

Charter Board Policy Handbook

October 21, 2026

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Introduction

These policies, adopted by the board of Westmount Charter School Society:

- are written expressions and explanations of our principles;
- guide the governance of the school;
- reflect our values as a board;
- address important objectives for the school; and
- create a framework within which we charge the superintendent to administer the operations of the school.

In contrast, administrative procedures are the procedures and practices established by or adopted by the superintendent that direct the administration of the school in the implementation or achievement of the principles and results expressed in or intended by board policy statements. Administrative procedures focus on how the administration of the school operates and manages activities within the school.

In these policies:

- Westmount Charter School Society is referred to as “Westmount Charter School”, “Westmount”, “the society” or “the school”;
- The charter is referred to as “the charter”;
- the board of the society is referred to as “the charter board” or “the board”;
- the staff of the society is referred to as “the staff”; and
- the guardians or parents of a student attending Westmount are referred to as “the parents”.

Policy 1

Vision and Mission

Westmount's vision and mission statements guide and inform the directions, actions and determinations of the society and its members (the charter board, staff and parents).

VISION
Fostering gifted education from the inside out.

MISSION
To provide students who are gifted an authentic educational experience that:

- supports need, ability and potential;
- provides opportunities for inner growth;
- develops genuine relationships; and
- is facilitated by empathic, passionate, creative educators whose ethical practice develops lifelong learners.

Cross Reference:	Charter Agreement
Date of Approval:	June 7, 1999
Date of Revision:	December 5, 2003, April 21, 2008, April 21, 2011, March 20, 2013, May 15, 2019, September 20, 2023
Due for Review:	May 2022, September 2026

Policy 1.1

Philosophy and Beliefs

Westmount's guiding principles and definition of giftedness form a philosophy which serves to support the vision and mission of Westmount Charter School.

GUIDING PRINCIPLES
At Westmount Charter School, we believe:

1) students who are gifted are capable of exceptional performance;
2) students who are gifted require comprehensive, specialized educational programming if they are to understand and maximize their varied abilities;
3) teachers of gifted students require specialized training and experience in the education of the gifted if they are to effectively guide the development of those students' learning;
4) parents and guardians are vital partners in their children's education; and
5) members of the community at large have an important role to play in the education of students who are gifted.

DEFINITION OF GIFTEDNESS
Students are gifted when they demonstrate outstanding levels of aptitude (exceptional ability to reason and learn) or competence (documented performance or achievement) when compared to others of their age, experience and environment. Asynchronous development, a critical aspect of giftedness, combines advanced cognitive abilities and heightened intensity to create inner experiences and awareness that are qualitatively atypical and require modifications in teaching and counselling.

Inherent in the Westmount definition is the Alberta Education definition of gifted and talented (Alberta 2000), the Columbus Group definition of giftedness (Columbus Group 1991) and the National Association of Gifted Children (NAGC).

Cross Reference:	Charter Agreement
Date of Approval:	April 12, 1999
Date of Revision:	December 5, 2003, April 21, 2008, April 21, 2011, March 20, 2013, May 15, 2019, September 20, 2023
Due for Review:	May 2022, September 2026

Policy 1.2

Goals, Outcomes and Strategies

In addition to achieving the goals required of all public schools in Alberta, charter schools are responsible for establishing specific charter goals that set the school apart from other schools and which result in improved student learning. Outcomes are measurable statements that describe the achievement of goals. Strategies are the actions taken to achieve goals and desired outcomes.

CHARTER SCHOOL GOAL
To improve gifted pedagogy from the inside out.

OUTCOMES
1) Students will understand giftedness from the inside out.
2) Students will demonstrate increased resilience.
3) Students will recognize the importance of goals.
4) Students will comprehend the connection between personal wellness and strong communities.

STRATEGIES
Westmount Charter School implements the following strategies to support student attainment of the desired outcomes above:

1) provide a safe, supportive learning environment that acknowledges similarities and honours differences;
2) teach, model and support the development of lifelong learner goals and aspirations;
3) provide a variety of learning experiences that supplement or extend the scope and requirements of the Alberta Programs of Study;
4) support the development of critical and creative thinking, problem-finding, problem-solving and decision-making;
5) provide students with access to many, varied and advanced human and material resources within and outside the school; and
6) foster ongoing professional development to enable school staff to enhance their ability to meet the needs of students who are gifted.

Cross Reference:	Charter Agreement Alberta Education, Charter Schools Handbook
Date of Approval:	April 12, 1999
Date of Revision:	December 5, 2003, April 21, 2008, April 21, 2011, March 20, 2013, May 15, 2019, September 20, 2023
Due for Review:	May 2022, September 2026

Policy 2

Role and Responsibilities of the Charter Board

Under the *Education Act*, the charter board is responsible for establishing policies concerning educational and associated services and programs provided by Westmount. The charter board is a governance board.

The charter board reserves to itself the authority to make decisions on matters requiring charter board approval in accordance with charter board policies and practices and with legislation. Further, the charter board requires that any new provincial, regional or local initiatives must be initially brought to the charter board for discussion and determination of decision-making authority.

1. The charter board's values are to be reflected in the ways in which it meets its responsibilities. These values must:
    - 1.1 hold the interests of children and students as paramount;
    - 1.2 communicate openly, honestly and with a corporate voice;
    - 1.3 support, encourage and recognize the efforts undertaken by its staff;
    - 1.4 continually improve the governance of the charter board through organized learning activities; and
    - 1.5 understand how other constituents affect the charter board.
2. The charter board shall:
    - 2.1 recruit, employ and review the performance of its superintendent;
    - 2.2 in collaboration with the superintendent, recruit and employ its principals;
    - 2.3 ensure the policies of the charter board, the administrative procedures of the school, and the practices of the school are consistent with relevant federal and provincial statutes, the Westmount charter, the society bylaws and Westmount's contractual obligations;
    - 2.4 ensure the vision and mission of the school are followed, the philosophy and beliefs of the school are considered in all matters, and the goals of the school are met;
    - 2.5 ensure stakeholder views are represented in matters concerning the educational goals, plans and directions of Westmount. The primary strategies the charter board shall employ when engaging society members and other governing bodies in its decision-making processes are collaborating, consulting and informing in appropriate contexts;
    - 2.6 monitor the general quality of student learning experiences and student achievement;
    - 2.7 evaluate the levels of confidence and satisfaction held by society members in the achievements of students;
    - 2.8 steward the physical assets of the school;
    - 2.9 direct and monitor the finances of the school; and
    - 2.10 foster a positive and productive culture within the school.
3. To meet its responsibilities, the charter board shall:
    - 3.1 support student learning by speaking with an informed voice on behalf of gifted education;

3.2 support the school by speaking with an informed voice on the charter school mandate;

3.3 establish a clear sense of vision and mission through stakeholder consultation;

3.4 establish charter board goals, plans and policies that consistently enable others to work towards these goals, plans and policies;

3.5 support innovation through policy development, resource allocation, building relationships and sustaining initiatives;

3.6 support research and innovation activities;

3.7 assure the equitable distribution of human, material and financial resources;

3.8 monitor the implementation of its goals, plans and policies;

3.9 ensure that appropriate systems of evaluation and reporting exist;

3.10 monitor, evaluate and report on its own performance;

3.11 maintain a charter board policy handbook that describes the operational practices and procedures of the charter board and serves as a resource to facilitate the smooth operation of the charter board; and

3.12 review and approve in principle the Superintendent's proposal for international field trips. Provide final approval for international field trips.

