating in such meetings by electronic means or other communication facilities are deemed to be present at the meeting.

   4.1. All Directors and senior administrative personnel are encouraged to attend Charter Board meetings in person.

   4.2. At least one of the following persons named in each of 4.2.1 and 4.2.2 must be present at the Charter Board office during the meeting:

      4.2.1. A member of the Charter Board; and

      4.2.2. The Superintendent or designate.

   4.3. Reasonable steps must be taken to notify the public of the manner in which members of the public may participate.

   4.4. A Director must ensure the means and location used to participate in the meeting will allow moving into in camera and will meet all requirements of an in camera session.

5. In Camera Sessions

The preservation and enhancement of the public's trust in the educational system is an important priority of the Charter Board. The Charter Board believes that public trust is preserved by conducting open Charter Board meetings. Notwithstanding this belief, occasionally matters of unusual sensitivity require the Charter Board to hold in camera sessions.

5.1. The Charter Board may, by majority vote, schedule a closed meeting at a time or place agreeable to the Charter Board or recess a meeting in progress for the purpose of meeting in camera. Such resolutions shall be recorded in the minutes of the Charter Board and shall specify those individuals eligible to attend in addition to Directors and the Superintendent.

5.2. The Charter Board may convene in camera session only to discuss matters of a sensitive nature, including:

5.2.1. Personnel

5.2.1.1. Individual students;

5.2.1.2. Individual employees;

5.2.2. Matters relating to negotiations;

5.2.3. Acquisition/disposal of real property;

5.2.4. Litigation brought by or against the Charter Board; and

5.2.5. Other topics that a majority of the Directors present feel are best held in private, in the public interest.

5.3. Such sessions shall be closed to the public and press. The Charter Board shall only discuss the matter(s) that gave rise to the in camera session. Charter Board members and other persons attending the session shall maintain confidentiality and shall not disclose the details of the discussion at such sessions.

5.4. The Charter Board shall, during the in camera session, adopt only such resolution as is required to reconvene the Charter Board in an open, public meeting.

5.5. The resolution (motion) to go into in camera session and the resolution to revert to a regular meeting must both be recorded in the minutes of the regular meeting.

5.6. Once the Charter Board reverts to a regular meeting, any decision reached during the in camera session must be ratified by resolution. The wording of such resolution must not inappropriately reveal confidential or personal information.

6. Agenda for Regular Meetings

The Charter Board Chair is responsible for preparing an agenda for Charter Board meetings in consultation with the Vice Chair and the Superintendent.

6.1. Items scheduled for a specific time shall be clearly identified on the agenda. The order of business will be established by the Charter Board Chair and may include:

6.1.1. Call to order and land acknowledgement;

6.1.2. In camera session (if necessary);

6.1.3. Approval of agenda;

6.1.4. Approval of consent agenda;

6.1.5. Approval of minutes and electronic votes of the Charter Board;

6.1.6. Business arising;

6.1.7. Appointments/delegations;

6.1.8. Action items;

6.1.9. Discussion items;

6.1.10. Policies;

6.1.11. Administrative Procedures under review;

6.1.12. Reports and information items;

6.1.13. Charter Board Chair's remarks; and

6.1.14. Adjournment.

6.2. The agenda will be supported by copies of letters, reports, contracts and other materials as are pertinent to the business that will come before the Charter Board and will be of value to the Charter Board in the performance of its duties. Each action item will include a clear recommendation.

6.3. Items may be placed on the agenda in one of the following ways:

6.3.1. By submitting a request to the Charter Board Chair or Superintendent at least eight calendar days prior to the Charter Board meeting;

6.3.2. By notice of motion at the previous meeting of the Charter Board;

6.3.3. As a request from a committee of the Charter Board.

6.4. The agenda package, containing the agenda and supporting information, will be provided to each Director at least 48 hours prior to the Charter Board meeting. Subsequently, information may be provided at the meeting; and further, the Superintendent shall advise the Charter Board Chair regarding the emergent nature of such information.

6.5. The Charter Board will follow the order of business set by the agenda unless the order is altered or new items are added by agreement of the Charter Board.

6.6. During the course of the Charter Board meeting, the majority of Directors present may amend the agenda and place items before the Charter Board for discussion. The Charter Board may take action on such items.

6.7. Agendas for all regularly scheduled public Charter Board meetings will be made available a minimum of 48 hours prior to the meeting.

6.8. Agenda packages may be made available to the public.

7. Minutes for Regular or Emergency Meetings The Charter Board shall maintain and preserve by means of minutes a record of its proceedings and resolutions.

7.1. The minutes shall record:

7.1.1. Date, time and place of meeting;

7.1.2. Type of meeting;

7.1.3. Name of presiding officer;

7.1.4. Names of Directors, staff and presenters in attendance;

7.1.5. Approval of preceding minutes;

7.1.6. All resolutions, including the Charter Board's disposition of the same, placed before the Charter Board, are to be entered in full;

7.1.6.1. The numbering of motions is to be by date (year/month/day) and then in numbered order;

7.1.7. Names of persons making the motions;

7.1.8. A brief summary with sufficient background material to ensure that the Charter Board's intent is clear;

7.1.9. Points of order and appeals;

7.1.10. Appointments;

7.1.11. Public announcements;

7.1.12. Receipt of written reports of committees;

7.1.13. The vote on all motions;

7.1.14. Whenever a counted or recorded vote is requested in accordance with this policy, the requested information will be published;

7.1.15. Policies as read;

7.1.16. Departure and re-entry times of Directors (when absent for a vote on a motion); and

7.1.17. The time of adjournment.

7.2. The minutes shall:

7.2.1. Be prepared as directed by the Superintendent;

7.2.2. Be reviewed by the Charter Board Chair prior to submission to the Charter Board;

7.2.3. Be considered an unofficial record of proceedings until such time as adopted by a resolution of the Charter Board; and

7.2.4. Upon adoption by the Charter Board, be deemed to be the official and sole record of the Charter Board's business.

7.3. The Superintendent or designate will establish and maintain a file of all Charter Board minutes.

7.4. As part of its ongoing effort to keep staff and Society members fully informed concerning its affairs and actions, the Charter Board expects the Superintendent to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all Charter Board meetings.

7.5. Approved minutes will be made available within two weeks of approval.

7.6. The approved minutes of a regular or emergency meeting shall be posted to the School website as soon as possible following approval. The Superintendent or designate is responsible to distribute and post the approved minutes.

8. Motions

8.1. Notice of Motion

The notice of motion serves the purpose of officially putting an item on the agenda of the next or future regular meeting and gives notice to all Directors of the item to be discussed. A notice of motion is not debatable and may not be voted on.

8.2. Discussion on Motions

The custom of addressing comments to the Charter Board Chair is to be followed by all persons in attendance. A Charter Board motion or a recommendation from the Superintendent must generally be placed before the Charter Board prior to any discussion taking place on an issue.

Once a motion is before the Charter Board and until it is passed or defeated, all speakers shall confine their remarks to the motion or to the information pertinent to the motion. Motions may be submitted by any Director, including the Charter Board Chair.

8.3. Speaking to the Motion

The mover of a motion speaks first, and every Director shall have an opportunity to speak to the motion.

The Charter Board Chair will normally speak just prior to the last speaker who will be the mover of the motion.

The mover of the motion is permitted to close debate on the motion. As a general guide, a Director is not to speak longer than five (5) minutes on any motion. The Charter Board Chair has the responsibility to limit the discussion by a Director when such a discussion is repetitive or digresses from the topic at hand, or where discussion takes place prior to the acceptance of a motion. No one shall interrupt a speaker, unless it is to ask for important clarification of the speaker's remarks, and any such interruption shall not be permitted without permission of the Charter Board Chair.

