

NEW HORIZONS CHARTER SCHOOL
ADMINISTRATIVE PROCEDURES

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Section: School Operations

ADMINISTRATIVE PROCEDURE #200 – Occupational Health and Safety

General Statement

New Horizons School (NHS) is committed to providing a safe and healthy working and learning environment for staff members, students, volunteers, and visitors.

NHS believes that responsibility for the provision and maintenance of healthy and safe environment is shared among all members of the NHS community. This includes members of the administration and staff, students, volunteers, visitors, contractors, and others who may be present at the school.

In the interest of establishing and maintaining a healthy and safe workplace, it is expected that employees and all others who work on school premises will:

- a. Approach their workplace responsibilities with a commitment to health and safety.
- b. Understand and follow applicable legislation, regulations, and procedures for safe workplace practices.

Specific Procedures

1. The Superintendent is responsible to ensure that:
 - a. Health and safety considerations receive high priority in the planning and implementation of school activities and operations.
 - b. Procedures and practices are implemented that meet or exceed compliance with the Occupational Health and Safety Act, Regulation, and Code.
 - c. Employees and contractors are aware of their responsibilities under the Alberta Occupational Health and Safety Act, Regulation, and Code.
 - d. A Joint Work Site Health and Safety Committee (JWSHSC) is established.
 - e. As far as is reasonably practicable, the land, buildings, and other infrastructure on the land and under the school's control are maintained in a manner that does not endanger the health and safety of workers or any other person.
 - f. Employees are provided with the training and support necessary to integrate health and safety into their work.
 - g. Ensure that supervisory personnel are competent and familiar with OHS legislation.
 - h. In consultation with the Principal and the JWSHSC, establish and maintain a written health and safety program. This program must be reviewed every three years and must include the following elements:
 - i. A health and safety policy.
 - ii. Identification of work site hazards, including harassment, violence, physical, biological and other hazards, and measures to eliminate or control them.

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ADMINISTRATIVE PROCEDURE #200 – Occupational Health and Safety (cont.)

- iii. Emergency response plan.
 - iv. Statement of responsibilities of the employer, supervisors and workers at the work site.
 - v. Schedule and procedures for regular inspection.
 - vi. Procedures for health and safety when another employer/self-employed person is at the work site.
 - vii. Worker and supervisor health and safety orientation and training.
 - viii. Procedures for investigating incidents, injuries, and work refusals.
 - i. Procedures for worker participation in work site health and safety, including inspections and investigations, are established and implemented.
2. The Principal is responsible to:
- a. In consultation with the Superintendent and the JWSHSC, establish and maintain a written health and safety program as described in Article 1(h) above.
 - b. Plan and conduct all school activities in a manner that promotes compliance with the Occupational Health and Safety Act, Regulation, and Code, as well as with health-and-safety-related school policies and procedures.
 - c. Consult and cooperate with the school's Joint Work Site Health and Safety Committee (JWSHSC) to exchange OHS information and resolve OHS concerns.
 - d. Ensure awareness among staff, students, parents, school visitors of relevant health and safety legislation, regulations, and procedures.
 - e. Ensure completion of worksite hazard assessments with his or her areas of responsibility.
 - f. Inform all staff members and others present at the school about existing or potential worksite hazards and site-specific health and safety requirements.
 - g. Take corrective action to address unsafe conditions or actions during workplace hazard assessment, inspections, and incident investigations.
 - h. Ensure that safeguards and safety devices, including personal protective equipment, are available and used.
 - i. Stop any work he or she perceives to present imminent danger to an individual present at a worksite.
 - j. Investigate any work refusals due to perceived unsafe working conditions.
 - k. Ensure that all accidents and relevant incidents are investigated and reported, and that corrective action is taken to prevent recurrence.

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ADMINISTRATIVE PROCEDURE #200 – Occupational Health and Safety (cont.)

3. All employees are responsible to:
 - a. Work Safely.
 - b. Take reasonable care to protect their own health and safety and that of all others present at the worksite.
 - c. Be aware of and observe health and safety legislation, regulations and procedures applicable to their areas of responsibility.
 - d. Participate in health and safety training as required.
 - e. Promptly respond to and/or report hazardous actions, equipment, conditions, or accidents in accordance with school procedures.
 - f. Refuse unsafe work.
 - g. Participate, as appropriate, in the school's Joint Work Site Health and Safety Committee.
 - h. Wear personal protective equipment when required.
 - i. Comply with WHIMS (Workplace Hazardous Materials Information System) standards as required.

Reference

Alberta Occupational Health and Safety Act

Alberta Occupational Health and Safety Regulation

Alberta Occupational Health and Safety Code

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Section: School Operations

ADMINISTRATIVE PROCEDURE #203 – Working Alone

1. Definitions:

In this Procedure:

- a. “Regular working hours” means 8:00 a.m. to 4:00 p.m. during the scheduled Days of School Operation, as approved by the Board of Directors.
 - b. “Staff members” means employees of the New Horizons Charter School Society, as well as the individuals fulfilling the following independent contractor roles: Superintendent, Secretary-Treasurer, Counsellor, Maintenance Worker.
 - c. “Out-of-School Child Care Program” means an independent contractor providing care and supervision to kindergarten and school-aged children in leased space at New Horizons School on a before-and-after-school basis and/or when schools are closed.
2. Staff members who either choose to or are scheduled to work outside regular hours may find themselves working alone or in an isolated area of the school. During these times, the school may also be open to the public for community use.
3. While working alone, staff members are expected to adhere to the following safety procedures:
- a. Carry a mobile phone so as to be able to contact someone in the event of an emergency.
 - b. Be aware of personal safety issues such as accident, injury, or intrusion by outsiders.
 - c. Ensure doors are secured after entering.
 - d. Enter name, location, and time of entry on the sign-in form located near the building alarm panel.
 - e. Seek out and speak with other staff members who may be in the school.
 - f. Advise other staff members who may be in the school before exiting the building.
 - g. Be aware of surroundings at all times.
 - h. Provide access only to authorized person to enter the building.
 - i. Refrain, in all circumstances, from permitting unknown persons, whether or not they claim authorized status, to enter the building.
 - j. Notify a family member or friend of:
 - i. Their location.
 - ii. Their scheduled time of return home.
 - iii. A phone number where they can be reached.
 - iv. Any change in their plans.
 - k. Request a family member or friend to contact them if they are late arriving home.

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Section: School Operations

ADMINISTRATIVE PROCEDURE #203 – Working Alone (cont.)

- l. Upon exiting the building, ensure the immediate vicinity of the exit is safe, sign out on the sign-in form, activate the security alarm, and ensure the doors are secured. If it is not safe to exit the building, contact the RCMP.
- m. In the event of an intrusion, staff members should not confront the intruder. Rather, depending on the circumstance and using their own judgment, staff members should undertake one of the following procedures:
 - i. Proceed to the nearest self-contained room, secure the door, and call 911.
 - ii. Exit the building at the nearest safe exit, proceed quickly to a safe location, and call 911.
4. Employees of other contractors working in the school (e.g. workers associated with the “Out-of-School Child Care Program”) shall be advised that only recognized individuals are permitted in the building.

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Section: School Operations

ADMINISTRATIVE PROCEDURE #207 - Purchasing

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

Aggregate Value of Purchase	Method of Quotation	Approval By
Goods, services, or construction projects \$0 to \$2500	No formal requirement to obtain competitive prices, although common sense and value for money must be respected for these lower-dollar-value acquisitions	Principal, Secretary Treasurer, or Superintendent
Good, services, or construction projects \$2501 to \$5000	Verbal quotes required (minimum of three; rationale to be documented if fewer than three quotes obtained)	Principal or Superintendent
Goods, services, or construction projects \$5001 to \$74,999	Written quotes required (Minimum of three; rationale to be documented if fewer than three quotes obtained)	Superintendent
Goods or services \$75,000 or greater	Public tenders	Board of Directors
Construction projects \$75,000 to \$199,999	Written quotes required (minimum of three; rationale to be documented if fewer than three quotes obtained)	Board of Directors
Construction projects \$200,000 or greater	Public tenders	Board of Directors

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Section: School Operations

ADMINISTRATIVE PROCEDURE #207 – Purchasing (cont.)