Legal Reference:	*Education Act*
Cross Reference:	Charter Agreement Society Bylaws
Date of Approval:	April 12, 1999
Date of Revision:	December 5, 2003, April 21, 2008, April 21, 2011, March 20, 2013, May 15, 2019, September 20, 2023, October 15, 2025
Due for Review:	May 2022, September 2026, October 15, 2028

Policy 3

Role of the Charter Board Member

The role of a charter board member is to make decisions that are in the best interests of the school and to contribute to the charter board as it governs the school and ensures it achieves its vision and mission. Charter board members are expected to support the school's mandate of providing an authentic educational experience for students in the Calgary area who are gifted.

Charter board members serve in a dual capacity as directors of the school and the society and fulfil their responsibilities as directors pursuant to legislation and society bylaws. The decisions of the charter board in a properly-constituted meeting are those of the society. A charter board member who is given authority to act on behalf of the charter board may carry out duties individually, but only as an agent of the charter board. A charter board member acting on the member's own behalf without the authority of the charter board has only the authority and status of any other member of the society.

Charter board members are expected to:

1. become familiar with Westmount's charter, policies and procedures, bylaws and roles of committees in order to contribute successfully to charter board business;
2. contribute to the decisions of the charter board and ensure due diligence;
3. support the decisions of the charter board and refrain from contradicting such decisions;
4. strive to develop a positive and respectful learning and working culture;
5. refer queries, issues or problems not covered by charter board policy to the charter board for discussion and decision;
6. refer administrative matters to the superintendent. A charter board member, upon receiving a complaint from a society member about school operations, shall refer the individual to the appropriate administrator and shall inform the superintendent of this action;
7. participate in seminars, conferences or workshops to enhance the quality of leadership and service offered to the school;
8. share materials and ideas with other charter board members after attending a professional development activity; and
9. support the continuing existence of charter schools in Alberta.

Legal Reference:	*Education Act* *Societies Act*
Cross Reference:	Society Bylaws
Date of Approval:	April 21, 2008
Date of Revision:	April 21, 2011, March 20, 2013, February 15, 2017, May 15, 2019, September 20, 2023
Due for Review:	May 2022, September 2026

Policy 4

Charter Board Member Code of Conduct

Charter board membership is a significant challenge and responsibility. Decisions made by charter board members directly affect the quality of educational services provided to students and the overall direction of the school. The importance of this role underscores the need for charter board members to establish and adhere to a code of conduct.

The chairperson shall ensure that new members are familiar with the Charter Board Member Code of Conduct as part of the new member orientation process.

The chairperson shall periodically review the Charter Board Member Code of Conduct with charter board members.

1. Charter Board Member Responsibility to the Office

   Charter board members shall:

   1.1 think in terms of children and students first;

   1.2 understand that the basic function of charter board members is governance and policy making, and accept the responsibility of learning to discriminate between governance and operations;

   1.3 accept the responsibility, along with other charter board members, of seeing that adequate facilities and resources are provided for the proper functioning of the school;

   1.4 accept the responsibility to be well informed concerning the duties of charter board members and the proper functions of the school;

   1.5 accept the responsibility for seeking the improvement of education throughout the province of Alberta;

   1.6 ensure the presence of the superintendent and secretary-treasurer to the board or secretary to the board and treasurer to the board, as required at regular meetings of the charter board;

   1.7 grant the superintendent and the secretary-treasurer to the board or secretary to the board and treasurer to the board opportunities for discussion at charter board meetings, as required; and

   1.8 refer complaints to the appropriate administrators and arrange discussion of such complaints at a regular meeting of the board if an administrative solution cannot be reached.

2. Charter Board Member Responsibility to the School Community

   Charter board members shall:

   2.1 appraise fairly both the present and the future educational needs of the school community;

   2.2 support and clarify school community aims and activities;

   2.3 insist that all school business transactions be conducted on an ethical basis; and

   2.4 refuse to use their positions on the charter board for personal gain.

3. Charter Board Member Relationship with Other Charter Board Members

   Charter board members respect their relationship with other members of the charter board when they:

3.1 recognize that authority rests only with the charter board in official meetings and that an individual member has no authority to commit the charter board outside of such meetings;

3.2 recognize the integrity of their predecessors and associates and the merit of their work; and

3.3 make decisions only after relevant facts bearing on the subject are made known.

4. Charter Board Member Relationship with Staff

Charter board members shall:

4.1 strive to procure the best professional leaders when vacancies exist;

4.2 allow administration full authority for properly discharging their professional duties and expect responsibility for the achievement of desired results within established parameters;

4.3 maintain a positive working relationship with the superintendent and staff; and

4.4 respect the confidentiality of privileged charter board business and decision making.

5. Charter Board Member Conflict of Interest

Each charter board member is directly responsible to the society members and to the charter board. Upon election to office charter board members assume a position of public trust and are expected to conduct themselves in a manner that shall not impair the trust accorded to them or to the charter board.

5.1 The charter board expects that:

5.1.1 each charter board member shall be conversant with sections 85 to 90 of the *Education Act*;

5.1.2 each charter board member shall be solely responsible for declaring a position of conflict of interest and for disclosing the nature of a pecuniary interest in which they may profit personally or in other ways;

5.1.3 the charter board member shall make a declaration of conflict of interest during a meeting of the board and prior to board discussions of the subject matter that may place the charter board member in a conflict of interest; and

5.1.4 whether a conflict exists shall be determined, if necessary, by the remaining charter board members voting on the issue.

5.2 The secretary-treasurer to the board or the secretary to the board shall record any declaration of a conflict of interest in the minutes of the meeting at which such declaration is made.

5.3 Upon a charter board member declaring a conflict of interest, the chairperson shall excuse that charter board member from participation in the discussion and the vote on the issue. That charter board member shall leave the room in which the meeting is being held until discussion on the matter is concluded. That charter board member shall not participate in any voting on the matter, and the secretary-treasurer to the board or the secretary to the board shall record that the charter board member did not participate in the voting on the matter.

Legal Reference: *Education Act*
Date of Approval: November 17, 2008
Date of Revision: April 21, 2011, March 20, 2013, May 15, 2019, September 20, 2023
Due for Review: May 2022, September 2026

Policy 5

Role of the Charter Board Chairperson

In accordance with the *Education Act* and society bylaws, the charter board, at its organizational meeting, or at any time determined by the charter board, shall select one of its members to serve as chairperson, to hold office during the pleasure of the charter board.