When a Director arrives at the meeting after a motion has been made and prior to taking a vote, the Director may request further discussion prior to the vote. The Charter Board Chair shall rule on further discussion.

8.4. Reading of the Motion

A Director may require the motion under discussion to be read at any time during the debate, except when a Director is speaking.

8.5. Counted Vote

Whenever a counted vote is requested by any one Director immediately after a vote is taken, the minutes shall record the number of Directors who voted for and against the matter.

8.6. Recorded Vote

Whenever a recorded vote is requested by at least two Directors before the vote is taken, the minutes shall record the names of the Directors who voted for or against the matter. Immediately after a vote is taken and on the request of a Director, the minutes shall record the name of that Director and whether that Director voted for or against the matter.

8.7. Required Votes

The Charter Board Chair and all Directors present, unless excused by resolution of the Charter Board or by the provisions of the Education Act or Society bylaws, shall vote on each question. Directors' votes have equal weight. Each question shall be decided by a majority of the votes of those Directors present. A simple majority of a quorum of the Charter Board will decide in favour of the question. In the case of an equality of votes, the question is defeated. A vote on a question shall be taken by open vote, expressed by show of hands, except the vote to elect the Charter Board Chair or Vice-Chair, which is by secret ballot. A Director may request a ballot vote on any matter.

8.8. Debate

In all debate, any matter of procedure in dispute shall be settled, if possible, by reference to Parliamentary Procedure at a Glance (O. Garfield Jones). If this reference is inadequate, procedure may be determined by motion supported by the majority of Directors in attendance

8.9. Motion to Refer

If a motion needs to be discussed much more informally or at greater length than is possible in a regular meeting, the Charter Board may refer the motion for further consideration to an existing or a new committee under the guidance of Policy 8. Any such motion is to specify the committee to refer the motion to and instructions on when the Charter Board expects to receive a written report of recommendations for and/or amendments to the motion.

9. Presentations to the Charter Board

The Charter Board believes that the School Partners and employees of the Charter Board are to have the opportunity to make presentations to the Charter Board, and further recognizes the value of such information.

9.1. A request to make a presentation shall be to the Charter Board Chair, at least five (5) working days before the next Charter Board meeting.

9.2. The Chair may consult with the Executive Committee to determine whether the petitioner has followed Charter Board policy, the potential to prejudice the Charter Board's ability to hear an appeal, and whether or not it is repetitious.

9.3. Matters pertaining to personnel and legal and property issues shall be considered in an in camera session.

9.4. Relevant background information to the delegate's submission shall accompany the agenda.

9.5. The spokesperson for the delegation shall be identified.

9.6. The spokesperson shall be notified of the time the item has been placed on the agenda.

9.7. Where a delegation requests action from the Charter Board, the Charter Board will usually respond at a subsequent meeting.

9.8. In emergent situations where the above procedure cannot be followed, the Charter Board Chair shall justify the emergency, then outline the subject and background prior to the delegation appearing before the Charter Board.

10. Audio/Video Recording Devices

The Charter Board expects that anyone wanting to use recording devices at a public Charter Board meeting shall obtain prior approval of the Charter Board Chair.

11. Fiscal Responsibility

11.1. No Profit For Charter Board Members

Charter Board Members shall be volunteers and will not be eligible for any honoraria, payments or benefits for their services, but may be paid for expenses incurred through the exercise of their duties in accordance with Charter Board policy.

11.2. Insurance

The Charter Board shall secure and continue to provide all necessary insurance including liability insurance for all Charter Board Members

12. Director Conflict of Interest

The Director is directly responsible to the Society membership and to the Charter Board. Upon election to office and annually thereafter, the Director must complete a disclosure of personal interest statement and accept a position of public trust.

The Director is expected to act in a manner which will enhance the trust accorded the Director and, through the Director, the trust accorded to the Charter Board. The Charter Board is of the firm conviction that its ability to discharge its obligations is dependent upon the trust and confidence of the Society membership in its Charter Board and in its Director members. Therefore, the Charter Board believes in the requirement to declare conflict of interest.

12.1. The Director is expected to be conversant with the relevant sections of the Education Act.

12.2. The Director is responsible for declaring him/herself to be in possible conflict of interest.

12.2.1. The Director shall make such declaration in open meeting prior to Charter Board or committee discussion of the subject matter which may place the Director in conflict of interest.

12.2.2. Following the declaration of conflict of interest by a Director, all debate and action shall cease until the Director has left the room.

12.3. It shall be the responsibility of the Director in conflict to absent him/herself from the meeting in accordance with the requirements of the Education Act and ensure that his/her declaration and absence is properly recorded within the minutes.

12.4. The recording secretary will record in the minutes:

12.4.1. The Director’s declaration;

12.4.2. The Director’s abstention from the debate and the vote; and

12.4.3. That the Director left the room in which the meeting was held.

13. Charter Board Performance Review

The Charter Board performance review shall be undertaken in conjunction with the Superintendent evaluation to reinforce alignment of purpose.

Legal Reference: Sections 27, 53, 65, 85, 86, 87 Education Act except subsections (1)(a) and (2), 88, 137 Societies Act Section 9
Charter School Regulation
Income Tax Act (Canada)

Approved: September 21, 2022
Revised: March 20, 2024

Policy 8

CHARTER BOARD COMMITTEES

Standing Committees shall be established by the Charter Board annually at its Organizational Meeting. Committees will be subject to the NHCSA Bylaws (Article 5.33-5.34).

Specifically

1. Committees and their terms of reference shall be established by Charter Board motion.

2. Committees shall be advisory only and shall not speak or act on behalf of the Charter Board except when given such authority by Charter Board motion for a specific and time-limited purpose.

3. The Charter Board Chair is an ex-officio member of all Board committees and is eligible to vote.

4. Each committee shall be chaired by a Charter Board member who is appointed by Charter Board motion. It shall be the responsibility of the committee Chair to provide recommendations or relevant information to the Charter Board as they deem advisable or as requested by the Charter Board.

5. A Society member in good standing may be approved by the Charter Board to serve as a member of those committees identified by the Charter Board.

6. The standing committees shall be as follows:
    - 6.1. The Executive Committee will:
        - 6.1.1. Determine Charter Board meeting agendas for regular and special meetings;
        - 6.1.2. Work with the Board Chair in response to requests to make presentations at Charter board meetings;
        - 6.1.3. Arrange for legal counsel with respect to policy development; and
        - 6.1.4. Determine placement of policy approvals/rescindments on Charter Board agendas.
    - 6.2. The Fundraising and Sponsorship Committee will:
        - 6.2.1. Be guided by a high standard of organization, professionalism, and adhere to the values and ethics befitting an elementary school when interacting with stakeholders or soliciting support;
        - 6.2.2. Follow all Society Bylaws, AGLC requirements as applicable, Alberta Education legislation, and the Charter Board Code of Conduct; and
        - 6.2.3. Ensure that priorities for use of funds are agreed upon by Charter Board members, and that such priorities reflect the needs and direction set by the Society as a whole.
    - 6.3. The Policy Development Committee will:

6.3.1. In response to requests from Alberta Education, the Charter Board, Charter Board committees or the Superintendent, develop and review policy;

6.3.2. Solicit input on draft policies from stakeholders when appropriate; and

6.3.3. Maintain the Charter Board Policy Handbook.

6.4. The Charter Development Committee will:

6.4.1. Work with teachers and staff to ensure that teaching and learning at the School are continually improved through a cycle of research informed innovation;

6.4.2. Ensure that courses do not conflict with or impinge upon the Alberta Programs of Study; they must enhance or complement such; and

6.4.3. Perform all due diligence to ensure that research or information sources are credible, reliable, ethical, and unbiased.