- b. The Superintendent may suspend the need to acquire competitive pricing due to the emergent nature of the purchase being considered, the undue amount of effort required to obtain such pricing, or the relatively low cost of the purchase being considered.
3. **Consortium or Government Standing Offers:** If a good or service can be purchased through a consortium, or a government standing offer, that has followed formal price negotiation practices, the purchase will be considered to be in compliance with article (2) above.
4. **Transparency:** All purchases made on behalf of the New Horizons Charter School Society (the school) must be made in such a manner so as to ensure an open and transparent process.
5. **Gratuities:** Staff members must not solicit personal gratuities in any form or accept personal gifts or services, other than those of nominal value (approximately \$50 in value or less), from present or potential suppliers that might influence or be viewed to influence purchasing decisions. Any gratuities, rewards, or other incentives provided by a vendor, other than those of nominal value as described above, must be provided to the school, rather than to an individual staff member. The superintendent or designate is authorized to distribute such gratuities, rewards, or other incentives, but must do so in a manner that is of demonstrable benefit to the school.
6. **Tendering Documents and Process:**
 - a. **Sealed Tenders and Opening:** All tenders and replies to requests for proposals must be submitted in a sealed envelope and addressed to the secretary-treasurer or designate. Tenders and replies to requests for proposals will be opened at the time specified and will normally be open to the general public.
 - b. **Withdrawal of Tenders:** Tenders and replies to requests for proposals may be withdrawn prior to the scheduled opening. Those tenders and replies to requests for proposals received after the specified date and time of opening will not be considered.
 - c. **Conditions:** All tender calls and requests for proposals will be subject to any or all of the following conditions:
 - i. The school reserves the right to reject any or all tenders, bids, and replies to requests for proposals and the accept that tender, bid or reply to request for proposal which appears to be in the best interests of the school.
 - ii. The school reserves the right to accept or reject any proposal and, further, reserves the right to negotiate with the selected firm to clarify and enhance the contract tender or proposal.
 - iii. The school reserves the right to seek proposal clarification with the proposers to assist in making evaluations.

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Section: School Operations

ADMINISTRATIVE PROCEDURE #207 - Purchasing (cont.)

- d. Evaluation: Tenders and requests for proposals may consider factors beyond pricing, including but not limited to the following:
 - i. Service
 - ii. Quality
 - iii. Availability
 - iv. The supplier's ability to fulfil the requirements of any standards or specifications that form part of the tender documents.
 - e. Tendering Venue: Tenders will be normally posted on either the Alberta Purchasing Consortium website or the Alberta Construction Association (COOLNet) website.
7. **Purchasing Contracts:** All written contractual agreements for the purchase and/or contracting of goods and services must be filed with the secretary-treasurer.

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Section: School Operations

**ADMINISTRATIVE PROCEDURE #208 –
Sexual Orientation, Gender Identity, and Gender Expression**

The school staff, under the direction of the Principal, is expected to establish and maintain a safe, inclusive, and welcoming learning and working environment for all members of the school community.

1. In accordance with this expectation, the Principal shall:
 - a. Ensure awareness of and adherence to all Board policies, including but not limited to Policy #208, with respect to diversity, equity, human rights, sexual orientation, gender identity, gender expression, discrimination, prejudice, and harassment.
 - b. Ensure that staff members know and understand their responsibility to create caring, respectful, and safe learning environments, and to identify and address discriminatory attitudes and behaviors.
 - c. Ensure that staff members utilize language, instructional approaches, and educational resources that are inclusive, age-appropriate, and respectful of diverse sexual orientations, gender identities, and gender expressions.
 - d. Identify a staff person to be a safe contact for students who identify themselves as lesbian, gay, bisexual, trans, two-spirit, queer, questioning and/or gender-diverse with respect to their sexual orientation, gender identity, or gender expression (hereinafter referenced as LGBTQ+), and inform students and staff about the location and availability of this contact person.
 - e. Ensure the provision of professional development opportunities for staff that support and build the capacity of staff to understand and support diverse sexual orientations, gender identities, and gender expressions.
 - f. If one or more students request support to establish a voluntary student organization, or to lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging:
 - i. Immediately grant permission for the establishment of the student organization of the holding of the activity at the school, and
 - ii. Subject to subsection (iii), within a reasonable time from the date that the request is received, 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 the organizing of the activity.
 - iii. Immediately inform the Superintendent if no staff member is available to serve as a staff liaison referred to in subsection (ii). The Superintendent shall then inform the Board and the Minister that no staff member is available 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.
 - iv. Ensure that notification, if any, respecting a voluntary student organization or an activity referred to in this section is limited to the fact of the establishment of the organization or the

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Section: School Operations

**ADMINISTRATIVE PROCEDURE #208 –
Sexual Orientation, Gender Identity, and Gender Expression (cont.)**

- holding of the activity. Such notification, if any, shall otherwise be consistent with the usual practices relating to other student organizations and activities.
- g. After consulting with the principal, the students may select a respectful and inclusive name for the organization or activity referenced in section (f), including the name “gay-straight alliance” or “queer-straight alliance.” For greater certainty, the principal shall not prohibit or discourage students from choosing a name that includes “gay-straight alliance” or “queer-straight alliance.”
 - h. Ensure that school dress codes respect an individual’s gender identity and gender expression.
 - i. Ensure the implementation of appropriate consequences for all comments, behaviors, and actions that exhibit homophobia, transphobia, or sexism.
2. School personnel shall use respectful and inclusive language in all communication with students, staff, families, and the community.
 3. School personnel shall respect the right to confidentiality by protecting individuals from unwanted disclosure of personal information regarding sexual orientation or gender identity and shall maintain awareness that the disclosure of personal information by school personnel is governed by the *Freedom of Information and Protection of Privacy Act*.
 4. Students shall have the right to be addressed by their preferred name(s) and pronouns that correspond with their consistently-asserted gender identities, regardless of whether or not the student has obtained documentation of a legal change of name or sex designation. This practice shall include names used on documents such as report cards, individual program plans, or other school-issued documents. Students shall be advised that a legal name change is required if they wish their official Alberta Education documents to reflect their new name
 5. Students and staff members shall have the right to use washroom and change room facilities that correspond to their consistently-asserted gender identity, regardless of their sex assigned at birth. Where possible, gender neutral washrooms shall be made available.
 6. Students shall have the right to dress in a manner consistent with their consistently-asserted gender identity or gender expression.
 7. All students, regardless of their sexual orientation, gender identity, or gender expression, shall be able to participate in curricular activities, including physical education classes, and extracurricular activities in ways that are safe, comfortable, equitable, and consistent with their consistently-asserted gender identity.
 8. Gender-segregated student activities shall be limited to the extent possible. When gender-segregated activities occur, students who are trans or gender-diverse shall have the right to participate in ways that are safe, comfortable, and supportive of their sexual orientation, gender identity, or gender expression.

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Section: School Operations

ADMINISTRATIVE PROCEDURE #209 – School Fees

In accordance with the provisions of Board Policy #209 (School Fees), the following procedures shall be implemented at New Horizons School:

1. The administration, collection, and utilization of school fees is subject to the terms and conditions established in Board Policy #209 (School Fees).
2. Detailed information regarding school fees, including the means by which parents can make application for the waiver of fees, shall be provided to parents in the school's Parent Handbook, which shall be continuously available to parents on the school website.
3. Fee Waiver Program:
 - a. A fee waiver program shall be established that provides opportunity for parents to make application for the full or partial waiver of school fees.
 - b. The Government of Canada Low Income Cutoff table shall be used to determine the thresholds at which fees will be waived.
 - c. 100% of the following fees shall be waived for families whose income is below the Low Income Cutoff:
 - i. Basic School Fee (i.e. fee for materials, resources, textbook rental)
 - ii. Junior High Option Course Fee
 - iii. Lunch Supervision Fee
 - iv. Basic Field Trip Fee
 - d. 50% of the fees listed in #5 above shall be waived for families whose income is above the Low Income Cutoff, but is below 133% of the Low Income Cutoff.
 - e. An "Application for Waiver of Fees" form shall be developed that provides detailed information on the fee waiver program and on the process by which parents may make application for the waiver of fees.
 - f. The principal is responsible to evaluate applications for the waiver of fees and to make decisions regarding the extent to which applicants are eligible for a fee waiver.
 - g. Parents may appeal the decision of the principal to the superintendent.

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Section: School Operations

ADMINISTRATIVE PROCEDURE #209 – School Fees

4. Fee Refund

- a. Upon a student's withdrawal from a program, service or activity, a refund will be provided to the student's parent(s) in accordance with the proportion of the fee that has been expended on behalf of the student.

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Section: School Operations

ADMINISTRATIVE PROCEDURE #225 – Flag Protocol

General Statement

The school principal is responsible to ensure that the Canadian flag and the Alberta flag are displayed at the school.

Specific Procedures

1. If the school has just a single flag pole, then the Canadian flag shall be flown alone on the pole. In such a circumstance, that Alberta flag is to be placed and displayed elsewhere in the school premises.
2. Flags shall be treated with dignity and respect.
 - a. Flags on display will be in good, clean condition.
 - b. When a flag becomes tattered, torn, or faded to the extent that it is no longer suitable for use, it shall be destroyed in a dignified way.
3. In keeping with provincial protocol, the flag shall be flown at half-mast in response to the following occasions:
 - a. In response to the death of:
 - i. The sovereign or member of the immediate family of the sovereign.
 - ii. The current or a former governor-general of Canada.
 - iii. The current or a former prime minister of Canada.
 - iv. A federal cabinet minister.
 - v. The lieutenant-governor or former lieutenant-governor of Alberta.
 - vi. The premier, or former premier, or cabinet minister of Alberta.
 - b. At the direction of the premier.
 - c. At the direction or with approval of the superintendent, in response to:
 - i. The death of a person associated with the school.
 - ii. The death of a prominent local citizen.
 - iii. A tragic event.
4. Unless specified otherwise by the appropriate authority or protocol, the period of half-masting will be from the time of notification of the death until sunset on the day of the funeral.