The primary responsibility of the charter board chairperson is to provide leadership and guidance to assist charter board members to operate effectively as a group, in order to achieve the vision and mission established for Westmount Charter School.

The chairperson shall:

1. ensure that the charter board operates in accordance with its own policies, society bylaws, and requirements imposed upon it by legislation;
2. call and preside over all meetings of the charter board;
3. collaborate with the superintendent and secretary-treasurer to the board or secretary to the board to develop agendas for charter board meetings;
4. ensure that charter board discussions are timely, thoughtful, inclusive, orderly, efficient and relevant;
5. act as the official spokesperson for the charter board with the media and the public;
6. be an ex-officio member, with voting privileges, on all charter board committees;
7. work collaboratively with the superintendent and support the appropriate management of the school by the superintendent in accordance with the policies of the charter board and the applicable society bylaws and legislation;
8. provide advice to and confer with the superintendent when necessary;
9. ensure the charter board engages in regular assessments of its own effectiveness;
10. ensure that new charter board members are familiar with the Charter Board Member Code of Conduct; and
11. periodically review the Charter Board Member Code of Conduct with members of the charter board.

Legal Reference:	*Education Act*
Cross Reference:	Charter Agreement Society Bylaws
Date of Approval:	April 21, 2008
Date of Revision:	April 21, 2011, March 20, 2013, May 15, 2019, September 20, 2023
Due for Review:	May 2022, September 2026

Policy 6

Role of the Charter Board Vice-Chairperson

In accordance with the *Education Act* and society bylaws, the charter board, at its organizational meeting, or at any time determined by the charter board, shall select one of its members to serve as vice-chairperson, to hold office during the pleasure of the charter board.

The vice-chairperson shall act on behalf of the chairperson, in the latter's absence or conflict of interest, and shall at that point have all the powers, duties and responsibilities of the chairperson.

In the event that both the chairperson and the vice-chairperson are unable to act due to absence or a conflict of interest, the remaining charter board members shall agree on which of such remaining charter board members shall act as the chairperson for the purpose of carrying out the necessary duties of the chairperson at that time.

1. The vice-chairperson shall assist the chairperson in ensuring that the charter board operates in accordance with its own policies, society bylaws, and requirements imposed upon it by legislation in providing leadership and guidance to assist charter board members.
2. The vice-chairperson may be assigned other duties and responsibilities by the chairperson.

Legal Reference:	*Education Act*
Cross Reference:	Society Bylaws
Date of Approval:	April 21, 2008
Date of Revision:	April 21, 2011, March 20, 2013, May 15, 2019, September 20, 2023
Due for Review:	May 2022, September 2026

Policy 7

Charter Board Operations

In order to discharge its responsibilities to the Minister of Education and Childcare and to the members of the society, the members of the charter board shall hold meetings as often as necessary. A quorum, which is a simple majority of the number of members, must be present for every duly constituted meeting. The charter board has adopted policies so that the business of the charter board can be conducted in an orderly and efficient manner.

Robert's Rules of Order shall generally govern all proceedings of the charter board unless otherwise provided in these policies or varied from time to time by resolution of the charter board.

1. Organizational Meeting

   An organizational meeting of the members of the charter board shall be held at the first regular meeting in June.

   The superintendent shall generally chair the meeting for the purpose of electing the chairperson. Upon election, the chairperson shall preside over the remainder of the organizational meeting. The election of the chairperson shall be for a period of one year.

   At the organizational meeting, the charter board shall, in addition:

   1.1 elect a vice-chairperson;

   1.2 establish a schedule (date, time and place) for regular meetings, and any additional required meetings including, if necessary, the next organizational meeting;

   1.3 ensure a primary and emergency contact is provided for each charter board member for the purpose of receiving notice;

   1.4 create such standing committees of the charter board as are deemed appropriate, and appoint members who shall select the committee chairperson at the first meeting of such committee following the organizational meeting;

   1.5 appoint charter board representatives to the various boards or committees of organizations or agencies where the charter board has regular representation, as appropriate; and

   1.6 review charter board member conflict of interest stipulations and determine any disclosure of information requirements.

2. Regular Charter Board Meetings

   2.1 Regular charter board meetings are normally held once monthly on dates and times determined at the organizational meeting. There are no regular meetings scheduled in July or August. Meetings shall ordinarily be held in Westmount's boardroom at the elementary school campus in Calgary.

   2.2 Notwithstanding, the charter board may, by resolution, alter the meeting schedule in such a manner as it deems appropriate.

   2.3 Regular charter board meetings shall not normally be held without the superintendent and secretary-treasurer to the board or secretary to the board or their designates in attendance.

   2.4 Regular charter board meetings shall not normally be held without the superintendent and secretary-treasurer to the board or the secretary to the board or their designates in attendance, unless the meeting pertains to matters concerning one or both of them that require one or both of them to be absent during discussions.

3. Special Meetings

Occasionally, unanticipated or emergent issues require immediate charter board attention action.

Special meetings of the charter board may be held from time to time as provided for under the *Education Act*. Special meetings of the charter board shall be called only when the chairperson, the majority of charter board members or the Minister is of the opinion that an issue must be dealt with before the next regular meeting.

Notice of such special meeting, including date, time, place and nature of the business to be transacted, shall be issued to all charter board members by registered mail (at least 7 days prior to the date of the meeting) or in person or by telephone (at least 2 days prior to the date of the meeting). A special meeting may be held without notice if every charter board member agrees to waive notice.

Unless all charter board members are present at the special meeting, no business other than that in the notice of the special meeting may be transacted at the meeting.

The method for calling a special meeting is set out in the bylaws.

Special meetings shall not normally be held without the superintendent and secretary-treasurer to the board or the secretary to the board or their designates, in attendance unless the meeting pertains to matters concerning one or both of them that require one or both of them to be absent during discussions.

4. Extraordinary Meetings

Under exceptional circumstances, the chairperson or a majority of charter board members may call for an extraordinary meeting of the charter board.

Notice of such extraordinary meeting, including the date, time, place and nature of the business to be transacted, shall be given at least 4 hours in advance and shall be given in person or by telephone. If a charter board member cannot be contacted by such means, one further notice shall be given to that member's emergency contact, and such notice shall be considered adequate notice. An extraordinary meeting may be held without notice if every charter board member agrees to waive notice.

Unless all charter board members are present at the extraordinary meeting, no business other than that in the notice of the extraordinary meeting shall be transacted at the meeting.

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 board meetings. Notwithstanding this belief, certain sensitive issues occasionally require the charter board to hold closed meetings.

The charter board may hold a meeting or part of a meeting in camera to discuss sensitive issues where the majority of the members are of the opinion that it is in the public interest to do so.

In camera sessions shall be held to discuss sensitive matters such as:

5.1 individual children or students;

5.2 individual charter board members;

5.3 bargaining or contract negotiations;

5.4 personnel matters;

5.5 acquisitions or disposal of real property;

5.6 litigation brought by, before or against the charter board; and

5.7 any other matters that the majority of charter board members feel would not be in the public interest to discuss in an open meeting.