6.5. The Facility Committee will:

6.5.1. On an annual basis develop the Board's facility and capital priorities, and provide this information to the Minister and Alberta Education staff; and

6.5.2. Work with any other necessary parties (landlord, adjacent landowners, or other) when developing any facility plans.

6.6. The Finance and Audit Committee

6.6.1. The role of the finance and audit committee is to assist the Board in fulfilling its oversight responsibilities for the financial reporting process as effective stewards of the Board's resources through adequate accountability and transparency. To this end, this committee by legislative mandate under Section 142(1) of the Education Act must be dedicated to recommending external auditors to the board; reviewing the annual financial statements of the Division and reporting their status to the board and attend to other matters that the Board may determine to be of importance through the establishment of this committee.

6.6.2. The purpose, scope and authority of the finance and audit committee are specified in Policy 8 Appendix - Finance and Audit Committee Terms of Reference.

7. The Charter Board may, by Charter Board motion, establish ad hoc committees as required.

8. The Charter Board Chair may, from time to time, convene the Charter Board as a Committee of the Whole.

Legal Reference: Section 33, 34, 37, 51, 52, 53; 64, 67, 222 Education Act

Approved: September 21, 2022
Revised: March 20, 2024

FINANCE AND AUDIT COMMITTEE TERMS OF REFERENCE

1. Purpose

    1.1 To assist the Board of Directors in fulfilling their oversight responsibilities for the financial reporting process, the system of internal control over financial reporting, the audit process (including Public Sector Accounting Standards (PSAS) compliance), and monitoring the Division's compliance with laws and regulations pertaining to financial operations.

2. Powers and Duties

    2.1 The Committee has the authority to conduct or authorize investigations into any matters within its scope of responsibility. It is empowered to:

        2.1.1 With the consent of the Board, retain outside counsel, accountants or others to advise the Committee or assist the conduct of an investigation.

        2.1.2 Seek any information it requires from employees – all of whom are directed to cooperate with the Committee's request or that of associated external parties.

        2.1.3 Meet with administration, external auditors or outside counsel as necessary.

    2.2 The Committee will carry out the following responsibilities:

        2.2.1 Financial statements

            2.2.1.1 Review significant accounting and reporting issues, including complex or unusual transactions.

            2.2.1.2 Review with management and the auditors the results of the audit, including any difficulties encountered.

            2.2.1.3 Review the annual financial statements, and consider whether they are complete, consistent with the approved budget for the school year in question and other information known to Committee members, and reflect appropriate accounting principles; and

            2.2.1.4 Review with management and the auditors all matters required to be communicated to the entire Board.

        2.2.2 Internal control

            2.2.2.1 Consider the effectiveness of the Division's internal controls over annual reporting, including information technology security and control; and

2.2.2.2 Understand the scope of the auditor's review of internal control over financial reporting, and obtain reports on significant findings and recommendations, together with management's responses.

2.2.3 Audit

2.2.3.1 Review the auditor's proposal audit scope and approach

2.2.3.2 Review the performance of the auditors, and provide recommendations to the Board concerning the final approval on the appointment or the discharge of the auditors.

2.2.3.3 On a needs basis, the Board may meet separately with the auditors to discuss any matters that the Committee or auditors believe must be discussed privately.

2.2.4 Compliance

2.2.4.1 Review the findings of any examination by regulatory agencies and any audit observations.

2.2.4.2 Obtain regular updates from management and Division legal counsel regarding compliance matters.

2.2.4.3 Obtain and review from legal counsel an update on any outstanding legal matters that may have a significant impact upon Board operations.

3. Membership

3.1. The committee will consist of a minimum of five (5) members and a maximum of seven (7) members and divided as follows:

3.1.1. Board Vice Chair will act as the Chair of the Committee.

3.1.2. One – Three (1-3) Directors.

3.1.3. Minimum two (2) public members who are not directors or employees of the Division

4. Meetings

4.1. The committee will meet at least two times per year.

4.1.1 All committee members are expected to attend each meeting, in person or via tele- or video-conference.

4.1.2 The Committee will invite members of administration, auditors or others to attend meetings and provide pertinent information, as necessary.

4.1.3 The Committee may hold private meetings with the external auditor(s).

4.1.4 Minutes of the committee meeting(s) will be prepared. The secretarial function will be determined by the Committee Chair or designate.

Legal Reference: Education Act

Approved: March 20, 2024
Revised:

Policy 9

CHARTER BOARD REPRESENTATIVES

The Charter Board may appoint Directors to represent the Charter Board on various external committees, agencies and organizations. Such representation is established at the discretion of the Charter Board to facilitate the exchange of information on matters of mutual concern and discuss possible agreements between the Charter Board and other organizations.

The Charter Board will determine the power and duties of each representative. The Superintendent may appoint resource personnel to work with representatives and define the roles, responsibilities and reporting requirements of resource personnel.

The following organizations will have Charter Board representation as determined at the annual Organizational Meeting.

1. The Association of Alberta Public Charter Schools (TAAPCS) Representative
    1.1. Purpose: To act as a forum to discuss relevant, timely and emerging issues and discuss and develop policy decisions.
    1.2. Powers and Duties
        1.2.1. Attend TAAPCS meetings.
        1.2.2. Represent the Charter Board's positions and interests.
        1.2.3. Communicate the work of the Association to the Charter Board.
        1.2.4. Build relationships.
    1.3. Membership: One Director.
    1.4. Meetings: As scheduled.
2. The School Council Representative
    2.1. Purpose: To act as a forum to discuss relevant, timely and emerging issues identified from individuals, the Charter Board, Alberta Education, and other sources.
    2.2. Powers and Duties
        2.2.1. Attend School Council meetings.
        2.2.2. Build relationships.
        2.2.3. Communicate to the Charter Board the work of the School Council.
    2.3. Membership: One Director (taking turns in rotation on a pre-scheduled basis).
    2.4. Meetings As Scheduled.

3. Other Standing Representative Appointments

    3.1. Upon request, the Charter Board may assign a representative to any other entity at the Board's discretion.

Legal Reference: Section 33, 34, 51, 52, 53; 222 Education Act

Approved: September 21, 2022
Revised:

POLICY MAKING

On September 21, 2022, the New Humble Community School Charter Board adopted the G-TEC (Governance Through Engagement and Collaboration) Policy Model. There are four dominant themes in this model: Engagement, Collaboration, Role Clarity, and Assurance/ Accountability. The model is grounded in relationships and involves a synergy of these themes. The model provides an overall general framework for policy making focused on transforming the Charter Board's will into reality while ensuring compliance with legal requirements and respecting individual Charter Board culture / autonomy (a blend of provincial mandate and local needs*).*

Policies create the framework within which the organization operates. The Charter Board understands that one of its key responsibilities is the development of policies which provide direction for the operation of the School.

The Charter Board will ensure that the Society membership and those affected by its policies will be given the opportunity to provide feedback on all policies during the approval/review/ rescindment process.

Adoption of new Charter Board policies or revision/rescindment of existing policies is solely the responsibility of the Charter Board.

The Charter Board shall be guided in its approach to policy making by ensuring adherence to the requirements necessary to provide public education and compliance with the *Education Act* and provincial as well as federal legislation.

Charter Board policies shall provide an appropriate balance between the responsibility of the Charter Board to develop the broad guidelines to guide the School and the opportunity for the Superintendent to exercise professional judgment in the administration of the School.

The Charter Board believes in the establishment and review of policy which reflects its values and perspectives.