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Section: Personnel & Employee Relations

ADMINISTRATIVE PROCEDURE #302 – Role of Principal

The Principal is responsible for the total operation of the school. The Vice-Principal is appointed to assist the Principal in the performance of the duties assigned to the Principal, with the specific responsibilities of the Vice-Principal to be determined by the Principal, in consultation with the Vice-Principal. The Vice-Principal is accountable to the Principal for the performance of his/her assigned duties.

In accordance with the *School Act* and Board authority the Principal's responsibilities are as follows:

1. The Principal shall:
 - a. Provide instructional leadership in the school.
 - b. Ensure that the instruction provided by the teachers is consistent with the courses of study and educational programs prescribed, approved or authorized pursuant to the *School Act* and the policies of the Board of Directors.
 - c. Evaluate or provide for the evaluation of programs offered in the school.
 - d. Ensure that students in the school have the opportunity to meet the standards of education set by the Minister and by the Board.
 - e. Direct the management of the school.
 - f. Maintain order and discipline in the school, on the school grounds and during activities sponsored or approved by the Board.
 - g. Promote co-operation between the school and the community that it serves.
 - h. Supervise the evaluation and advancement of students.
 - i. Evaluate the teachers employed in the school.
 - j. Carry out other duties as required under applicable legislation and regulation, the Minister of Education and the New Horizons School Charter.
 - k. Carry out other duties as assigned by the Superintendent.

In addition, the following responsibilities are assigned to the Principal:

2. Program Supervision and Development
 - a. Determine present and future educational needs of the school and develop short and long range goals and plans to meet those needs.
 - b. Schedule curricular and extra-curricular activities.
 - c. Advise teachers with respect to curriculum support materials and the programs of studies.
 - d. Ensure that teachers develop course/unit plans, daily plans, and appropriate assessment procedures.
 - e. Monitor and evaluate programs and recommend new programs for implementation.

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Section: Personnel & Employee Relations

ADMINISTRATIVE PROCEDURE #302 – Role of Principal (cont.)

- f. Develop and implement a system to convey required plans and reports to Alberta Education, the Superintendent, the Board, the New Horizons School Council and parents.
3. Supervision and Evaluation of Teachers
 - a. Chair the Selection Committee for the recruitment and selection of teachers.
 - b. Deploy staff in an effective manner in accordance with the teachers' training and skills, students' needs and any related policies of the Board.
 - c. Orient new staff and substitute staff.
 - d. Consult with School staff on matters of interest and/or concern.
 - e. Evaluate staff in accordance with the approved performance management policy.
 - f. Provide pertinent information and feedback to the Superintendent in relation to continuing contracts, probationary contracts, and extensions of probationary contracts.
 - g. Promote the professionalism and professional growth of staff members.
 - h. Delegate to New Horizons School staff, such duties as are essential to the effective operation of the school.
 4. Supervision and Evaluation of Support Staff
 - a. Chair the Selection Committee for the recruitment and selection of support staff.
 - b. Develop job descriptions for all support staff and ensure employees are familiar with their roles and responsibilities.
 - c. Evaluate support staff in accordance with approved performance management policy.
 - d. Participate in the selection of personnel in accordance with approved policy.
 5. Supervision of Students
 - a. Ensure appropriate programs are established for students.
 - b. Acquaint students with the School and the programs offered.
 - c. Accept responsibility for implantation of all discipline within the School in accordance with Board policy.
 - d. Ensure appropriate supervision of students at all times during school-sponsored activities, including but not limited to classroom instruction, playground activities, recess and noon hour periods, extra-curricular activities, and bus loading and unloading.
 - e. Ensure student attendance and other records are maintained in accordance with Alberta Education requirements.

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Section: Personnel & Employee Relations

ADMINISTRATIVE PROCEDURE #302 – Role of Principal (cont.)

- f. Report student achievement to the student, parent/guardian, the Board, the Superintendent and Alberta Education.
6. Provision and Maintenance of business Services
- a. Establish school budgets in consultation with the Board, the Superintendent, School Council, and staff.
 - b. Collaborate with the Secretary-Treasurer to ensure school expenditures are in accordance with the approved budget.
 - c. Accept responsibility for monies handled by the school and account for such funds.
 - d. Carry out responsibilities as signing authority.
 - e. Ensure up-to-date equipment inventory.
 - f. Ensure maintenance requirements are satisfactorily addressed.
 - g. Control community use of the school facility in accordance with applicable Board policies.
 - h. Conduct emergency or disaster evacuation plans (i.e. fire drills) in accordance with applicable Legislation.
 - i. Take appropriate action to ensure the health, safety and welfare of staff and students.
 - j. Ensure effective implementation of the Freedom of Information and Protection of Privacy (F.O.I.P.) Act.
 - k. Maintain accurate records and record keeping processes in accordance with the School Act, F.O.I.P. Act, other Legislation and Alberta Education requirements and Board Policies.
7. School and Community Relationships
- a. Ensure that the parents/guardians of the children in New Horizons School have the opportunity to form a School Council in accordance with applicable Legislation and Board policies.
 - b. Be a member of the New Horizons School Council.
 - c. Participate with and report to the School Council in accordance with applicable Legislation and Board policy.
 - d. Inform parents and the public about school activities.
 - e. Develop and maintain a School Handbook that outlines school mission, philosophy, goals, applicable policies and expectations.
 - f. Address concerns and questions from parents, the Board, the School Council and the Community.
 - g. Provide opportunities to publicly recognize student achievement.

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Section: Personnel & Employee Relations

ADMINISTRATIVE PROCEDURE #302 – Role of Principal (cont.)

- h. Help foster positive relationships between the School and the Community
- 8. Responsibilities relating to Alberta Education and the Board
 - a. Attend Board meetings as required by the Superintendent.
 - b. Submit plans, reports and forms and meet deadlines for submission as required by the Superintendent, the Board and Alberta Education.
 - c. Conduct program evaluations.
 - d. Carry out any other responsibilities assigned by the Superintendent.
- 9. Supervision and Oversight of the Vice Principal
 - a. The responsibilities of the Vice Principal shall be defined by the Principal, in consultation with the Vice Principal, and shall include elements of the responsibilities of the Principal. Each year, the Principal shall review the roll of the Vice Principal for the purpose of assigning responsibilities and expanding the experience of the Vice Principal, recognizing the need to use individual strengths appropriately so as to ensure the effective school administration.
 - b. In the absence of the Principal, the Vice Principal is designated as the acting principal of the school. In the event that the school acquires more than one Vice Principal, the Principal shall determine which of the Vice Principals is designated as acting Principal in the absence of the Principal.
 - c. Over time, it is envisaged that the Vice Principal will demonstrate the capabilities and competencies expected of a Principal.
 - d. The Vice Principal may assist the Principal in the supervision and evaluation of teachers, except when a teacher evaluation is undertaken because the Principal has reason to believe that the performance of the teacher may not be meeting the Teaching Quality Standard, in which case the evaluation must be undertaken solely by the Principal.
 - e. Teacher evaluation reports must bear the signature of the Principal. The Vice Principal's signature may be included if the Vice Principal has contributed to the process.

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ADMINISTRATIVE PROCEDURES

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Amended: 2007-06-13, 2016-04-07

Section: Personnel & Employee Relations

ADMINISTRATIVE PROCEDURE #304 – Teacher Growth, Supervision and Evaluation

1. Professional Growth Plan

- a. The teacher will develop an annual professional growth plan which reflects goals based on an assessment of learning needs by the individual teacher. A teacher's professional growth plan may be a component of a long-term multiyear plan, and may consist of a planned program of supervising a student teacher or mentoring a teacher.
- b. This plan will take into consideration the education plans of the school, and Alberta Education.
- c. This plan will show a demonstrable relationship to the Teaching Quality Standard.
- d. Early in the school year, the teacher will review the plan with the Principal or with a group of teachers delegated by the Principal. The teacher and the Principal or delegated teachers may meet throughout the school year to review the progress. The teacher shall provide a final progress report to the Principal, or delegated teachers prior to the end of the school year.
- e. Unless a teacher agrees, the content of an annual professional growth plan must not be part of the evaluation process of a teacher. However, a Principal may identify behaviors or practices that require an evaluation, provided that the information identified is based on a source other than the information in the annual professional growth plan of the teacher.