The charter board may convene in camera only by proper resolution of the charter board. Such resolution shall be recorded in the minutes of the charter board.

The charter board shall:

5.8 discuss only the matter which gave rise to the closed session during the in camera session; and

5.9 convene or re-convene a regular or special meeting to take action on any matters discussed.

In camera sessions shall be closed to the public and the media.

Charter board members and other persons attending an in camera session are not permitted to discuss the details outside of such in camera sessions.

6. Agenda for Regular Meetings

The chairperson, in consultation with the superintendent and secretary-treasurer to the board or the secretary to the board, is responsible for establishing the agenda for charter board meetings.

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

6.1 by notifying the superintendent, secretary-treasurer to the board or secretary to the board or chairperson at least 6 days prior to the charter board meeting;

6.2 by notice of motion at the previous meeting of the charter board;

6.3 by request from a committee of the charter board; and

6.4 by a quorum of the charter board, prior to the approval of the agenda, with a request that the chairperson adds an item.

Emergent issues that require charter board action may arise after the agenda has been prepared. Such items shall be brought to the attention of the chairperson, who may bring items before the Board. The superintendent, with the permission of the chairperson, may also bring forth emergent items.

The chairperson, at the beginning of the meeting, shall ask for changes to the agenda prior to agenda approval. Changes to the agenda may be made by a majority of those present.

The chairperson may change the order of items on the agenda to meet deadlines or accommodate delegations.

During the course of a charter board meeting, the majority of members present may request that the chairperson place items before the board for discussion.

7. Minutes

The minutes shall record:

7.1 all resolutions, including the charter board’s disposition of same, placed before the charter board; and

7.2 the vote by each charter board member, when and as requested, by a charter board member.

The minutes shall:

7.3 be prepared by the recording secretary-treasurer or the secretary to the board;

7.4 be reviewed by the superintendent prior to submission to the charter board;

7.5 be considered an unofficial record of proceedings until such time as adopted by a resolution of the charter board; and

7.6 upon adoption by the charter board, be deemed to be the official and sole record of the charter board's business.

The secretary-treasurer to the board or the secretary to the board shall:

7.7 establish a codification system for resolutions placed before the charter board which shall provide for ready identification of each resolution as to the meeting at which it was considered; and

7.8 establish and maintain a file of all charter board minutes.

The secretary-treasurer to the board or the secretary to the board shall, upon adoption by the charter board, initial each page of the minutes. It is the responsibility of all charter board members present at the meeting to check the minutes for errors or omissions.

When required by the charter board, its committees shall prepare meeting minutes.

8. Motions

8.1 The majority of any quorum may pass any motion or resolution within the authority of the charter board as stated in the *Education Act*, the charter or the bylaws.

8.2 Each charter board member present shall have one vote. Voting shall be by a show of hands. The chairperson shall vote only in the event of a tie. In the event that the vice-chairperson (or another charter board member) is acting in place of the chairperson, the vice-chairperson (or that other charter board member) shall abstain from voting except in the event of a tie.

8.3 A decision by the chairperson that a motion or resolution has been carried or not carried and an entry to that effect in the minutes of the meeting shall be sufficient evidence of the fact without proof of the number or proportion of votes recorded in favour or against such motion or resolution.

8.4 Charter board members may abstain from voting on any motion and must abstain from voting on any matter in which they have a conflict of interest. Conflict of interest shall be determined in accordance with Policy 4. Whether a conflict exists shall be determined if necessary by the remaining board members voting on the issue.

9. Presentations at Charter Board Meetings

The charter board believes that it has the responsibility to encourage members of the school community to make presentations related to educational matters at regular meetings of the charter board. The charter board shall receive presentations on any subject pertinent to charter board business provided the item has been placed on the agenda.

The superintendent shall inform those planning to make a presentation at a charter board meeting of the time and place of such meeting and of the charter board's policies and procedures regarding presentations.

If the charter board is required to make a decision on a relevant issue subsequent to a presentation, the superintendent shall inform those making a presentation when the issue shall be debated and a decision made.

The following procedures shall normally be followed:

9.1 Groups or individuals wishing to make presentations to the charter board shall normally do so at regular meetings of the charter board. Presenters shall appoint one spokesperson to make the presentation and respond to questions. Other speakers may be recognized by the chairperson.

9.2 The charter board may choose to meet, if appropriate, with presenters in camera.

9.3 Normally, a presentation shall not be received at a regular meeting of the charter board unless the matter has been placed on the agenda.

9.4 A written request for an item to be placed on the agenda must be received by the chairperson, superintendent or secretary-treasurer to the board or the secretary to the board 7 days prior to the meeting date. The request should be accompanied by the terms of reference for the presentation to be made. The chairperson, superintendent or secretary-treasurer to the board or the secretary to the board shall determine if the matter is pertinent to charter board business. In an emergent situation where the timeline cannot be met, the chairperson shall determine whether or not the presentation shall be heard.

9.5 The charter board shall not normally debate the matter presented to it at the meeting during which the issue is raised. Questions of clarification directed through the chairperson may be asked.

9.6 The charter board shall develop a response to the matter presented, on a case-by-case basis and where appropriate.

10. Charter Board Member Honoraria and Expenses

10.1 No member of the charter board is entitled to remuneration for acting as a member of the charter board.

The charter board shall reimburse its members for any expenses they incur in the course of performing their duties as board members.

10.2 The charter board believes that attendance of charter board members at meetings, conferences or conventions designed to promote the interchange of ideas and information on the issues of charter schools, gifted education or professional development of board members generally is of value to the charter board.

The charter board shall provide funds in its annual budget for expenses incurred by charter board members who attend approved meetings, conferences and conventions. Which conferences and conventions qualify shall be determined by the charter board.

It is expected that a charter board member wishing to have expenses reimbursed shall provide the secretary-treasurer to the board or the treasurer to the board with information regarding the nature and costs associated with a particular meeting, conference or convention in a timely manner.

The charter board shall, at its discretion, agree to provide for the expenses incurred by delegates to attend any meeting, conference or convention.

Delegates are expected to report on the meeting, conference or convention upon their return.

10.3 Charter board members may be reimbursed for the following expenses related to their approved participation at conferences or conventions:

10.3.1 registration fees;

10.3.2 transportation and parking;

10.3.3 meals;

10.3.4 accommodation; and

10.3.5 other out-of-pocket expenses directly relevant to the charter board member’s performance of duties and which are approved by the board.

10.4 Charter board members shall be paid or reimbursed for travel when it is determined that the purpose for travel cannot be adequately met through telephone or other communication. Expenses shall not exceed what is allowed in the administrative procedure for out-of-town travel.

10.5 Charter board members shall submit expense reimbursement claims on the appropriate form to the secretary-treasurer to the board or the treasurer to the board.