The Charter Board shall adhere to the following stages in its approach to policy making:

1. Planning

   The Charter Board, in cooperation with the Superintendent, shall assess the need for a policy, as a result of its own monitoring activities or on the suggestion of others, and identify the critical attributes of each policy to be developed.

2. Development

   The Charter Board may develop the policy itself or delegate the responsibility for its development to the Superintendent or a committee (standing or ad hoc).

3. Implementation

   The Charter Board is responsible for the implementation of policies governing its own processes. The Charter Board and Superintendent share the responsibility for implementation of policies relating to the Charter Board-Superintendent relationship. The Superintendent is responsible for the implementation of the other policies.

4. Evaluation

   The Charter Board, in cooperation with the Superintendent, shall evaluate each policy in a timely manner in order to determine if it is meeting its intended purpose.

Specifically

1. Any Director, staff member, Society member, School Council member or student may make suggestions regarding the possible development of a policy or the need for policy revisions on any matter by presenting a proposal for a policy or revisions/rescindments, in writing, to the Superintendent. The proposal shall contain a brief statement of purpose or rationale.

2. The Superintendent will inform the Charter Board of the request for policy development/ revision/rescindment. The Charter Board will determine the action to be taken.

3. If necessary, the Charter Board may refer to a committee or to the Superintendent to draft amendments to an existing policy, draft a new policy, or evaluate rescindment of a policy as the case may be. The Charter Board, committee, or the Superintendent may meet with stakeholders as part of the development/rescindment process.

4. When appropriate, the Charter Board, committee, or the Superintendent may seek legal advice on the intent and the wording of the policy, or on the ramifications of rescinding a policy. Committees seeking legal advice will submit the request via the Committee Chair to the Executive Committee to engage legal counsel.

5. If the request was referred to the Superintendent, draft amendments or a recommendation for rescindment is then brought by the Superintendent to the Executive Committee for review and the Executive Committee will include its recommendation for first reading in its committee report.

6. If the request was referred to a committee, the committee will bring the policy draft or rescindment to the Charter Board in its committee report as a recommendation for first reading.

7. If accepted in principle by the Charter Board at first reading, the proposed policy, policy amendment, or policy rescindment will be referred to:

   7.1 The Principal for feedback from staff

   7.2 The School Council for feedback from parents;

   7.3 other groups and individuals as deemed necessary, and

   7.4 posted prominently to the School website.

8. Comments and/or suggestions must be received by the Superintendent within 14 days of the reading or by a deadline of at least 14 days after the reading if otherwise specified by the Charter Board at the time of the reading.

    8.1 These comments and alterations, or comments regarding the proposed rescindment of a policy, will be shared with the Charter Board through the Executive Committee report at the time of the next reading.

9. After second reading, the proposed policy, policy amendment, or policy rescindment may then be moved immediately for third reading (final approval). If it is not moved through third reading, it will be redistributed for further feedback according to the steps outlined in Item 7 above.

10. Under emergent circumstances, the Charter Board may approve a new policy, amend an existing policy, or rescind a policy without the customary three readings at any Regular or Emergency Public Charter Board Meeting. An emergent circumstance is a situation for which the Charter Board deems that the consequences would be irreversible/irreparable if a new or amended policy were not in effect, or if an existing policy continues to be in effect, within the timeframe specified in Item 8 above. As well, the Charter Board may by-pass the three reading process if amendments are deemed to be minor and do not change the meaning or intent of the policy. Any time the customary three readings are bypassed, the Principal and School Council will be notified of the changes that were made. A notice will also be posted prominently on the School website to notify all stakeholders of such changes.

11. In the absence of existing policy, the Charter Board may make decisions, by resolution, on matters affecting the administration, management and operation of the School. Such decisions carry the weight of policy until such time as specific written policy is developed.

12. Only those policies and resolutions which are adopted and recorded in the minutes constitute the official policies of the Charter Board.

13. The Superintendent shall develop Administrative Procedures as deemed necessary for the effective operation of the School. These must be in accordance with Charter Board policies.

14. The Charter Board may request the Superintendent to change an Administrative Procedure to a draft Charter Board policy and will provide the rationale for same.

15. The Charter Board may rescind a policy at any time, or move an Administrative Procedure into policy in accordance with Items 7 through 10 above. Where a policy is rescinded, the Superintendent may choose to develop an Administrative Procedure relative to this matter. The Superintendent must inform the Charter Board of any substantive changes to Administrative Procedures.

16. The Superintendent shall arrange for all Charter Board policies, Administrative Procedures, and subsequent revisions to be posted on the School's website within two weeks of final approval, for staff and public access.

17. The Charter Board shall review its policies on a three-year rotational basis unless otherwise specified within the policy or by legislation.

Legal Reference: Section 33, 51, 52, 53, 222 Education Act
Societies Act Section 9
Board Procedures Regulation (AR 82/2019)
Charter Schools Regulation Section 12

Approved: September 21, 2022
Revised:

Policy 11

CHARTER BOARD DELEGATION OF AUTHORITY

The Education Act allows for the Charter Board to delegate certain of its responsibilities and powers to others.

The Charter Board authorizes the Superintendent to do any act or thing or to exercise any power that the Charter Board may do, or is required to do, or may exercise, except that the Charter Board reserves to itself the authority to make decisions on specific matters requiring Charter Board approval. This reserved authority of the Charter Board is set out in Charter Board policies, as amended from time to time.

This delegation of authority to the Superintendent specifically:

- Includes any authority or responsibility set out in the Education Act and Regulations as well as authority or responsibility set out in other legislation or regulations;
- Includes the ability to enact Administrative Procedures, practices or regulations required to carry out this authority; and also
- Includes the ability to sub-delegate this authority and responsibility as required.

Further, the Charter Board requires that any significant new provincial, regional or local obligations must be initially brought to the Charter Board for discussion and determination of decision-making authority.

Specifically

1. The Superintendent is authorized to suspend a teacher from the performance of the teacher's duties or to terminate the services of a teacher. The suspension or termination shall be conducted in accordance with the requirements of the Education Act, and the decision shall not be appealable to the Charter Board.

2. The Superintendent is authorized to suspend from the performance of duties or to terminate the services of any non-certificated staff member. The suspension or termination shall be in accordance with all relevant legislation, and the decision shall not be appealable to the Charter Board.

3. The Superintendent is delegated the authority to develop Administrative Procedures that are consistent with provincial policies and procedures for the following program areas:

    3.1 Dispute Resolution.

    3.2 Early Childhood Services.

    3.3 Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses.

    3.4 Off-Campus Education.

    3.5 Student Evaluation.

3.6 Teacher Growth, Supervision and Evaluation.

4. In the absence of Charter Board policy, the Superintendent is directed to develop an Administrative Procedure to fulfill Charter Board obligations created by any federal legislation or provincial legislation.

Legal Reference: Section 33, 51, 52, 202, 203, 204, 206, 210, 213, 214, 215, 217, 218, 219, 222 Education Act

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Revised:

Policy 12

ROLE OF THE SUPERINTENDENT

The Superintendent is the Chief Executive Officer of the Charter Board and the Chief Education Officer of the School. The Superintendent reports directly to the Charter Board and is accountable to the Charter Board for the conduct and operation of the School. All Charter Board authority delegated to the staff of the School is delegated through the Superintendent.

Specific Areas of Responsibility

1. Student Learning
   - 1.1 Provides leadership in all matters relating to education in the School.
   - 1.2 Ensures students in the School have the opportunity, within an inclusive environment, to meet or exceed the standards of education set by the Minister and as identified in the Charter.
   - 1.3 Ensures that learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and citizenship.
   - 1.4 Provides leadership in fostering conditions which promote the improvement of educational opportunities for all students, through innovation, research and partnerships.
   - 1.5 Provides leadership in implementing education policies established by the Minister and the Charter Board.