2. Supervision

- a. The supervision of teachers shall include:
 - i. Providing support and guidance to teachers.
 - ii. Observing and obtaining information from any source about the quality of teaching a teacher provides to students.
 - iii. Identifying behaviors or practices of a teacher that may require an evaluation.

3. Evaluation

- a. Evaluation of teachers shall occur in the following situations:
 - i. Upon written request by a teacher.
 - ii. For purposes of gathering information related to a specific employment decision concerning a teacher who does not hold a continuing contract (report to be completed by May 15).
 - iii. For purposes of assessing the growth of a teacher in specific areas of practice.
 - iv. When, on the basis of information received through supervision, the principal has reason to believe that the teaching of the teacher may not meet the Teaching Quality Standard.
 - v. For purposes of assessing the practice of a teacher relative to a recommendation for a permanent professional teaching certificate.

NEW HORIZONS CHARTER SCHOOL
ADMINISTRATIVE PROCEDURES

Approved: 1995-01-05

Amended: 2007-06-13, 2016-04-07

Section: Personnel & Employee Relations

**ADMINISTRATIVE PROCEDURE #304 –
Teacher Growth, Supervision and Evaluation (cont.)**

- b. On initiating an evaluation, the Principal must communicate explicitly to the teacher:
 - i. The reasons for and purposes of the evaluation.
 - ii. The process, criteria and standards to be used.
 - iii. The timelines to be applied.
 - iv. The possible outcomes of the evaluation.
 - c. The following may be used in teacher evaluations:
 - i. Multiple observations based upon TQS criteria.
 - ii. Additional data related to the teacher's teaching practice which may include:
 - 1. Planning documents.
 - 2. Student evaluation records.
 - 3. A variety of student performance and teaching artifacts.
 - 4. Other sources of information.
 - d. Teacher evaluation reports must bear the signature of the Principal.
 - e. The Principal must provide the teacher with a copy of the evaluation report. A teacher may add written comments to the evaluation report. A copy of the evaluation report must be placed in the teacher's personnel file.
4. Remediation
- a. Where evidence obtained through evaluation substantiates that a teacher's practice does not meet the Teaching Quality Standard, the Principal shall provide the teacher with a written notice of remediation.
 - b. The written notice of remediation will advise the teacher regarding:
 - i. Behaviors or practices that do not meet the Teaching Quality Standard and the changes required.
 - ii. Remediation strategies the teacher is advised to pursue.
 - iii. The means by which it will be determined if the required changes in behavior or practice have taken place.
 - iv. Applicable timelines.
 - v. Possible outcomes of a failure to successfully address the areas identified for remediation.

NEW HORIZONS CHARTER SCHOOL
ADMINISTRATIVE PROCEDURES

Approved: 1995-01-05

Amended: 2007-06-13, 2016-04-07

Section: Personnel & Employee Relations

**ADMINISTRATIVE PROCEDURE #304 –
Teacher Growth, Supervision, and Evaluation (cont.)**

- c. A notice of remediation may stipulate that the remediation strategies replace the obligation of the teacher to develop and implement the annual teacher professional growth plan.
5. Discipline or Other Action
- a. These regulations do not restrict:
 - i. A Principal from taking disciplinary or other action, as appropriate, where the Principal has reasonable grounds for believing that the actions or practices of a teacher endanger the safety of students, constitute a neglect of duty, a breach of trust or a refusal to obey a lawful order of the school authority.
 - ii. The Board of Directors or Superintendent from taking any action or exercising any right or power under the *School Act*.

NEW HORIZONS CHARTER SCHOOL
ADMINISTRATIVE PROCEDURES

Approved: 1999-01-05

Amended: 2007-06-13, 2016-04-07

Section: Personnel & Employee Relations

ADMINISTRATIVE PROCEDURE #306 – Appeal Process for Employees

1. Any employee choosing to appeal a performance evaluation must make such an appeal in writing to the Principal (or to the Superintendent, in the case of the Principal or Secretary Treasurer) within 30 days of the evaluation.
2. The Principal (or Superintendent) will provide a written response to the appeal within 14 days of receiving the appeal.
3. If the employee is dissatisfied with the Principal's response, he or she may appeal, in writing, to the Superintendent within 14 days of receiving the Principal's response.
4. The Superintendent will provide a written response to the appeal within 14 days of receiving the appeal. The Superintendent's decision is final.
5. If the employee is appealing a suspension or termination recommendation, the employee may appeal in writing, to the New Horizons Charter School Society Board within 14 days of receiving the Superintendent's notice of suspension or termination.
6. The Board will deliberate the appeal at the next Board meeting. The Board will communicate a decision in writing to the employee within 14 days after the Board meeting.

NEW HORIZONS CHARTER SCHOOL
ADMINISTRATIVE PROCEDURES

Approved: 1999-05-04

Amended: 2007-06-13, 2016-04-07

Section: Personnel & Employee Relations

ADMINISTRATIVE PROCEDURE #307 – Performance Evaluation

1. All employees will have their performance assessed and documented on regular basis.
 - a. The Superintendent will establish and implement procedures to evaluate the performances of the Principal and Secretary Treasurer at least once in each two-year period.
 - b. The Principal will evaluate the performance of teachers under the terms of Policy #304 – Teacher Growth, Supervision and Evaluation and its accompanying Administrative Procedures.
 - c. The Principal will establish and implement procedures to evaluate the performance of non-teaching staff on an annual basis.

NEW HORIZONS CHARTER SCHOOL
ADMINISTRATIVE PROCEDURES

Approved: 2002-09-17

Amended: 2007-06-13, 2016-04-07

Section: Personnel & Employee Relations

ADMINISTRATIVE PROCEDURE #309 – Employee Files

1. The Principal of New Horizons School shall hold and maintain employees' personnel files.
2. The Superintendent shall hold and maintain the file of the Principal of New Horizons School.
3. These employee files shall contain all information relevant to the employee's employment. File information shall include, but need not be restricted to the employee's:
 - a. Application for employment (e.g. resume, letter of application)
 - b. Letter of offer
 - c. Employment contract
 - d. Employer source deduction forms (e.g. TD1 – income tax forms)
 - e. Employee performance plans
 - f. Professional development plans
 - g. Performance appraisals
4. No health-related information will be included in employee files, except to establish sick leave eligibility. Information related to interview records and reference checks will not be placed in the file.
5. All employee files will be maintained in such a way as to ensure adherence to the *Freedom of Information and Protection of Privacy Act* and other applicable Legislation.
6. Employees are entitled reasonable supervised access to their employee files.

NEW HORIZONS CHARTER SCHOOL
ADMINISTRATIVE PROCEDURES

Approved: 2002-06-04

Amended: 2007-06-13, 2016-04-07, 2017-01-09, 2019-03-01

Section: Personnel & Employee Relations

**ADMINISTRATIVE PROCEDURE #310 –
Support Staff Salaries and Terms of Employment**

1. Support staff positions are annual contract positions, to a maximum of 215 operational days at the discretion of the Employer. Such positions can be either fixed term positions that conclude at the end of the school year or continuous positions that automatically continue from year to year. The specific terms and conditions of such positions will be outlined in the employee's written contract or letter of hire.
2. The job responsibilities are determined by the Employer and are provided in writing to the employee with the offer of employment.
3. All new support staff start with a probationary period of 3 months.
4. A salary grid for support staff for the upcoming school year will be decided annually by Board motion in conjunction with the approval of the school budget. The grid may be amended only by motion of the Board of Directors.
5. The support staff salary grids shall be maintained by the Secretary Treasurer.
6. Upon commencement of employment with the New Horizons Charter School Society, an employee will be placed on the grid depending on their level of relevant experience and education as recommended by the Principal and with approval of the Superintendent. The initial placement will be no higher than step 4.
7. The employee may be moved up a single step based on the completion of a full-time equivalency with the approval of the Superintendent.
8. The Superintendent is responsible to provide new members of the support staff with copies of all relevant documents concerning their employment.