10.6 All claims for expense reimbursement shall be supported by receipts.

Legal Reference:	*Education Act*
Cross Reference:	Society By-laws
Date of Approval:	November 17, 2008
Date of Revision:	April 21, 2011, March 20, 2013, May 15, 2019, September 20, 2023
Due for Review:	May 2022, September 2026

Policy 8

Charter Board Committees

To facilitate the work of the charter board, internal advisory committees shall be established. The charter board may also name representatives to various external committees or boards.

Under appropriate circumstances, the charter board may also name parents, staff members or both to various internal committees, external committees or boards.

1. General

    1.1 Membership to the various internal advisory committees shall be made by the charter board, either through election or appointment at the annual organizational meeting or as otherwise necessary throughout the year.

    1.2 Whenever deemed necessary, the charter board shall appoint an advisory committee on an area of concern. Membership on such committees shall be as provided by charter board policy or, in the absence of policy, as determined by the charter board.

    1.3 The charter board shall give consideration to appointing one or more charter board members to sit on external committees or boards.

    1.4 Except as otherwise provided by policy, it is understood that each committee established by the charter board or representative appointed by the charter board shall be acting in an advisory capacity to the charter board.

    1.5 The chairperson, superintendent and secretary-treasurer to the board or secretary to the board shall be ex-officio members on all committees. The chairperson has voting privileges on all such committees.

    1.6 It remains the charter board's ultimate responsibility to provide each advisory committee with reasonable and workable terms of reference including the power to make a decision for the board as approved by board motion.

    1.7 Each committee shall perform other duties as assigned from time to time by the charter board and as accepted by the committee.

    1.8 Internal committee meetings shall be held at the call of the committee chair.

2. Standing Committees

    Standing committees are established to assist the charter board with work of an ongoing or recurring nature. The various standing committees of the charter board, terms of reference and membership are as follows:

    2.1 Policy Advisory Committee

        2.1.1 Purpose

        - Ensure that policies are current, relevant, and are having the desired effect.

        2.1.2 Powers and Duties

        - Assess the impact policies have had in terms of the outcomes anticipated at the time of adoption.
        - Assess the congruency of the policy with the current philosophy of the charter board.
        - Recommend revisions of policies, as appropriate, to facilitate the effective and efficient operation of the school.

2.1.3 Membership

- Two or more charter board members.
- May include the superintendent, secretary to the board and others, as appropriate.

2.2 Human Resources Committee

2.2.1 Purpose

Assume responsibility for the:

- Hiring, compensation, evaluation and termination of the superintendent.

Assume responsibility for or delegate to the superintendent, as appropriate the:

- Hiring, compensation and termination of the secretary-treasurer to the board, or secretary to the board and treasurer to the board;
- Hiring, compensation and termination of the human resources director;
- Hiring, compensation and termination of the principal; and
- Approval of the appointment, transfer and termination of an assistant principal.

2.2.2 Membership for the Superintendent Selection Committee:

- Charter board human resources committee chair and two or more additional board members in consultation with the human resources director.

2.2.3 Membership for the Secretary-Treasurer to the board or Secretary to the board and Treasurer to the board Selection Committee:

- Charter board human resources committee chair and one or more additional board members in consultation with the superintendent and the human resources director.

2.2.4 Membership for the Human Resources Director Selection Committee:

- Charter board human resources committee chair and one or more additional board members and the superintendent.

2.2.5 Membership for the Principal Selection Committee:

- Charter board human resources committee chair and one or more additional board members, superintendent, in consultation with the human resources director.
- May include a certificated staff member and a parent representative appointed by the board or one chosen in consultation with the school council.

2.3 Facilities Committee

2.3.1 Purpose

- To review and make recommendations to the charter board regarding the facility needs of the school. It is expected that this committee shall, as needed, call on experts outside of the charter board to provide input when formulating long-term plans.

2.3.2 Powers and Duties

- Review long-range facility needs.
- Review major capital modernization or new facility projects.

- Review capital budget proposals regarding facilities.
- Review other building needs as required.
- Represent the charter board on matters relating to facilities with Alberta Education or Alberta Infrastructure.
- Provide assistance to the chairperson with the negotiation of lease agreements, amendments or renewals.

2.3.3 Membership

- Two or more charter board members.
- May include the superintendent, the coordinator of facility operations or other expertise, as appropriate.

2.4 Financial/Audit Committee

2.4.1 Purpose

- To provide direction in matters relating to the financial management of the school.

2.4.2 Powers and Duties

- Review investment policy and banking practices as required.
- Review capital project funding.
- Review Q1, Q2, Q3 and Q4 financials.
- Review, in May, the internal budget and the external Budget Report for the next school year ending August 31.
- Review Audited Financial Statements and auditor's recommendations.
- Recommend the appointment of an auditor.

2.4.3 Membership

- Two or more charter board members.
- May include a member of the business community, a member of the adult learning community, and external members such as individuals with an accounting designation, if required, who are not charter board members.

2.5 Nominating Committee

2.5.1 Purpose

- To ensure the continuity and renewal of the charter board.

2.5.2 Powers and Duties

- Recruit potential charter board members in accordance with society bylaws.
- Plan and manage the nomination and election process in accordance with society's bylaws.

2.5.3 Membership

- Two or more charter board members.
- May include representation from the school council.

3. Ad Hoc Committees

The terms of reference and membership of ad hoc committees may be established by resolution as the charter board may determine from time to time.

Legal Reference:	*Education Act*
Cross Reference:	Society Bylaws
Date of Approval:	November 1, 2001
Date of Revision:	November 17, 2008, April 21, 2011, March 20, 2013, May 15, 2019, February 15, 2023, September 20, 2023, January 15, 2025, October 15, 2025
Due for Review:	May 2022, February 15, 2026, September 2026, January 15, 2028, October 15, 2028

Policy 9

Roles, Responsibilities and Competencies of the Superintendent

Under the *Education Act,* the charter board is responsible for governing the school by establishing policies that direct the management of the school and hiring a superintendent who is responsible for implementing the policies of the charter board and Alberta Education requirements.

The superintendent is the chief executive officer of the charter board and the chief education officer of Westmount. The superintendent reports directly to the charter board and is accountable to the charter board for the conduct and operation of the school. The superintendent's duties, responsibilities and competencies listed below are assigned by the charter board in accordance with regulations, the *Education Act* and the Superintendent Leadership Quality Standard. All charter board authority delegated to the staff of the school is delegated through the superintendent to the extent authorized by legislation.

Westmount's superintendent exemplifies the qualities outlined in the Superintendent Leadership Quality Standard as follows:

"Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority."

Specific Areas of Responsibility:

1. Student Welfare

   The superintendent shall:

   - ensure the accommodation and transportation of Westmount students;
   - ensure a safe and caring environment that fosters and maintains respectful and responsible behaviours for students while participating in school programs or while being transported to or from school programs on transportation provided by Westmount; and
   - act as, or designate another person to act as, an attendance officer for Westmount.

2. Educational Leadership

   The superintendent shall:

   - oversee and implement the Charter;
   - provide leadership in all matters relating to education at Westmount;
   - ensure students in Westmount have the opportunity to meet the standards of education set by the Minister and the charter board; and
   - implement education policies established by the Minister.

