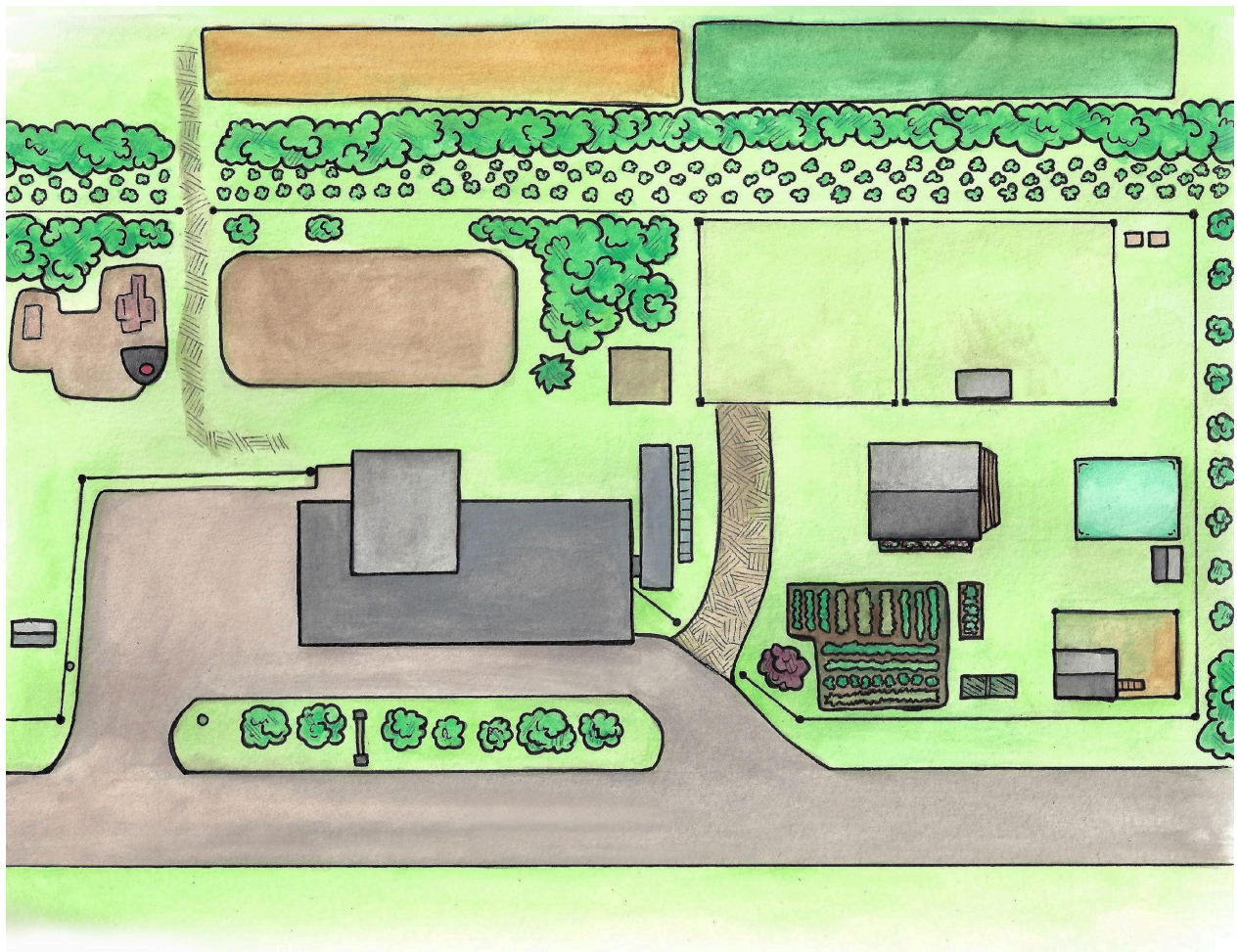


# NEW HUMBLE COMMUNITY SCHOOL



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## **NAME OF CHARTER BOARD**

New Humble Community School Association.

The name emphasizes the opportunity for the community, students, staff and industry partners to come together to create something new, fresh and innovative. It also signifies the school's commitment to excellence in educating the youngest members of the community.

The importance of honoring the history of education in the area is also reflected in our name. The community had its first school here established in 1900. The school in our community has always bore the name of its founder and 1st board chair, Thomas Humble.

## **OUR PHILOSOPHY**

It starts with a seed.

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

Teachers at New Humble Community School will employ a pedagogical method where students learn by experiential education; by doing and reflecting; by observation and creation; by being intrinsically motivated; and by understanding that impactful learning can occur outside the confines of the classroom, actively imparting the theory that "not all classrooms have four walls".