NEW HORIZONS CHARTER SCHOOL
ADMINISTRATIVE PROCEDURES

Approved: 2002-06-04

Amended: 2007-06-13, 2016-04-07, 2017-01-09, 2019-03-01

Section: Personnel & Employee Relations

**ADMINISTRATIVE PROCEDURE #310 –
Support Staff Salaries and Terms of Employment (cont.)**

SECRETARY/CLERK WAGES AND BENEFITS

Term of Contract	Maximum 215 operational days, at the discretion of the Supervisor
Duties	Secretarial and clerical support to Administration: word processing, reception, general office records, financial support (e.g.. purchasing, budgeting, accounting, payroll, benefits)
Paid Holidays	The following recognized general holidays, if the holiday falls on a day that is normally a workday for the employee: New Year's Day, Family Day, Good Friday, Easter Monday, Victoria Day, Canada Day, Heritage Day, Labour Day, Thanksgiving Day, Remembrance Day, Christmas Day, Boxing Day
Work Week (Full Time)	35 hours; 7 hours/day
Benefits	Short Term Disability and Long Term Disability paid 100% by Employee. All other benefits paid 100% by Board
Paid Sick Leave	Maximum of 15 days per contract year, pro-rated in accordance with FTE
Paid Family Leave	Up to three of the entitled sick days in a school year may be used for the sickness of a spouse, a child, or a parent.
Compassionate Leave	Compassionate leave, during which salary will continue without interruption, according to the following schedule: For the death of a spouse or child: 5 days For the death of an immediate family member: 3 days For the death of a relative: 1 day
Personal Leave With Pay	2 paid personal days per year; employee to pay for substitute on 2 nd day, if substitute needed
Professional Development	1 paid day per contract year for secretarial skill development, and reimbursement of tuition fees, at the discretion of the Supervisor
Probationary Period	3 months
Vacation Pay	4% of wages in 1 st to 3 rd year of continuous service; 6% in 4 th to 9 th years; 8% in 10 th to 15; 10% in 16 th and more

NEW HORIZONS CHARTER SCHOOL
ADMINISTRATIVE PROCEDURES

Approved: 2002-06-04

Amended: 2007-06-13, 2016-04-07, 2017-01-09, 2019-03-01

Section: Personnel & Employee Relations

**ADMINISTRATIVE PROCEDURE #310 –
 Support Staff Salaries and Terms of Employment (cont.)**

SECRETARY/CLERK WAGES AND BENEFITS (cont.)

Pension Plan	Optional to employees, employer contributes equivalent of 5% of employee earnings with no employee contributions required: Employer matches employee contributions to an additional 5% of earnings.
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EDUCATIONAL ASSISTANT WAGES AND BENEFITS

Term of Contract	Maximum 200 operational days, at the discretion of the Principal. A full-time teaching assistant is considered to be 6 hours per day, minimum of 140 days.
Duties	Assignment to classroom determined by the Principal. Specific duties as assigned by the supervising teacher
Paid Holidays	The following recognized general holidays, if the holiday falls on a day that is normally a workday for the employee: New Year's Day, Family Day, Good Friday, Easter Monday, Victoria Day, Labour Day, Thanksgiving Day, Remembrance Day, Christmas Day, Boxing Day
Work Week	As determined by the Principal
Benefits	Short Term Disability and Long Term Disability paid 100% by the Employee. All other benefits paid 100% by Board.
Paid Sick Leave	Maximum of 15 days per contract year, pro-rated in accordance with FTE
Paid Family Leave	Up to three of the entitled sick days in a school year may be used for the sickness of a spouse, a child, or a parent.
Compassionate Leave	Compassionate leave, during which salary will continue without interruption, according to the following schedule: For the death of a spouse or child: 5 days For the death of an immediate family member: 3 days For the death of a relative: 1 day

NEW HORIZONS CHARTER SCHOOL
ADMINISTRATIVE PROCEDURES

Approved: 2002-06-04

Amended: 2007-06-13, 2016-04-07, 2017-01-09, 2019-03-01

Section: Personnel & Employee Relations

**ADMINISTRATIVE PROCEDURE #310 –
Support Staff Salaries and Terms of Employment (cont.)**

EDUCATIONAL ASSISTANT WAGES AND BENEFITS (cont.)

Personal Leave With Pay	2 paid personal days per year; employee to pay for substitute on 2 nd day, if substitute needed
Professional Development	1 paid conference or workshop per year at the discretion of the Principal
Probationary Period	3 months
Vacation Pay	4% of wages in 1 st to 3 rd year of continuous service; 6% in 4 th to 9 th years; 8% in 10 th to 15 th ; 10% in 16 th and more
Pension Plan	Optional to employees, Employer contributes equivalent of 5% of employee earnings with no employee contributions required: Employer matches employee contributions to an additional 5% of earning.

NEW HORIZONS CHARTER SCHOOL
ADMINISTRATIVE PROCEDURES

Approved: 2012-04-11

Amended: 2016-04-07

Section: Personnel & Employee Relations

ADMINISTRATIVE PROCEDURE #313 – Staff Leaves and Absences

1. Written applications, including the proposed dates and a substantial rationale for the request, for each instance should be received by the Superintendent of Schools with as much lead time as possible.
2. At the time of submission of the request, the employee must inform the Principal of the nature and dates of the request.
3. The Superintendent will gather such information as he/she deems necessary to consider in developing a recommendation to the Board regarding approval or denial of the requested leave of absence.
4. The Board will make its decision on each application at a regular Board meeting and will respond in a timely manner through the Superintendent of Schools in each instance.
5. The Board will include in minutes only the payroll number of any applicant in order to maintain privacy of that applicant.
6. The Superintendent will notify the employee and the Principal in writing of the Board's decision on each application and will do so in a timely manner.

NEW HORIZONS CHARTER SCHOOL
ADMINISTRATIVE PROCEDURES

Approved: 2013-10-21

Amended: 2016-04-07; 2018-05-12

Section: Personnel & Employee Relations

**ADMINISTRATIVE PROCEDURE #314 –
Public Interest Disclosure (Whistleblower Protection)**

1. Application of this Procedure

- a. This procedure applies to “wrongdoings” in or relating to the New Horizons Charter School Society that involve:
 - i. A contravention of an Act of Alberta or Canada or the Regulations related to those acts.
 - ii. An act or omission that creates:
 1. Substantial and specific danger to the life, health or safety of individuals other than a danger that is inherent in the performance of the duties of functions of an employee.
 2. A substantial and specific danger to the environment.
 3. Gross mismanagement, including an act or omission that is deliberate and that shows a reckless or willful disregard for the proper management of:
 - a) Public funds or a public asset.
 - b) The delivery of a public service, including the management or performance of:
 - i. A contract or arrangement identified or described in the regulations including the duties resulting from the contract or arrangement or any funds administered or provided under the contract or arrangement.
 - ii. The duties and powers resulting from an enactment identified or described in the regulations or any funds administered or provided as a result of the enactment.
 - c) Employees, by a pattern of behavior or conduct of a systemic nature that indicates a problem in the culture of the organization relating to bullying harassment or intimidation.
 4. Knowingly directing or counselling an individual to commit one of the wrongdoings listed above.
- b. Day-to-day workplace issues that fall short of “wrongdoings” should be addressed through the use of existing Board policies and practices.

2. No Reprisals

- a. An employee who, in good faith, undertakes any of the following actions, will not be subject to actions or threats of dismissal, layoff, suspension, demotion, transfer, discontinuation or elimination of a job, change of job location, reduction in wages, change in hours of work, or

NEW HORIZONS CHARTER SCHOOL
ADMINISTRATIVE PROCEDURES

Approved: 2013-10-21

Amended: 2016-04-07; 2018-05-12

Section: Personnel & Employee Relations

**ADMINISTRATIVE PROCEDURE #314 –
Public Interest Disclosure (Whistleblower Protection) (cont.)**

reprimand, or any other measure that adversely affects the employee's employment or working conditions.

- i. Seeks advice about making a disclosure.
 - ii. Makes a disclosure.
 - iii. Co-operates in an investigation.
 - iv. Declines to participate in a wrongdoing.
 - b. An employee may make a written complaint to the Public Interest Commissioner if the employee believes that a reprisal has been taken or directed against the employee. Such a written complaint must, according to the Act, be made on the *Complaint of Reprisal Form*.
 - c. Reasonable human resource management decisions made in good faith do not constitute a reprisal.
3. Disclosures
- a. Disclosures of wrongdoing must be made to the Superintendent of Schools (the Designated Officer) in writing. The form, *Public Interest Disclosure (Whistleblower Protection) Act Disclosure Form*, outlines the information required in a disclosure.
 - b. In the event that disclosure to the Superintendent of Schools is not appropriate due to conflict of interest with respect to the nature of the disclosure or the person involved, disclosure may be made to the Chair of the Board of Directors.
 - c. Disclosures of matters dealing with "imminent risk" (matters that require immediate attention as they pose significant risk to public health or safety, or a danger to the environment) must be made directly to the Public Interest Commissioner, who will then communicate with the appropriate authorities. The employee must also disclose the wrongdoing to the Superintendent of Schools as soon as practicable thereafter.
 - d. An employee considering making a disclosure may seek advice from the designated officer, chief officer, or the Public Interest Commissioner.
 - e. Anonymous disclosures may be dealt with, but an investigation may be hampered by the request for anonymity.
4. Investigations
- a. Upon receiving a disclosure, the person receiving the disclosure shall determine whether or not an investigation is warranted.
 - b. An investigation may involve both internal and external sources to assist in determining whether a wrongdoing has occurred and what corrective action may be appropriate.