2. Student Wellness
   - 2.1 Ensures that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
   - 2.2 Ensures that the social, physical, intellectual, cultural, and emotional growth needs of students, consistent with Charter Board Policy 1, are met in the overall School environment.
   - 2.3 Ensures that all students have exposure to the complementary concepts of character and leadership.
   - 2.4 Ensures the safety and well-being of students while participating in School programs or while being transported on transportation provided by the School.
   - 2.5 Ensures the facilities adequately accommodate enrolled students.
   - 2.6 Acts as, or designates, the attendance officer for the School.

3. Fiscal Responsibility
   - 3.1 Ensures the fiscal management of the School’s resources by the Secretary-Treasurer is in accordance with the terms or conditions of any funding received by the Charter Board under the Education Act or any other Act.

3.2 Ensures the School operates in a fiscally responsible manner, including adherence to recognized accounting procedures.

3.3 Directs the preparation and the presentation of the budget.

3.4 Ensures the Charter Board has current and relevant financial information.

4. Human Resources Management

4.1 Has overall authority and responsibility for all personnel-related matters, except for those personnel matters precluded by legislation or Charter Board policy.

4.2 Monitors the performance of staff and ensures appropriate growth, supervision and evaluation processes are in place.

4.3 Facilitates professional development and training sessions for staff.

4.4 Builds leadership capacity within the School.

4.5 Ensures that each staff member is provided with a welcoming, caring, respectful and safe working environment that respects diversity and fosters a sense of belonging.

4.6 Ensures the coordination and integration of human resources within the School.

4.7 Recommends staff compensation, including benefits.

5. Policy/Administrative Procedures

5.1 Provides leadership in the planning, development, implementation and evaluation of Charter Board policies.

5.2 Develops and keeps current an Administrative Procedures Manual that is consistent with Charter Board policy and provincial policies, regulations and procedures.

6. Superintendent/Board Relations

6.1 Engages in and maintains positive, professional working relations with the Charter Board.

6.2 Respects and honours the Charter Board's role and responsibilities and facilitates the implementation of that role as defined in Charter Board policy.

6.3 Attends meetings of the Charter Board, except as excused, and makes recommendations on matters requiring Charter Board action by providing accurate information and reports as are needed to ensure the making of informed decisions.

6.4 Provides the information and counsel which the Charter Board requires to perform its role.

6.5 Keeps the Charter Board informed on material issues in a timely manner.

6.6 Attends, and/or designates, administrative attendance at all committee meetings, as requested.

6.7 Demonstrates respect, integrity and support, which is conveyed to the staff and community.

7. Strategic Planning and Reporting

7.1 Leads a generative Strategic Planning assurance and engagement process.

7.2 Assists the Charter Board in determining the present and future educational needs of the School through the development of short- and long-range plans.

7.3 Involves the Charter Board appropriately (approval of process and timelines; opportunity for establishment of strategic priorities and key results early in the process; final Charter Board approval).

7.4 Implements plans as approved.

7.5 Reports regularly on results achieved.

7.6 Encourages innovation and research, and shares innovative and research-based practices occurring within the School.

7.7 Develops the Annual Education Results Report for Charter Board approval.

8. Organizational Management

8.1 Demonstrates effective organization skills resulting in School compliance with all legal, Ministerial and Charter Board mandates and timelines.

8.2 Reports to the Minister with respect to matters identified in and required by the Education Act and provincial legislation.

8.3 Reviews, modifies and maintains an organizational chart which accurately delineates lines of authority and responsibility and presents it to the Charter Board for approval.

8.4 Builds an organizational structure and promotes a School culture which facilitates positive results, in a team-oriented, collaborative and cohesive fashion.

8.5 Effectively handles emergencies and deals with crisis situations.

9. Communications and Community Relations

9.1 Takes appropriate actions to ensure open, transparent, positive internal and external communications are developed and maintained.

9.2 Assures parents have a high level of satisfaction with the services provided and the responsiveness of the School.

9.3 Maintains effective relationships within the School and the community served by the School.

9.4 Participates actively and fosters involvement of staff in community affairs in order to enhance and support the School's mission.

9.5 Ensures proper dispute resolution processes are in place.

9.6 Acts as the Head of the organization for the purposes of the Freedom of Information and Protection of Privacy (FOIP) Act.

9.7 In consultation with the Charter Board Chair, serves as a spokesperson for the School for the media and public in order to keep the School's messages consistent and accurate.

10. Leadership Practices

10.1 Practices effective leadership in a manner that has the confidence of those with whom the Superintendent works most directly in carrying out the directives of the Charter Board and the Minister.

10.2 Develops and maintains positive and effective relationships and partnerships with provincial and regional government departments, agencies, community and post-secondary institutions.

10.3 Ensures that meaningful collaboration arises from relationships built on trust, honesty and respect.

Legal Reference: Section 33, 52, 222 Education Act
Freedom of Information and Protection of Privacy Act
Superintendent Leadership Quality Standard

Approved: September 21, 2022
Revised:

Policy 13

APPEALS AND HEARING REGARDING STUDENT MATTERS

Every New Humble Community School student and parent has the right to appeal to the Charter Board significant decisions or actions regarding student matters taken at the School.

The purpose of this appeal provision is to ensure that School decisions and actions are made in a fair, open and reasonable manner and in the best interests of students. Prior to appealing a decision to the Charter Board, a parent of the student or child must have followed the school dispute resolution (Administrative Procedure 152), which provides guidance regarding procedures for resolving differences. In instances where this process is unsuccessful, the following matters are appealable:

- Decisions significantly affecting the education of children/students;
- Fees charged by the Charter Board;
- Accuracy and completeness of a student record;
- Suspension of a child/student (if expulsion is being considered);
- Denial of admission of a child/student.

All Matters Other Than Expulsion of a Student

1. Requests for appeals to the Charter Board will be made through the Superintendent, who will arrange for a hearing with the Charter Board, and provide notice of same to all parties.

2. Directors of the Charter Board who are in conflict of interest or who believe that their judgment is unduly biased will withdraw from the appeal process.

3. Appeals to the Charter Board will be in writing, stating the basis for the appeal, and will include a copy of the written decision giving rise to the appeal.

4. Charter Board appeal hearings will be held and a written decision rendered, stating reasons for the decision, within ten (10) school days of receipt of the request for an appeal.

5. The appeal hearing will provide an opportunity for all parties to speak to the issue(s) in dispute and to present pertinent documents. The appeal process is designed so that disputing parties will not require legal counsel; however, a person making an appeal may choose at his/her own cost to be represented by legal counsel. If any party is to be represented by legal counsel, all parties will be notified of this in advance of the hearing.

6. The appeal will be heard in closed session, with specified individuals in attendance.

7. Hearings will proceed with the following steps in place:
    7.1. All parties present consent to proceed.
    7.2. The Chair of the appeal hearing will introduce all parties and begin by stating the purpose of the hearing as follows:

7.2.1. The hearing will:

7.2.1.1. Ensure that all parties to the hearing understand the decision under review and the reason(s) for the review;

7.2.1.2. Provide an opportunity for both parties to make representation to support their position before the decision on the appeal is made;

7.2.1.3. Provide opportunity for each party to ask appropriate questions of clarification and to respond to statements made by the other;

7.2.1.4. Allow Charter Board members to ask appropriate questions of clarification.

7.3. Charter Board members will discuss the merits of the case in the absence of both parties, make a decision forthwith, advise both parties in writing of their decision, and provide reason(s) for their decision forthwith.

7.3.1. If the Charter Board requires additional information or clarification in order to make its decision, both parties to the appeal will be requested to reconvene for the required additional information.