3. Fiscal Responsibility

   The superintendent shall

   - ensure the fiscal management of Westmount by the secretary-treasurer to the board or the treasurer to the board is in accordance with the terms or conditions of any funding received by the charter board under the *Education Act* or any other applicable Act or regulation;
   - ensure the school operates in a fiscally responsible manner, including adherence to generally accepted accounting principles, and shall control and report on the

expenditure of all funds in accordance with Westmount goals (including school-based management) and statutory requirements; and
- ensure the acceptable condition of Westmount's physical assets, including the neatness and cleanliness of buildings and grounds, and the safety, security and state of maintenance and repair of buildings, grounds, furnishings and equipment.

4. Personnel Management

   The superintendent shall

   - have overall authority and responsibility for all personnel-related matters, except those personnel matters precluded by charter board policy and legislation;
   - provide leadership in the supervision and evaluation of principals, administrators, teachers and other staff unless otherwise directed by the charter board; and
   - ensure that the highest possible quality staff are recruited and selected; that staff are compensated fairly; and that regular performance evaluations are undertaken.

5. Policy

   The superintendent shall provide leadership in the planning, development, implementation and evaluation of charter board policies.

6. Superintendent Relationship with the Charter Board
   The superintendent shall:

   - establish and maintain a positive professional working relationship with the charter board;
   - respect and honour the charter board's role and responsibilities, and facilitate the implementation of that role as defined in charter board policy; and
   - keep the charter board informed on all school jurisdiction matters, especially controversial or highly sensitive issues, in a timely and appropriate manner.

7. Three-Year Education Planning and Reporting

   The superintendent shall:

   - lead the Three-Year Education Planning process, including the development of goals, budget, facilities plan and transportation plans, and implement plans as approved; and
   - involve the charter board appropriately (charter board approval of process and timelines, opportunity for charter board establishment of strategic priorities and key results early in the process, final charter board approval) and report regularly on results achieved.

8. Organizational Management

   The superintendent shall:

   - demonstrate effective organizational skills resulting in Westmount compliance with all legal, Ministerial and charter board mandates and timelines; and
   - shall report to the Minister with respect to matters identified in and required by the *Education Act*.

9. Communications and Community Relations

   The superintendent shall:

   - take appropriate actions to ensure positive external and internal communications are developed and maintained;
   - participate actively in community affairs to enhance and support the school's mission;
   - promote Westmount and its programs to the parents and community; and

- facilitate the establishment and operation of a school council.

10. Leadership Practices

    The superintendent shall:

    - practice leadership in a manner that is viewed positively and has the support of those with whom the superintendent works most directly in carrying out the directives of the charter board and the Minister;
    - maintain professional working relationships with staff, students, parents and other affiliated individuals, groups or organizations; and
    - shall develop and maintain positive and effective relations with provincial and regional government departments and agencies.

11. Administrative Procedures

    The superintendent shall develop administrative procedures that are consistent with provincial requirements.

Leadership Quality Standard:
The following superintendent leadership competencies and their descriptors comprise a repertoire of selected knowledge, skills and attributes from which the superintendent will be able to draw as situations warrant, in order to meet the Superintendent Leadership Quality Standard throughout the superintendent's career.

12. Building Effective Relationships

    A superintendent establishes a safe and caring environment that fosters and maintains respectful and responsible behaviours by building positive and productive relationships with members of the school community and the local community.

13. Modeling Commitment to Professional Learning

    A superintendent engages in career-long professional learning and ongoing critical reflection, identifying and acting on research-informed opportunities for enhancing leadership, teaching, and learning, and completes professional learning on the code of professional conduct for teacher and teacher leaders.

14. Visionary Leadership

    A superintendent engages with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs.

15. Leading Learning

    A superintendent establishes and sustains a learning culture in the school community that promotes ongoing critical reflection on practice, shared responsibility for student success and continuous improvement.

16. Ensuring First Nations, Métis and Inuit Education for All Students

    A superintendent establishes the structures and provides the resources necessary for the school community to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

17. School Authority Operations and Resources

    A superintendent directs school authority operations and strategically allocates resources in the interests of all students and in alignment with the school authority's goals and priorities.

18. Supporting Effective Governance

A superintendent of schools as referred to in the *Education Act*, as chief executive officer of the board and chief education officer of the school authority, provides the board with information, advice and support required for the fulfilment of its governance role, and reports to the Minister on all matters required of the superintendent as identified in the *Education Act* and other provincial legislation.

Legal Reference:	*Education Act*
Date of Approval:	November 17, 2008
Date of Revision:	April 21, 2011, January 16, 2013, March 20, 2013, May 15, 2019, February 19, 2020, September 20, 2023, June 12, 2024
Due for Review:	May 2022, September 2026, June 12, 2026

Policy 10

Policy Making

The charter board is responsible for the development of policies in keeping with the requirements of government legislation and the values of the charter. To meet this responsibility, the charter board shall establish written policies that express its philosophical beliefs in support of public education and provide effective direction and guidelines for the action of the charter board, the superintendent, staff, students, parents and others. Charter board policies constitute the will of the charter board in determining how Westmount shall be operated.

The charter board is guided in its approach to policy-making by ensuring adherence to the requirements necessary to provide public education in accordance with the charter and in compliance with the *Education Act* and other applicable provincial legislation.

The charter board policies provide overall direction and broad guidelines for the school, and delegate policy implementation and school management and administration responsibilities to the superintendent.

The charter board has the right to establish a policy which addresses monetary or payment matters.

The board policy-making process includes the following phases:

1. Planning
    - 1.1 The charter board, in consultation with the superintendent, determines the need for a policy, through its own monitoring activities or in response to a suggestion from another stakeholder, and identifies the critical attributes of each policy to be developed. Consultation may include the secretary-treasurer to the board or the secretary to the board and treasurer to the board, as appropriate.
    - 1.2 Any charter board member, the superintendent, staff, student or parent of Westmount may make suggestions regarding the possible development of a policy on any matter, by presenting a proposal for a policy in writing to the charter board through the superintendent. The proposal shall contain a brief statement of purpose or rationale.
    - 1.3 Policy may also be initiated by the results of a public consultation or survey, needs assessment, or policy evaluation.
2. Development
    - 2.1 Draft policies may be developed by the charter board, a committee or the superintendent.
    - 2.2 Draft policies are presented to the charter board as ‘information items’ and with the approval of the charter board shall be circulated for stakeholder input for 15 to 30 days.
3. Minor Policy Amendments
    - 3.1 Where the policy has been drafted or redrafted as the result of legal agreements, where the modifications are minor and do not affect the intent of the policy, or where the matter is urgent, draft policies shall not be circulated or re-circulated for stakeholder comments.
4. Approval
    - 4.1 All policies shall be presented to the charter board at a regular meeting for final consideration and decision.

4.2 The approval of a policy suspends any previously adopted policy relating to the issues covered in the approved policy.