NEW HORIZONS CHARTER SCHOOL
ADMINISTRATIVE PROCEDURES

Approved: 2013-10-21

Amended: 2016-04-07; 2018-05-12

Section: Personnel & Employee Relations

**ADMINISTRATIVE PROCEDURE #314 -
Public Interest Disclosure (Whistleblower Protection) (cont.)**

- c. Confidentiality of the discloser of a wrongdoing shall be maintained to the extent possible consistent with the need to conduct an adequate investigation.
 - d. Investigations shall be conducted in accordance with the principles of fairness and natural justice.
5. Timelines
- a. A disclosure of wrongdoing or complaint of reprisal shall be acknowledged not more than five (5) business days from the date on which the disclosure of wrongdoing or complaint of reprisal is received.
 - b. The employee who submitted a disclosure of wrongdoing or complaint of reprisal shall be advised no more than ten (10) business days from the date on which the disclosure of wrongdoing or complaint of reprisal is received of whether an investigation will be made.
 - c. An investigation must be concluded not more than 110 business days from the date on which the disclosure of wrongdoing or complaint of reprisal is received. The employee who submitted a disclosure of wrongdoing or complaint of reprisal shall be advised of the result of the investigation in writing.
 - d. These timelines may be extended by up to thirty (30) days by the Superintendent of Schools, or for a longer period of time if approved by the Public Interest Commissioner.
6. Good Faith
- a. An employee who submits a disclosure of wrongdoing or complaint of reprisal must act in good faith.
 - b. The submission of deliberately false or malicious allegations by an employee will form the grounds for disciplinary action up to and including termination of employment.

Reference: Public Interest Disclosure (Whistleblower Protection) Act
Public Interest Disclosure (Whistleblower Protection) Regulation

NEW HORIZONS CHARTER SCHOOL
ADMINISTRATIVE PROCEDURES

Approved: 2016-03-10

Amended: 2016-04-07

Section: Personnel & Employee Relations

ADMINISTRATIVE PROCEDURE #315 – Employee Recognition

1. Service awards will be presented to employees at the completion of each five (5) year period of employment. Awards will be presented at a school assembly held in June, at the June regular meeting of the Board of Directors, or at another event of the Board's choosing.
2. Short term leaves such as sick leave, paternity leave, personal days, jury duty, and bereavement leave will be considered service for purposes of these procedures.
3. The following long-term leaves of absence will be considered service for purposes of these procedures:
 - a. Maternity leave of absence
 - b. Adoption leave of absence
 - c. Parental leave of absence
 - d. General leave of absence
 - e. Secondment
4. Extraordinary performance of an employee will be recognized with a Certificate of Recognition, to be presented at a Board meeting. Parameters of eligibility including the following:
 - a. An employee who makes an extraordinary contribution to the school.
 - b. An employee who attains an outstanding and unique achievement or develops a notable advancement in the field of education.
5. Employees who retire or resign after ten or more years of accumulated service to the NHCSS will be honoured with the presentation of a gift. Such gifts shall have an approximate value of \$10.00 per year of service to the New Horizons Charter School Society.

NEW HORIZONS CHARTER SCHOOL
ADMINISTRATIVE PROCEDURES

Approved: 1995-10-29

Amended: 2011-11-28, 2016-04-07, 2018-12-18

Section: Student Policies

ADMINISTRATIVE PROCEDURE #401 – Identification and Admissions

1. General Procedures

- a. The Principal is responsible for the specific design and implementation of the student identification and admission process.
- b. Parents of prospective students shall be provided with information that will enable them to make an informed decision regarding whether or not to make application for enrolment on behalf of their child.
- c. As a general rule, parents of all applicants, as well as prospective grade 7 – 9 students, are expected to attend an information session to obtain:
 - i. General information about charter schools
 - ii. Specific information about the school’s Charter and programs
 - iii. Information regarding characteristics of students, based on research and experience, who demonstrate suitability for the school’s program.
- d. Applications for admission should be submitted to the school Principal on or before a date that has been determined by the Principal. Applications may be received after that date in the event that vacancies exist in specific classes or grades.
- e. The Principal shall approve, on an annual basis, the number of new students to be admitted for enrolment at each grade level.
- f. An Admissions Committee, consisting of the Principal and two teachers from the school, shall review all applications for enrolment and make recommendations with respect to the acceptance or denial of enrolment regarding each applicant.
 - i. The Principal is responsible to form the Admissions Committee.
 - ii. Recommendations regarding admission will be made by the Admissions Committee, with the final decision of the Admissions Committee resting with the school Principal.
 - iii. The Principal is responsible to ensure that parents are informed of decisions regarding admission of applicants for enrolment.
 - iv. If a student is not accepted into the program, the parents/guardians may appeal the decision of the Principal to the Superintendent. If the parents are not satisfied with the decision of the superintendent, they may appeal to the Board of Directors. Parents may request that the Minister of Education review a decision of the Board where provincial legislation provides opportunity for such a review.
- g. Preference for admission will be given to siblings of children already enrolled in the school, provided they meet the admissions criteria.

NEW HORIZONS CHARTER SCHOOL
ADMINISTRATIVE PROCEDURES

Approved: 1995-10-29

Amended: 2011-11-28, 2016-04-07, 2018-12-18

Section: Student Policies

ADMINISTRATIVE PROCEDURE #401 – Identification and Admissions (cont.)

- h. The Principal shall prepare and maintain a wait list of qualified prospective students, so that vacancies that occur during the school year can be filled.
 - i. A wait list of qualified candidates shall be established at each grade level based on assessment results.
 - ii. Available positions will be filled from the wait list. The school administration will make reasonable effort, on more than one occasion, to contact the parents of the first student on the wait list. If a parent cannot be contacted, the position will be offered to the next student on the wait list.
 - iii. The parents of a student offered placement will be given a set period of time to accept that placement. Should the parents choose not to accept the placement, they can choose whether to withdraw their child's name, or have it placed at the end of the list.
 - iv. Students remaining on the wait list will, upon request, be considered for enrolment in the subsequent school year. Parents will be required to update the student's file, with any associated costs to be borne by the parent.
 - v. Parents are responsible for advising the school of changes to their email address, home and/or work phone numbers, and their mailing address.
2. Procedures Specific to Kindergarten Applicants:
 - a. The following components will generally be included in the admissions procedure:
 - i. Application form completed by the parent(s).
 - ii. Profile(s) of the child completed by the parent(s).
 - iii. Participation by the prospective student in a pre-assessment instrument;
 - A child or student whose score on the pre-assessment instrument is below the required standard will not be given the formal assessment described below.
 - A child or student who exhibits disruptive behavior, or is not able to remain focused during administration of the pre-assessment instrument, may not be given the formal assessment.
 - iv. Participation by the prospective student in the following formal assessment instruments:
 - Naglieri Nonverbal Ability Test (NNAT) and Otis-Lennon School Ability Test (OLSAT). Assessing children in both nonverbal (NNAT) and verbal (OLSAT) domains provides a thorough and balanced look at each child's intellectual abilities. These assessments will be administered at the school, by qualified personnel, on a date to be determined by the school Principal.
 - As an alternative to the above, or in addition to the above, parents may choose to make arrangements privately, at their cost, for their child to participate in a

NEW HORIZONS CHARTER SCHOOL
ADMINISTRATIVE PROCEDURES

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Amended: 2011-11-28, 2016-04-07, 2018-12-18

Section: Student Policies

ADMINISTRATIVE PROCEDURE #401 – Identification and Admissions (cont.)

- psycho-educational assessment (including participation in an individually-administered test of intellectual ability), the results of which will be submitted to the school as part of the application for admission process.
- v. Participation by the prospective student in an observation activity, to be undertaken at the school on a date determined by the principal.
 - vi. Submission by the parent(s) of other evidence of high intellectual ability (if available and applicable).
- b. Incomplete applications may result in denial of enrolment by the Admissions Committee.
3. Procedures Specific to New Applicants in Grades 1 – 9:
- a. Prospective students shall be assessed to determine their suitability for placement in the gifted program.
 - b. The following components will generally be included in the admissions procedure:
 - i. Application form completed by the parent(s).
 - ii. Profile(s) of the child completed by the parent(s).
 - iii. Submissions by the parent(s) of references obtained on behalf of the applicant.
 - iv. Submission by the parent(s) of a completed *School Nomination Form*, including results of classroom assessments and standardized tests, from the prospective student's current school.
 - v. Participation by the prospective student in a group-administered standardized assessment of intellectual ability (e.g. Canadian Cognitive Abilities Test), to be administered at the school, by qualified personnel, on a date determined by the Principal. As an alternative, or in addition, parents may choose to make arrangements privately, at their cost, for their child to participate in a psycho-educational assessment (including participation in an individually-administered test of intellectual ability), the results of which will be submitted to the school as part of the application for admission process.
 - vi. Submission by the parent(s) of other evidence of high intellectual ability (if available and applicable).
 - c. Incomplete applications may result in denial of enrolment by the Admissions Committee.