8. Where appropriate, the Charter Board will inform both parties when the decision related to the matter being heard is appealable to the Minister of Education.

Expulsion of a Student

It is expected that all students will comply with relevant section(s) of the Education Act, Charter Board policy, Administrative Procedures, and School procedures and rules.

In accordance with the relevant section(s) of the Education Act, the Charter Board delegates to the Expulsion Committee, a Committee of the Whole, the power to make decisions with respect to the expulsion of students.

The Expulsion Committee will hear representations with respect to a recommendation for a student expulsion in accordance with relevant sections of the Education Act.

If a student is not to be reinstated within five (5) school days of the date of suspension, the Principal shall immediately report in writing all the circumstances of the suspension and provide a recommendation to the Expulsion Committee to the Superintendent.

The Superintendent will convene a closed session of the Expulsion Committee, which will not occur later than ten (10) school days from the first day of suspension.

Parents of students, or students sixteen (16) years of age or over, 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 or students.

The Expulsion Committee may have legal counsel in attendance.

Notes of the proceedings will be recorded for the purpose of the Charter Board's records.

The expulsion hearing will be conducted in accordance with the following procedures:

1. The Committee Chair will outline the purpose of the hearing, which is to:
    1.1. Provide an opportunity to hear representations relative to the recommendation from the Principal;
    1.2. Provide an opportunity for the student and/or the student's parents to make representations;
    1.3. Reinstate or expel the student.

2. The Committee Chair will outline the procedure to be followed, which will be as follows:
    2.1. The Principal will present the report documenting the details of the case and the recommendation to expel the student;
    2.2. The student and the student's parents will be given an opportunity to respond to the information presented and to add any additional relevant information;
    2.3. The members of the Expulsion Committee will have the opportunity to ask questions of clarification from both the Principal and the student and the student's parents;
    2.4. The Expulsion Committee will meet, without either the administration or the student and the student's parents present, to discuss the case and the recommendation. Legal counsel may also remain in attendance;
    2.5. Should the Expulsion Committee require additional information, both parties will be requested to return in order to provide the requested information;
    2.6. The Expulsion Committee will then make a decision to either reinstate or expel the student; and
    2.7. The Expulsion Committee decision shall be communicated in writing to the student and the student's parents within five (5) days of the hearing, with copies being provided to the Principal and the Superintendent. The Superintendent's office will attempt to inform the parent(s) and the student of the decision by telephone or personal communication as soon as possible after a decision has been reached.

3. If the Expulsion Committee's decision is to expel the student, the following information must be included in the letter to the student and the student's parents:
    3.1. The length of the expulsion which must be greater than ten (10) school days;
    3.2. The educational program to be provided to the student and the name of the individual to be contacted in order to make the necessary arrangements; and
    3.3. The right of the student and the student's parents to request a review of the decision by the Minister of Education.

Legal Reference: Section 3, 20, 31, 33, 36, 37, 40, 42, 43, 44, 53, 60, 125, 197, 222 Education Act

Approved: September 21, 2022
Revised:

Policy 15

MANAGED GROWTH

The removal of the enrolment cap for each charter school with the Choice in Education Act's proclamation in September 2020 provides an opportunity for the organization to grow significantly in years to come. As the School approaches this growth opportunity, we believe that any such growth is to be approached in a thoughtful, managed and planned fashion guided by educational research.

Principles for Managed Growth

1. Growth must encompass the following:
    1.1. Align with the Charter and strategic plan priorities.
    1.2. Responsibly address the needs of the community concerning availability and access to programming.
    1.3. Be effective: efficient use of resources, personnel and facilities is necessary.
    1.4. Balance geographic distribution with stakeholder demands.
    1.5. Consider the impact of systemic, structural changes on existing school communities.
    1.6. Be reflected in the priorities of the annually approved capital plan.
    1.7. Allow for multiple points of entry into the School.

2. Timeline

    The growth plan timeline depends largely on factors outside of the School's direct control, such as the availability of suitable surplus facilities and provincial capital plan priorities. This policy will inform the Three-Year Capital Plan, which is submitted annually to Alberta Education. The Charter Board will monitor opportunities and advocate for its capital plan priorities to expedite where possible the timeline for new construction projects, modernization and upgrades to the current building, modular classroom requests and access to suitable surplus properties when such opportunities present themselves.

Legal Reference: Section 33, 51, 52, 53, 222 Education Act

Approved: September 21, 2022
Revised:

Policy 16

RECRUITMENT AND SELECTION OF PERSONNEL

The recruitment and selection of senior administrative personnel is a shared responsibility between the Charter Board and the Superintendent.

The Charter Board further believes strong leadership is essential to the effective and efficient operation of the School.

Specifically

1. The Charter Board has the sole authority to recruit and select an individual for the position of Superintendent or Superintendent designate. This includes assuming the sole responsibility for initiating the advertising process and making every reasonable effort to ensure all current employees are made aware of staff vacancies.

2. The Charter Board reserves unto itself the authority to establish senior central office administrative staff positions, in addition to those of the Superintendent and Secretary-Treasurer, which are statutory positions.

3. Each of these established positions shall have a role description and each person occupying one of these positions shall have a written contract of employment.

4. The following process will be followed for the Secretary-Treasurer and all other senior administration direct reports to the Superintendent, excluding the Principal position:

    4.1. The Charter Board shall name two Directors to serve on the Selection Committee;

    4.2. The Superintendent, or designate, and a minimum of one additional individual selected by the Superintendent shall also serve on the Selection Committee; and

    4.3. The successful candidate must be supported by a clear majority of the Selection Committee. The Superintendent must be one of the votes in the majority.

    4.4. The Superintendent is delegated full authority to determine contract renewals for the Secretary-Treasurer and other senior administrator direct reports.

5. For the Principal and other school positions, one Director, and other team members as determined by the Superintendent, will be involved in the hiring process on an advisory basis.

6. The Superintendent is delegated full authority to make all decisions regarding the term and/or continuing appointments of central office coordinators and school-based administrators in adherence to all administrative procedures.

7. The Superintendent is delegated full authority to recruit and select staff for all school-based positions, other than the Principal, in adherence to all administrative procedures.

8. All offers of employment shall be conditional on the successful applicant providing a criminal record check and a Child Welfare Information Services (CWIS) check that is acceptable to the Superintendent. Additionally, the Superintendent may require documentation certifying that the candidate is medically fit for the position.

Legal Reference: Sections 198, 199, 200, 202-205, 222, 223, 225 Education Act
Freedom of Information and Protection of Privacy Act;
Societies Act, Section 9

Approved: September 21, 2022
Revised:

Policy 17

STUDENT TRANSPORTATION SERVICES

The Charter Board shall provide safe transportation for eligible students in an efficient and economical manner from their designated pick up point to the school and back.

Specifically

1. The Charter Board will provide for the transportation of students who reside 2.4 km or further from the School.

2. The Charter Board may provide transportation for students residing less than 2.4 km from the School.

   2.1 Excepting for extenuating circumstances, as individually established, these students will be required to pay an annual fee as determined by the Charter Board, provided there is room on the bus in question

   2.2 The associated transportation fee will be established during the budget process.

3. Out-of-area students not covered by a transportation agreement who have been authorized to access transportation services will be charged a fee which is established during the budget process.