5. Implementation

5.1 The implementation of policy is an administrative responsibility, under the direction of the superintendent.

5.2 The superintendent may develop administrative procedures in accordance with charter board policies.

5.3 The superintendent may suspend a policy, but at the first opportunity shall report to the charter board the reasons for suspension and the recommended amendments. The charter board may ratify the suspension or it may reinstate the policy. When expedient, the superintendent may make the decision in consultation with the charter board chairperson.

5.4 The superintendent is responsible for communicating policies within the school, for monitoring school policies on an ongoing basis, for reporting the outcomes of policy decisions to the charter board and for making recommendations to the charter board for revision.

6. Evaluation

6.1 The charter board, in conjunction with the superintendent, shall evaluate each policy on a 3-year cycle to determine whether or not it is meeting its intended purpose.

Legal Reference:	*Education Act*
Cross Reference:	AP-120 Policy Dissemination AP-121 Development and Review of Administrative Procedures
Date of Approval:	April 12, 1999
Date of Revision:	April 21, 2008, April 21, 2011, March 20, 2013, May 15, 2019, September 20, 2023
Due for Review:	May 2022. September 2026

Policy 11

Appeals of Student Matters

The charter board is committed to designing fair and orderly processes by which to resolve disputes or concerns arising from its student policies or matters pursuant to provincial legislation and the decisions made by staff thereunder.

A decision (including the failure to make a decision) which significantly affects the education of a student may be appealed by a parent of that student, or by that student if the student is 16 years of age or older.

Such right of appeal shall be exercised only after the parent or student has followed the school's stated protocol for relating concerns, namely addressing concerns first with the teacher, where appropriate, then the principal and ultimately the superintendent.

Those practices which affect students must be ethical, fair, just, and based on processes which are known to parents and students. The professional and administrative practices used to implement this policy must respect natural justice.

The chairperson and superintendent are jointly responsible for the administration of this policy.

1. An appeal under this policy shall:
    - be made, in writing, to the superintendent;
    - set out the nature of the appeal; and
    - be made after attempts to resolve the dispute have been made in accordance with school protocol or other charter board policies.
2. An appeal under this policy must be made by the appellant within 2 weeks after the receipt of the disputed decision.
3. If the superintendent is of the opinion that the education of the student has been significantly affected, the superintendent shall bring the appeal before the next meeting of the charter board. Under extraordinary circumstances, the superintendent may request that the chairperson call an extraordinary meeting of the charter board.
4. The charter board shall, by resolution, appoint an ad hoc Appeal Committee to make investigations and decisions with respect to the appeal on behalf of the charter board.
5. The Appeal Committee shall be comprised of all charter board members. In consultation with the superintendent, the charter board may choose to contract an advisor to assist the Appeal Committee.
6. The superintendent shall be a non-voting member of the Appeal Committee and shall be responsible to ensure the appeal process respects procedural fairness.
7. The superintendent shall:
    - 7.1 convene a hearing of the Appeal Committee within 10 working days of being constituted;
    - 7.2 advise the parent, the student, where appropriate, and the principal of the date, time and location of the hearing; and
    - 7.3 provide all parties with documentation relevant to the appeal in advance of the date of the hearing.
8. Before the date of the Appeal Committee hearing, the superintendent shall meet with the appellant to review the school's documentation and to discuss the matter of the appeal. The appellant shall provide, in writing, information relevant to the appeal and this information shall be provided to the Appeal Committee.
9. The following guidelines apply to a hearing of the Appeal Committee:

9.1 The parties attending the hearing may include: the Appeal Committee members and advisor, if any; the superintendent; the principal; the parties to the original decision; and the appellant and any representative of the appellant.

9.2 The chairperson shall chair the hearing.

9.3 The superintendent shall provide introductory comments as to the cause for the hearing and shall make reference to relevant sections of the *Education Act,* charter board policy and administrative procedures.

9.4 The principal shall speak to the subject matter of the appeal.

9.5 The appellant and the appellant's representative shall be given the opportunity to speak to the subject matter of the appeal.

9.6 The committee members, the superintendent, the appellant and the appellant's representative may ask questions and discuss the matter with the parties in attendance.

9.7 The committee, exclusive of the superintendent, shall adjourn and hold an in camera meeting in order to reach its decision.

10. The Appeal Committee may:

10.1 confirm, vary or quash the original decision, order or action of the charter board;

10.2 direct that an additional investigation be undertaken, in which case, a similar time frame and process shall apply;

10.3 make any other finding it determines appropriate; or

10.4 refer the matter to legal counsel.

11. The superintendent shall immediately communicate the decision and the appeal committee's rationale, in writing, to the appellant and the principal.

12. If the charter board makes a decision on appeal or otherwise, the student or parent may be entitled to request a review of the decision by the Minister pursuant to the *Education Act*.

Legal Reference:	*Education Act*
Cross Reference:	Charter Agreement
Date of Approval:	November 6, 2000
Date of Revision:	December 5, 2003, November 17, 2008, October 20, 2010, April 21, 2011, March 20, 2013, May 15, 2019, September 20, 2023
Due for Review:	May 2022, September 2026

Policy 12

Hearings on Teacher Matters

The superintendent may make a recommendation to the charter board to terminate a contract of employment with a teacher or to terminate a designation of a teacher. In terminating a contract of employment or a designation, the charter board shall act reasonably, which includes providing an opportunity for the teacher to be heard.

The charter board or the superintendent may suspend a teacher from the performance of the teacher's duties in accordance with the *Education Act*. The teacher may appeal such suspension to a Board of Reference. The charter board may make an investigation of the circumstances and may reinstate the teacher, or it may terminate the contract of employment in accordance with the *Education Act*.

All actions taken by the superintendent or the charter board under this policy shall be in accordance with applicable provisions of the *Education Act*.

The superintendent and the charter board shall at all times act reasonably with processes and procedures that respect the principles of natural justice.

Legal Reference:	*Education Act*
Date of Approval:	November 17, 2008
Date of Revision:	April 21, 2011, March 20, 2013, May 15, 2019, September 20, 2023
Due for Review:	May 2022, September 2026

Policy 13

Safe and Caring Environment

The charter board is committed to ensuring that each student enrolled and each staff member employed in a Westmount Charter School campus or board office is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviours, respects diversity, strives for equity among our students and staff, and creates an atmosphere of inclusion, generating and fostering a sense of belonging among our community members. All individuals within the school authority have the right to learn and work in settings that promote equity of opportunity, dignity, and respect regardless of race, age, ancestry, place of origin, colour, religious beliefs, gender, gender identity, gender expression, physical or mental disability, marital status, family status, socioeconomic status, and sexual orientation.

The charter board supports the creation of voluntary student and staff organizations that promote a safe and caring environment that fosters and maintains respectful and responsible behaviours, respects diversity, strives for equity among our students and staff, and creates an atmosphere of inclusion, generating and fostering a sense of belonging among our community members.

The charter board affirms the rights, as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*, of each staff member employed by the school authority and students enrolled in a school operated by the school authority.

Further, the charter board protects each staff member employed by the school authority and students enrolled in a school operated by the school authority from discrimination as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*.