NEW HORIZONS CHARTER SCHOOL
ADMINISTRATIVE PROCEDURES

Approved: 1995-10-29

Amended: 2007-06-13, 2016-04-07

Section: Student Policies

ADMINISTRATIVE PROCEDURE #405 - Medication

1. Where procedures beyond a written prescription are required, written instructions shall be received from the physician concerned.
2. When the Principal agrees to the parent/guardian request, he/she shall designate staff members, who mutually agree, to administer medication.
3. The Principal shall immediately notify the Board and parents/guardians if he/she disagrees with the request.
4. Any special equipment required to administer medication shall be the responsibility of the parents/guardian.
5. Signed medication/personal care forms and other related information shall be placed in the student record portfolio.
6. The Principal shall designate safe, limited access storage for medication supplies.

NEW HORIZONS CHARTER SCHOOL
ADMINISTRATIVE PROCEDURES

Approved:

Amended: 2016-12-22

Section: Student Policies

ADMINISTRATIVE PROCEDURE #407 – Field Trips

A. Definitions

1. A “field trip” is defined as a learning experience sponsored by the school that takes place away from school premises. New Horizons School supports the following types of field trips as being of educational value to students:
 - a. “Curricular Field Trip”: The field trip is an integral component of a course of study (e.g. Grade 6 Science field trip to the Reynolds Alberta Museum as part of study of flight).
 - b. “Co-Curricular Field Trip”: The field trip is an extension of a course of study, but is not an integral component of the course (e.g. junior high field trip to Quebec).
 - c. “Extra-curricular Field Trip”: The field trip is part of the extra-curricular program offered by the school (e.g. school volleyball team field trip to a tournament).
2. A “participant” is defined as a student, teacher, other staff member, or volunteer who takes part in a school field trip.

B. Approval Categories and Procedures

Approval procedures for each field trip are categorized according to the duration, destination and/or cost of the trip, as per the following:

1. Category 1: Field trips that are within the province of Alberta and are a maximum of four days in length and involve a cost per student of less than \$100.00. The Principal is authorized to approve field trips in this category provided that:
 - a. A written application is submitted to the Principal at least two weeks prior to the anticipated departure date. It is acknowledged, however, that there may be a need for exceptions to this deadline, depending upon the circumstances. Such an application shall contain detailed information about the following:
 - i. Purpose
 - ii. Destination
 - iii. Educational value and curriculum relevance
 - iv. Number of students
 - v. Itinerary
 - vi. Supervision
 - vii. Transportation
 - viii. Accommodation

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ADMINISTRATIVE PROCEDURES

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Section: Student Policies

ADMINISTRATIVE PROCEDURE #407 – Field Trips (cont.)

- ix. Costs and funding arrangements
 - x. Risks associated with the proposed field trip, particularly if the trip involves a degree of risk beyond that associated with normal day-to-day activities.
- b. Alternative meaningful “in-school” learning activities are provided for students who do not participate in the field trip.
- c. Parent/guardian field trip information and consent forms are distributed.
- d. Written parental consent has been received for each field trip (in exceptional circumstances, and with the approval of the principal, verbal parental consent may be accepted in lieu of written parental consent). A single, overall parental consent may be obtained for the following types of multiple or serial field trips:
- i. A series of walking/running trips within the immediate vicinity of the school; or
 - ii. A series of field trips of the same nature (e.g. instructional ski program, field trips associated with a Physical Education course of study, football team schedule of games).
2. Category 2: Field trips within Alberta that involve more than four days to complete and/or involve a cost per student of \$100.00 or more, or field trips that involve Canadian destinations outside Alberta. The Superintendent is authorized to approve field trips in this category, using the following procedures:
- a. The Principal shall submit a field trip proposal to the Superintendent at least three months prior to the anticipated departure date; although it is acknowledged that there may be a need for exceptions to this deadline, depending upon the circumstances.
 - b. The request for approval must be made prior to any fundraising or collection of money designated for a specific trip.
 - c. The request for approval shall include detailed information regarding the following:
 - i. Purpose
 - ii. Destination
 - iii. Educational value and curriculum relevance
 - iv. Number of students
 - v. Itinerary
 - vi. Supervision
 - vii. Transportation
 - viii. Accommodation

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Section: Student Policies

ADMINISTRATIVE PROCEDURE #407 – Field Trips (cont.)

- ix. Costs and funding arrangements
- x. Risks associated with the proposed field trip, particularly if the trip involves a degree of risk beyond that associated with normal day-to-day activities.
- d. Alternative meaningful “in-school” learning activities shall be provided for students who do not participate in the field trip.
- e. Field trip information forms shall be distributed to parents/guardians.
- f. A signed parent/guardian field trip consent form must be received for each participating student.
- g. Elementary school students are not normally eligible to participate in Category 2 field trips.
- 3. Category 3: Field trips that involve destinations outside Canada. The Board of Directors must approve field trips in this category, using the following procedures:
 - a. The Principal shall submit a field trip proposal to the Superintendent at least six months prior to the anticipated departure date, although it is acknowledged that there may be a need for exceptions to this deadline, depending upon the circumstances. The Principal shall also comply with the time guidelines in C.8 below.
 - b. The request for approval must be made prior to any fund raising or collection of money designated for a specific trip.
 - c. The request for approval shall include detailed information regarding the following:
 - i. Purpose
 - ii. Destination
 - iii. Educational value and curriculum relevance
 - iv. Number of students
 - v. Itinerary
 - vi. Supervision
 - vii. Transportation
 - viii. Accommodation
 - ix. Costs and funding arrangements
 - x. Risks associated with the proposed field trip, particularly if the trip involves a degree of risk beyond that associated with normal day-to-day activities
 - d. Alternative meaningful “in-school” learning activities shall be provided for students who do not participate in the field trip.

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ADMINISTRATIVE PROCEDURE #407 – Field Trips (cont.)

- e. Field trip information forms shall be distributed to parents/guardians.
 - f. A signed parent/guardian field trip consent form must be received for each participating student.
 - g. Elementary school students are not normally eligible to participate in Category 3 field trips. Junior high students are not normally eligible to participate in Category 3 field trips with destinations outside Canada and the continental United States.
- C. Cost of Field Trips/Accessibility to Students
- 1. Ability to pay shall not unduly limit a student's opportunity to participate in a field trip.
 - 2. All eligible students shall have opportunity to participate in curricular field trips (see A.1.a). For co-curricular and extra-curricular field trips, it may be necessary to implement a selection process to determine eligibility.
 - 3. When selection of students is necessary, the criteria shall be:
 - a. Demonstrated responsibility
 - b. Acceptable record of behavior
 - c. Demonstrated commitment to preparation for the field trip
 - 4. Notwithstanding C.3 above, it is recognized that in the case of school teams and some clubs, selection based on ability may be necessary.
 - 5. When selection of students is necessary, the teacher in charge of the field trip shall arrange for the selection, with the final responsibility resting with the Principal.
 - 6. In most cases, the entire cost of a curricular field trip (see A.1.a) shall be borne by the school budget. In some cases, students may be required to contribute to the cost. However, no student shall be excluded from curricular field trips due to lack of funds.
 - 7. The costs of co-curricular field trips and extra-curricular field trips may be covered by the school budget, fund raising initiatives, fees paid by students, or any combination thereof.
 - 8. If a field trip involves a financial contribution from the student all efforts shall be made to keep it to a minimum. Students and parents also deserve as much advance notice as possible. The following are recommended guidelines:
 - a. Student contribution of \$500.00 - \$1000.00: a minimum of five months' notice prior to the trip and two months prior to any installment payment.
 - b. Student contribution above \$1000.00: a minimum of twelve months' notice in advance of the trip and four months prior to any installment payment.

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ADMINISTRATIVE PROCEDURE #407 – Field Trips (cont.)

D. Supervision

1. All field trips shall be under the direct supervision of a certificated teacher, with the following exception:
 - a. The Principal may approve an adult other than a teacher when fewer than ten students are involved in the field trip or when a school team is coached by a non-teacher. In these circumstances, the parents of all participating students shall be advised of the Principal's decision.
2. Supervisory personnel, including parents and other volunteers, are agents of the Board of Directors for the purpose of this policy.
3. The Principal is responsible for the level and quality of supervision on each field trip and is authorized to approve details regarding supervision, giving consideration to the following factors:
 - a. The number of participants.
 - b. The age, maturity and competency of the participants.
 - c. The distance involved.
 - d. The duration of the field trip.
 - e. The nature of the venue(s) being visited.
 - f. The type of vehicle(s) being used for transportation.
 - g. The nature of the activities to be undertaken and the risks associated with them.
 - h. The extent to which the teacher supervisor is familiar with the venue(s).
 - i. The supervision guidelines suggested in the publication, *Safety Guidelines for Physical Activity in Alberta Schools 2013* (and all subsequent versions) and *Safety Guidelines for Secondary Interschool Athletics in Alberta 2012* (and all subsequent versions).
 - j. Other factors which, in the judgment of the principal, are important to the successful and safe implementation of the field trip.
4. Additional adult supervision must be considered for field trips involving:
 - a. Supervisors who are members of the same family.
 - b. Student participants of a single gender, where the designated adult supervisor is of the opposite gender.
5. Suggested supervision guidelines for many activities associated with school field trips are included in the publications, *Safety Guidelines for Physical Activity in Alberta Schools* and *Safety Guidelines for Secondary Interschool Athletics in Alberta*. The Principal shall give consideration

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ADMINISTRATIVE PROCEDURE #407 – Field Trips (cont.)

to *Safety Guidelines* ... and to the factors listed in D.3 above in determining the most appropriate level of supervision for each field trip. In the event that supervision guidelines are not provided in *Safety Guidelines* ..., the Principal shall give consideration to the factors listed in D.3 above and to the following suggested guidelines in determining the most appropriate level of supervision for each field trip.