4. The Charter Board may make a payment in lieu of transportation where warranted.

5. Under normal circumstances, only authorized passengers will be transported.

Legal Reference: Sections 7, 11, 52, 53, 59, 59.1, 222 Education
Act School Transportation Regulation 96/2019
Traffic Safety Act
Commercial Vehicle Safety Regulation 121/2009
School Transportation Regulation
Use of Highway and Rules of the Road Regulation 304/2002
Vehicle Equipment Regulation 122/2009
Funding Manual for School Authorities

Approved: September 21, 2022
Revised:

Policy 18

PARENTAL PARTNERSHIP

As reflected in our guiding principles, the Charter Board identifies the partnership between the home and school as essential, and works to leverage this powerful relationship to maximize the learning and development of our students. We believe this is best achieved through a strong collaboration of parents and staff which, in turn, creates a culture where successful student learning is produced by the School and the families. By working closely with parents as partners, the School fosters student confidence and character and guides students and families through the academic and social journey within and beyond the School. Parental partnership is the shared responsibility of both the School and parents.

Specifically

1. The Charter Board expects that 100% of parents (families) will engage as partners in their child's education through seven forms of parental involvement (adapted from Epstein, 2002) which include both basic and extended forms of partnership.
    1.1. The Charter Board expects parents to support the development and learning of their child(ren) through the forms of basic parental partnership to the extent necessary for their child(ren) to be successful:
        1.1.1. Parenting

        The School supports parents in establishing home environments to support their children's development and learning as students.

        1.1.2. Communicating

        Communication between the home and the School is regular, two-way, and meaningful. It will contribute to positive relationships, enhanced student progress and the ability to solve problems more easily.

        1.1.3. Learning at Home

        Parents help their children at home with homework and other curriculum-related activities, decisions and planning.

        1.1.4. Personal Decision-making and Advocacy

        Parents are valued partners in the making of School decisions affecting the education of their children.

    1.2. The Charter Board encourages parents to support the development and learning of their child(ren) and other students by:
        1.2.1. Volunteering

        Parents are welcome, and their support and assistance are meaningful and valued. Volunteering includes, but is not limited to: helping in the classroom, School, on field trips, at School events or working at home to provide a service to the School.

1.2.2. School Decision-making and Advocacy

Informed parent representatives and leaders provide advice and advocate on behalf of all parents and students as part of the School's decision-making process. School Decision-making and Advocacy include, but are not limited to: participation at Charter Board, School Council, and committee meetings, town halls, providing feedback on school reports and policies under review, or completing surveys.

1.2.3. Community Building, Collaboration and Celebration

Parents and the School work together to build a strong sense of the School community and engage other community partners to strengthen school programs, family practices, and student learning and development. This includes, but is not limited to: attending assemblies, athletic events, performing arts, and school celebrations.

2. The School will foster and support parental engagement by providing:
   2.1. Information to incoming parents of the types of parental partnership and associated roles and responsibilities that are available.
   2.2. Parents with regular, clear and accessible communications about available opportunities for parental partnership.
   2.3. Opportunities for the parental community to gather, consolidate, and strengthen.
   2.4. Parents with opportunities and avenues to provide feedback and offer suggestions on how to strengthen parental partnerships.
   2.5. Translated information when reasonable and feasible.
   2.6. Support to the School Council to help meet their mandates.

3. Parent Volunteers must adhere to the Code of Conduct and other Administrative Procedures as determined by the Superintendent. This may include a criminal record check.

Legal Reference: Section 27, 32, 53, 55, 222 Education Act

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Revised:

Policy 19

SAFE AND CARING LEARNING AND WORKING ENVIRONMENT THAT FOSTERS AND MAINTAINS RESPECTFUL AND RESPONSIBLE BEHAVIOURS

The Charter Board is committed to providing a safe and caring learning and working environment that fosters and maintains respectful and responsible behaviours which respects diversity and fosters a sense of belonging. Each student and staff member within the School has the right to learn and work in facilities that promote equality of opportunity, dignity and respect.

The Charter Board is also obligated to protect all students and staff from harassment, discrimination, and violence or threat thereof during the School's activities. Discrimination as set out in the Alberta Human Rights Act includes sexual orientation, gender identity and gender expression. All those involved with the School including Directors, employees, students, parents, volunteers, contractors and visitors must share in the responsibility for eliminating bullying, discrimination, harassment, and violence. The Charter Board prohibits bullying, harassment, discriminatory, and violent behaviors and expects allegations of such behaviors to be investigated in a timely and respectful manner.

Inclusion and a sense of belonging for all students and staff – those from diverse backgrounds, those with learning challenges, those who excel academically or on the sports field, those of different colour, race, sexual orientation or beliefs – stems from creating an environment that focuses on our right to learn, not on the things that make us different and allow students and staff to focus on their individual success.

Specifically

1. The Charter Board acknowledges its responsibility to ensure a safe and caring learning and working environment that fosters and maintains respectful and responsible behaviour for all students and staff. It recognizes the importance of students' and staffs' emotional, social, intellectual and physical wellness to their success in school and expects students to adhere to the Student Code of Conduct.

2. The Charter Board expects all Directors, employees, students, parents, volunteers, visitors, and contractors to embrace and support this policy.

   2.1 This policy covers behavior not only at the School, but also at any school-related functions. This applies whether contact is face-to-face, by phone, fax, e-mail, Internet or Intranet, or by any other means of communication and includes but is not limited to threatening, harassing, intimidating, assaulting or bullying, in any way, any person within the School community including aggressive behaviors such as "cyber" hate messaging and websites created in the student's home, in cyber cafes or other settings.

3. The Charter Board encourages reporting to a responsible adult all incidents of threats, bullying, harassment, violence or intimidation regardless of the identity of the alleged harasser or offender.

4. The Charter Board supports the establishment of student organizations and student-led activities that promote equality and non-discrimination, including but not limited to gay-straight alliances, queer-straight alliances, diversity clubs, anti-racism clubs, anti-bullying clubs and religious study clubs.

    4.1 If one or more students attending the School request a staff member employed by the Charter Board for support to establish a voluntary student organization, or to lead an activity intended to promote a welcoming, caring, respectful and safe learning and working environment that respects diversity and fosters a sense of belonging, the Principal shall

        4.1.1 Immediately grant permission for the establishment of the student organization or the holding of the activity at the School, and

        4.1.2 Subject to clause 4.3, within a reasonable time from the date that the Principal receives the request designate a staff member to serve as the staff liaison to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity.

    4.2 The students may select a respectful and inclusive name for the organization or activity, including the name “gay-straight alliance” or “queer-straight alliance”, after consulting with the Principal.

        4.2.1 For greater certainty, the Principal shall not prohibit or discourage students from choosing a name that includes “gay-straight alliance” or “queer-straight alliance”.

    4.3 The Principal shall immediately inform the Charter Board and the Minister if no staff member is available to serve as a staff liaison referred to in clause 4.1, and if so informed, the Minister shall appoint a responsible adult to work with the requesting students in organizing the activity or to facilitate the establishment, and the ongoing operation, of the student organization at the School.

    4.4 The Principal is responsible for ensuring that notification, if any, respecting a voluntary student organization or an activity referred to in clause 4.1 is limited to the fact of the establishment of the organization or the holding of the activity.

Legal Reference: Section 11, 31, 33, 35.1, 36, 37, 52, 196, 197, 222, Education Act
Alberta Bill of Rights
Alberta Human Rights Act
Occupational Health and Safety Act
Teaching Profession Act
Canadian Charter of Rights and Freedoms

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Policy 19 Appendix

STUDENT CODE OF CONDUCT

he Charter Board endorses a set of desirable personal and interpersonal character traits that incorporate universal values common to all religions and ethnic-cultural groups, including respect, integrity, empathy, compassion, independence, cooperation, responsibility and self-control.

Students are expected to learn, practice and develop such personal and interpersonal character traits and to contribute to the development of a safe and caring learning environment that fosters and maintains respectful and responsible behaviours. Students are further expected to respect diversity and refrain from demonstrating any form of discrimination including gender identity, gender expression and sexual orientation as set out in the Alberta Human Rights Act. Students are to foster a sense of belonging amongst all students.