The charter board is committed to protecting all those involved in our organization from bullying, discrimination, harassment, sexual harassment, intimidation, and violence during the school authority's work and school-related activities. The charter board acknowledges its responsibility to support and assist any student, staff member, volunteer, or person providing goods and services, who is subjected to bullying, discrimination, harassment, sexual harassment, intimidation, and violence within its schools or workplaces. All those involved with the school including board directors, staff, students, parents, volunteers, contractors, and visitors must be instrumental in creating a safe and caring environment that fosters and maintains respectful and responsible behaviours.

To this end, the charter board will not tolerate bullying, discrimination, harassment, sexual harassment, intimidation, and violence, and encourages reporting of all incidents of this nature, regardless of the identity of the alleged harasser or offender. In addition, the charter board requires the reporting of allegations of harassment, discrimination, bullying, intimidation, or violence to be investigated in a timely and respectful manner.

DEFINITIONS

1. *Bullying* means repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual's reputation.

2. *Discrimination* means treating a person negatively or disrespectfully or refusing, without lawful excuse, to provide an opportunity or benefit with respect to access to learning or access to any term or condition of employment because of any of the protected categories

in The Alberta Human Rights Act. The behaviour giving rise to a complaint of discrimination need not be intentional to be considered discrimination.

With respect to student placement decisions, the above does not apply to a refusal, limitation, specification, or preference based on a bona fide educational requirement. With respect to employment, the above does not apply to a refusal, limitation, specification, or preference based on a bona fide occupational requirement.

3. *Diversity* means that we commit to acknowledging a variety of similarities and differences including, but not limited to ethnicity, race, indigenous and non-indigenous origins, age, sexual orientation, gender, gender identity and gender expression, culture, religion, marital and parental status, language, education, ability and disability, personality type, work style and experience, job role and socio-economic difference.

4. *Equity* means to the greatest extent reasonably possible, and in keeping with Westmount's charter mission and vision, we commit to providing equity of opportunity, voice, a culture accepting of diverse perspectives, and support for the development of authentic selves. We accept that equity does not mean we are all treated the same or that we all need the same benefits.

5. *Harassment* is unwelcome verbal or physical conduct, including harassment that relates to discrimination. Usually, it must be repeated to constitute harassment but single acts can be harassing if they are severe, or involve an obvious power imbalance. Harassment is insulting, demeaning or intimidating and can be bullying or outright physical assault. The behaviour giving rise to a complaint need not be intentional to be considered harassment; it is sufficient that the offender knows, or ought reasonably to know, that the behaviour is offensive and unwelcome. Examples of harassment include but are not limited to the following: verbal or physical abuse; threats; derogatory remarks; jokes; innuendo or taunts about appearance or beliefs; display or electronic transfer of pornographic, racist or offensive images; and condescension that undermines self-confidence or is an unreasonable invasion of one's person.

6. *Inclusion* means that we are participating in a dynamic state that honours diversity as a way of creating a just and healthy environment that hears, respects and values all voices. Our commitment is to promote safe engagement, participation, empowerment and a community sense of belonging where there is equitable access to opportunities for everyone, where people feel respected, and where they see themselves reflected in other aspects of the community.

7. *Sexual harassment* is any unwelcome behaviour that is sexual in nature. Unwanted sexual advances, unwanted requests for sexual acts, and other verbal or physical conduct of a sexual nature constitute sexual harassment when the harasser knows or ought to know that it is unwelcome. Sexual harassment includes but is not limited to:

    7.1 unwanted sexual touching (e.g., pinching, patting, rubbing);

    7.2 leering, sexist or dirty jokes;

    7.3 the display of sexually suggestive material;

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

    7.5 derogatory or degrading comments of a sexual nature.

8. *Intimidation* is intentional behaviour that would cause a person of ordinary sensibilities fear of injury or harm.

9. *Violence* is the threatened, attempted, or actual conduct of a person that causes or is likely to cause physical injury. Examples include, but are not limited to:

    9.1 threatening behaviour such as shaking fists, destroying property, or throwing objects;

    9.2 verbal or written threats that express an intent to inflict harm;

    9.3 physical attacks; or

    9.4 any other act that would instill, in a reasonable person, the fear of physical injury in the circumstances.

GUIDELINES

10. Application of this policy includes, but is not limited to, directors, staff, students, parents, volunteers, visitors, and contractors. This policy covers behaviour not only at our schools and board offices, but also at any charter board or school-related function including field trips, conferences, training sessions, work done off-site, and social functions. This applies whether the contact is face-to-face, by phone, fax, e-mail, internet or intranet, or by any other means of communication.

11. To ensure the application of this policy, the charter board has directed the administration to create an applicable:

    11.1 administrative procedure specific to students;

    11.2 administrative procedure specific to adults; and

    11.3 administrative procedure dealing with the student code of conduct that addresses:

        11.3.1 resolving issues peacefully;

        11.3.2 developing empathy;

        11.3.3 safeguarding and contributing to a safe and caring environment that fosters and maintains respectful and responsible behaviours, respects diversity, strives for equity among our students and staff, and creates an atmosphere of inclusion, generating and fostering a sense of belonging among our community members; and

        11.3.4 the responsibility of students to refrain from violence of any kind at school and during school-related activities and to assist in its prevention.

12. The charter board shall hear appeals of complaints of bullying, discrimination, harassment, sexual harassment, intimidation, or violence.

Legal Reference:	*Education Act,* Canadian Charter of Rights and Freedoms, Criminal Code, *Alberta Human Rights Act, Practice Review for Teachers*
Cross Reference:	AP-111 Parent Code of Conduct AP-340 Student Code of Conduct AP-341 Harassment by Students AP-350 Student Discipline AP-401 Professional Code of Conduct AP-402 Support Staff Code of Conduct AP-409 Personal Harassment
Date of Adoption:	February 4, 2016
Date of Revision:	May 14, 2018, May 15, 2019, April 27, 2022, September 20, 2023
Due for Review:	April 27, 2025, September 2026

Policy 14

Pandemic Response

The Westmount Charter School Board ("the Board") is committed to providing safe and healthy learning and working environments. The Board commits to protecting students and employees from injury, illness, and accidents as required by Occupational Health and Safety legislation, the Education Act, and common law. Transmissible diseases are identifiable workplace hazards. Such hazards can have a detrimental effect on health and safety, school operations, student learning, employee productivity, Board costs, and employee morale. The Board has legal obligations to take all reasonable steps to identify, eliminate, and control workplace hazards.

The purpose of this policy is to mitigate the risk of spread of infection in all Board facilities to protect staff, students, and their families from the highly contagious illness during a global pandemic.

APPLICATION
The administration and application of this policy will be pursuant to administrative procedure 491 – Pandemic Response.

Legal Reference:	*Alberta Human Rights Act, RSA 2000, c. A-25.5*
Date of Approval:	October 20, 2021
Date of Revision:	October 15, 2025
Due for Review:	April 20, 2022, October 15, 2028