- a. A suggested guideline of supervision for field trips to destinations of 25 kilometers or less from the school is:
 - i. For students in kindergarten to grade five, one adult to ten students.
 - ii. For students in grades six to twelve, one adult to fifteen students.
- b. A suggested guideline of supervision for field trips to destinations of more than 25 kilometers from the school is:
 - i. For students in kindergarten, one adult to five students.
 - ii. For students in grades one to three, one adult to eight students.
 - iii. For students in grades four to eight, one adult to ten students.
 - iv. For students in grades nine to twelve, one adult to fifteen students.
6. Coeducational overnight field trips shall be accompanied by both male and female supervisors.
7. An adult supervisor must be available to students at all times (24 hours per day) on all field trips.
8. The Principal must be satisfied that teachers and/or supervisors have sufficient and appropriate qualifications to carry out specialized activities (e.g. canoeing, backpacking into remote wilderness areas, activities undertaken during subzero temperatures).
9. The Principal shall determine the extent to which it is necessary for field trip supervisory personnel to possess a basic, current knowledge of first aid, cardio-pulmonary resuscitation, and/or other emergency procedures.
10. A cellular phone shall be taken on all field trips.
11. Consideration shall be given to taking a satellite phone on field trips that include destinations beyond the reach of cellular phone service. Factors such as destination, route being traveled, road conditions, time of day and time of year shall be included in such consideration.
12. When an overnight field trip involves the placement of students with host families, host families must be provided with written expectations for host families that are consistent with the terms of this policy/regulation. Host families must indicate their intent to comply with the expectations before students can be placed in their homes.

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ADMINISTRATIVE PROCEDURE #407 – Field Trips (cont.)

13. When an overnight field trip involves the placement of students in commercial venues or institutional settings (e.g. hotel, motel, camp quarters, school gymnasium, church basement), reasonable supervision of corridors, entrances, exits and similar spaces must be provided when students are assigned to their rooms.

E. Parental Consent

1. Parents/guardians must be provided with written information regarding all field trips.
2. Parents/guardians are required to grant informed, written consent for their child's participation in all field trips. In exceptional circumstances, and with the approval of the Principal, verbal parental consent may be accepted in lieu of written parental consent.
3. With the exceptions listed in (a) and (b) immediately below, parental consent must be received for each field trip on an individual trip basis. A single, overall parental consent may be obtained for the following types of multiple or serial field trips:
 - a. A series of walking/running trips within the immediate vicinity of the school.
 - b. A series of field trips of the same nature (e.g. instructional swim program, series of swim lessons as part of a Physical Education course of study, basketball team schedule of games).
4. Special provision may be required when seeking consent from parents if language, literacy, or cultural barriers exist. The Principal is responsible to ensure that these special provisions are in place when needed.

F. School Absences

1. To the extent possible, field trips should be planned to occur at times that will not negatively affect the student's school program. It is recognized that some field trips may infringe upon the instructional time of other subject areas. In such instances, every effort must be made to have the student catch up on the classes that were missed. The teacher in charge of each field trip is responsible to advise, in advance, all other teachers whose students will be absent from class due to their participation in a field trip.

G. Safety

1. The primary references for safety expectations and precautions shall be *Safety Guidelines for Physical Activity in Alberta Schools 2013* (and all subsequent versions) and *Safety Guidelines for Secondary Interschool Athletics in Alberta 2012* (and all subsequent versions). In the case of a difference between guidelines set out in these publications and Board policy or other approved references, the guidelines that set out the most stringent expectations and precautions shall take precedence.
2. The teacher in charge of a field trip is responsible to carry a list of the following on each field trip:
 - a. Names of participants.

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ADMINISTRATIVE PROCEDURE #407 – Field Trips (cont.)

- b. Telephone contact numbers for participants.
- c. Medication and medical alert needs for participants, as needed.
3. The teacher in charge of the field trip is responsible for acquiring sufficient awareness of and information about each venue and about the activities to be undertaken during the field trip, so as to maximize the safety of all field trip participants.
4. The consumption of alcoholic beverages or illegal drugs by all participants, including staff members and volunteer supervisors, is prohibited during all field trips.
5. Following approval of a field trip, the approving authority (i.e. Principal, Superintendent or Board of Directors) is responsible to monitor the level of risk associated with the field trip and has the authority to cancel the field trip, either prior to or during its implementation, if in the judgment of the approving authority, it is unsafe to commence or continue the field trip. In the event that a field trip is cancelled under such circumstances, the school will not provide compensation or reimbursement to students, parents, or staff for costs associated with the field trip, unless the specific funds contributed by students, parents, or staff are available to the school.

H. Medical Coverage

1. All students participating in field trips must have health care coverage.
2. Students participating in field trips to destinations outside Canada shall provide evidence to demonstrate that appropriate out-of-country medical coverage has been obtained.

I. Emergency Planning/Responses

1. The teacher(s) responsible for planning and supervising a field trip shall ensure that, where necessary, a first aid kit is available for use in response to an emergency medical situation.
2. The Principal is responsible to determine the extent to which it is necessary for field trip supervisory personnel to possess a basic, current knowledge of first aid, cardio-pulmonary resuscitation, and/or other emergency procedures.
3. The teacher/supervisor in charge of a field trip is authorized to change field trip plans in the event of an emergency.
4. If a medical emergency occurs during a field trip, the teacher/supervisor shall:
 - a. Assess the situation and, if injuries have occurred;
 - i. Attend to the immediate medical concerns.
 - ii. Call or make arrangements to call for rescue, assistance or ambulance, as required.

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ADMINISTRATIVE PROCEDURE #407 – Field Trips (cont.)

- b. Determine whether or not the trip will continue based upon all the circumstances.
 - c. Notify the Principal at the earliest opportunity if serious injuries have occurred, so that the Principal may inform the Superintendent and parents/guardians.
 - d. Complete an accident report within 24 hours of the incident.
5. All personnel involved in field trips shall be familiar with the doctrine of in loco parentis. It is acknowledged that protection from action is afforded to employees by the *Emergency Medical Aid Act* (Alberta).
- J. Liability and Insurance
1. The Principal shall ensure that each proposed field trip is covered under policies of insurance held by the New Horizons Charter School Society.
 2. When private vehicles are used to provide transportation for field trips, the field trip organizer shall ensure that the owner is informed of the liability insurance coverage carried by the New Horizons Charter School Society and the requirement that vehicles be adequately insured when used for conveying students on field trips.
 3. When volunteer drivers are engaged in transporting others on field trips, a volunteer driver authorization form shall be completed and submitted to the Principal prior to the field trip.
- K. Transportation
1. When vehicular transportation is required for field trips, public licensed carriers, including school buses, shall be used to the extent possible. Under special circumstances, and only with the authorization of the Principal, private vehicles may be used.
 2. Fifteen passenger vans shall not be used to transport students.

References:

Safety Guidelines for Physical Activity in Alberta School 2013 (and all subsequent versions)

Safety Guidelines for Secondary Interschool Athletics in Alberta 2012 (and all subsequent versions)

NEW HORIZONS CHARTER SCHOOL
ADMINISTRATIVE PROCEDURES

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Section: School Operations

ADMINISTRATIVE PROCEDURE #408 – Student Evaluation

1. Teachers will evaluate students regularly through examinations, course work, assignments, quizzes, and any other method they deem appropriate. Teachers will communicate these marks on report cards three times per year.
2. Report cards will be sent home to parents and parents will receive the opportunity to meet with the teachers.
3. Teachers will be responsible to ensure that each student is evaluated fairly, accurately, and equitably. Each teacher will be responsible to keep a record of the student's marks. Each teacher will be able to substantiate the student's marks to the parents if they request this.
4. The student or parent may appeal a final grade according to Appeals Concerning Student Matters Policy #105.
5. At any time during the school year, parents may request a meeting outside of school hours with their child's teacher.

Teachers will use student evaluations to determine a student's level of mastery in specific subject areas. Teachers will use these evaluation results as a tool for planning and to determine if adjustments are required to the course.