Within the aforementioned context, students are expected to pursue academic and cultural studies to maximize their individual potential in becoming self-reliant, responsive and contributing members of society.

Specifically

1. In displaying acceptable behaviour, students are expected to:
    1.1. Use their abilities and talents to gain maximum learning benefits from their school experiences;
    1.2. Contribute to a climate of mutual trust and respect conducive to effective learning, personal development, and social living;
    1.3. Co-operate fully with everyone authorized by the Charter Board to provide education programs and other services;
    1.4. Comply with all applicable federal, provincial and municipal laws, and the rules of the School;
    1.5. Account to their teachers for their conduct;
    1.6. Attend school regularly and punctually;
    1.7. Use non-violent means to resolve conflict;
    1.8. Treat all other students and staff with dignity, respect and fairness at all times;
    1.9. Contribute to a learning environment that is free from physical, emotional, and social abuse;
    1.10. Take appropriate measures to help those in need;
    1.11. Demonstrate honesty and integrity;
    1.12. Refrain from engaging in violence; and
    1.13. Assist in the prevention of violence.
2. Students are accountable for demonstrating respect for:
    2.1. Authority;
    2.2. Others and their property;

2.3. School property, equipment and textbooks; and

2.4. Differences in ethnicity, race, religion, gender and sexual orientation.

3. Students are prohibited from engaging in unacceptable behaviour, whether it occurs within the school building, during the school day or by electronic means.
   Examples of such behaviours include, but are not limited to:

   3.1. Use, possession of, sale, distribution of or active contact with, a weapon on a student's person, in a student's locker or desk, on Charter Board property, or in a vehicle on Charter Board property occupied by a student as a passenger;

   3.2. Threats;

   3.3. Conduct which endangers others;

   3.4. Encouraging conduct which endangers or may endanger others;

   3.5. Encouraging unacceptable conduct;

   3.6. Use or display of improper, obscene or abusive language;

   3.7. Distribution or display of offensive messages or pictures;

   3.8. Theft, including identity theft;

   3.9. Assault;

   3.10. Willful damage to school or others' property;

   3.11. Use, possession of, distribution of, or active contact with, or collection of money for illicit drugs, alcohol, or inhalants in School, on Charter Board property or in the context of any school-related activity;

   3.12. Attending school or any school-related activity under the influence of illicit drugs, alcohol or inhalants;

   3.13. Personal or sexual harassment;

   3.14. Hazing, initiation activities; the formation or the operation of sororities, fraternities, gangs and secret organizations;

   3.15. Extortion;

   3.16. Disruptive behaviour, willful disobedience or defiance of authority;

   3.17. Interfering with the orderly conduct of classes or the school;

   3.18. Tampering with fire alarms and safety equipment;

   3.19. Criminal activity;

   3.20. Contravention of the school's code of conduct;

   3.21. Acts of violence;

   3.22. Not assisting in the prevention of violence

   3.23. Bullying, including cyber-bullying; and

   3.24. Inappropriate information technology use.

4. Unacceptable student behaviour:

   4.1. May be grounds for disciplinary action; and

   4.2. Provides an opportunity for critical learning in the areas of:

- Personal accountability and responsibility;
- The development of empathy;
- Conflict resolution;
- Communication; and
- Social skills development.

5. When responding to unacceptable student behaviour, the following are to be considered:
   5.1. The effect of the student's behaviour upon other students, the staff, the School, and the community;
   5.2. The nature of the action or incident that calls for disciplinary or alternative measures;
   5.3. The student's previous conduct and previous interventions;
   5.4. The student's age, maturity and abilities;
   5.5. The impact of proposed action on the student's future behaviour;
   5.6. The student's learning needs;
   5.7. Any other information considered appropriate or relevant;
   5.8. Support for students that are impacted by inappropriate behaviour; and
   5.9. Support for students that engage in inappropriate behaviour.

6. The consequences of unacceptable behaviour may be:
   6.1. Assignment of a student whose behaviour is unacceptable, disruptive or destructive to an alternate supervised location;
   6.2. Short term removal of privileges;
   6.3. Detention;
   6.4. Use of reasonable force as required by way of correction to restrain a student from carrying out a violent or destructive act that could harm the student or others;
   6.5. Alternative interventions such as community conferencing or other forms of restorative justice;
   6.6. Corrective student transfer;
   6.7. Suspension; and
   6.8. Recommendation for expulsion.

7. Students will contribute, to the greatest extent possible, to a learning environment that is well-ordered, peaceful, safe, non-threatening, and conducive to learning and optimal growth.

8. The Superintendent shall ensure that the Student Code of Conduct is:
   8.1. Available to the public;
   8.2. Reviewed every year by June 30;
   8.3. Provided to all staff of the School, students of the School and parents of students in the School;

8.4. In accordance with any further requirements established by the Minister by order.

Legal Reference: Section 11, 31, 33, 35.1, 36, 37, 52, 196, 197, 222, Education Act
Alberta Bill of Rights
Alberta Human Rights Act
Occupational Health and Safety Act
Teaching Profession Act
Canadian Charter of Rights and Freedoms

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Policy 20

Use of Personal Communication Devices

The Charter Board is dedicated to creating a welcoming, respectful, and safe environment that fosters learning while ensuring equality and dignity for all students and staff. It is committed to protecting individuals from cyberbullying, disruptions in learning and discrimination.

Everyone involved with the School, including staff, students, parents, and visitors, shares the responsibility of preventing cyberbullying and discrimination. The Board strictly prohibits such behaviors and expects prompt, respectful investigations of any allegations in a timely manner. The Charter Board's commitment to creating a safe space means that students and staff must use personal communication devices responsibly, ensuring they do not contribute to harm or disrespect based on factors like gender identity, sexual orientation, or other protected characteristics.

The purpose of this policy is to establish clear guidelines for the appropriate use of cell phones and other personal communication devices in order to maintain a focused and productive learning environment while ensuring the safety and well-being of our students.

This policy applies to all students at New Humble Community School during school hours, on school grounds, and at school-sponsored events unless otherwise specified

Definitions:

Person Communication Devices: any personal electronic device that can be used to communicate with or access the internet, such as cell phones, laptops, tablets and smart watches.

Social media: websites and applications that enable users to create and share content or to participate in social networking, such as, but not limited to: Facebook, instagram, Tik Tok, X (Twitter), Snapchat, and postings on video or picture-sharing sites and elsewhere on the Internet.

Specifically:

9. General requirements:
    - 9.1. Keep personal communication devices on silent or powered off during instructional time. Devices should be out of sight of other students and teachers unless approved by the teacher and/or Principal
    - 9.2. Refrain from disturbing themselves or other during approved time slots for use of these devices

9.3. 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).
9.4. Students may not access social media on school networks or on school devices as outlined in Administrative Procedure 146.
9.5. Personal communication devices are not to be used in settings such as change rooms, washrooms, private counseling rooms, that have the potential to violate a person's reasonable expectation of privacy.
9.6. Those who use their personal devices are required to follow Administrative Procedure 145 and 146.

10. Exemptions:
    10.1. Limited use of personal communication devices must be permitted, as determined by the principal for health reasons or to support special learning needs.
    10.2. Limited use of personal communication devices may be permitted for education purposes as determined by the principal.

Parents are required to communicate with administration regarding pick up times or situations relating to the student that may impact their ability to learn. Administration will take all necessary steps to either relay the information or arrange prompt communication between the student and parent.

Legal Reference: Section 25, 26, 31, 33, 52, 53, 196, 197, 222, 225 Education Act

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