## **VISION**

NHCS students will use the lens of agriculture, stewardship and experiential learning to develop the skills, resilience, and values to be accountable and contributing citizens of local and global communities.

## **PURPOSE**

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

## **MISSION**

To provide our students with a unique educational environment that:

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

## **GUIDING PRINCIPLES**

At New Humble Community School, we believe:

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

Please see Appendix A- Independent Research for additional information and scholarly support.

## **DESCRIPTION OF INTENDED STUDENTS**

New Humble Community School will serve students with a passion for agriculture and environmental stewardship, along with displaying an unwavering commitment to the teaching philosophy and program. Students are expected to follow the school's Code of Conduct, support its philosophy and purpose, and show commitment to experiential and outdoor learning.

## **CHARTER GOALS AND MEASURABLE OUTCOMES**

The four goals of NHCSA are centred on our most important stakeholders, the students. The goals have been carefully chosen as they are inherently tied to the roots (reflection and critical thinking) and branches (experience and intelligence) at NHCS. Through NHCSA's innovative and experiential programming, students will develop and strengthen skills to achieve lifelong success. Lifelong success is demonstrated by reaching long-term goals while maintaining health, well-being, and positive relationships in their community. These goals will not only provide students with a solid foundation for their tenure at NHCS, but as students of life, following them throughout future academic careers and work experiences. It is at NHCS that vital seeds can be sown for our students' prosperous futures.

### **Charter Goal One**

#### **1) students will recognize and understand the foundational knowledge of agricultural literacy**

Seeds sparking the interest into agricultural literacy will be sown through early exposure to the roots of agriculture. These will be intertwined and infused within daily activities, furthering students' conceptual understanding of how deeply permeating agriculture is within daily life and society.

Improved Student Learning Outcomes:

- Students enrolled at NHCS will develop the foundational knowledge of agricultural literacy and carry this with them throughout their academic careers. Outdoor, experiential, and hands-on learning are

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the primary vessels toward establishing and furthering the concept of agricultural literacy within our students. Developing grade appropriate, key insight into the intersectionality of the elements of agricultural literacy progressing in more complex and deeper understanding as the student advances through the program.

- Students will develop grade appropriate comprehension and application skills relevant to the foundations of agricultural literacy.
- Students demonstrate knowledge of intersectionality of the food and fiber system.
- Students demonstrate confidence when engaging with peers, industry experts, and community members on topics related to agricultural literacy and environmental stewardship.

### Additional Outcomes:

- Teachers will prioritize experiential learning and engage in outdoor learning, understanding the importance and great impact both of these have upon furthering student recognition, understanding, and achievement of agricultural literacy.
- Parents will indicate a high level of satisfaction with programming offered at NHCS.

## Charter Goal Two

### 2) **students will demonstrate problem solving through adaptability, resilience, and critical thinking**

This goal seeks to ensure students are provided with ample opportunity to develop crucial soft skills that they can carry with them throughout their academic and professional careers. Through exposure to NHCS' innovative academics and unique programming, problem solving along with other soft skills will be developed and nurtured.

#### Improved Student Learning Outcomes:

- Students will develop a unique appreciation and understanding of how education applies to a multitude of environments. Intrinsic to NHCSA's philosophy, unique and innovative learning environments beyond the confines of the traditional four walls of a classroom will provide students with a wealth of opportunity to engage in active problem solving that are inherent in real-life situations.
- Students will develop individual capacity to make appropriate cognitive, behavioral, and/or affective adjustments in the face of uncertainty and novelty.
- Students will demonstrate individual and collaborative problem solving skills.
- Students will demonstrate respect for individual perspectives and thus foster an appreciation for collaboration.

#### Additional Outcomes:

- Parents will indicate a high level of satisfaction with the learning outcomes their child demonstrates at NHCS

## Charter Goal Three

### 3) **students will understand the value of goals and outcomes**

In pursuit of NHCSA's vision, this future-focussed goal is centred upon developing students' goal and outcome cognizance. Throughout students' tenure at NHCS, the importance and value of goals

and outcomes will be sown through hands-on experience.

Improved Student Learning Outcomes:

- Students enrolled at NHCS will develop key insight into the importance of goals and outcomes. They will be encouraged to consider beyond their personal vested interests and explore what is most valuable to their class, school, community, province, and world. Fostering global citizenship is key to promoting successful members of future society.
- Students will participate in integrated systems that support well rounded, holistic learning and education across academic, social, emotion, and physical components to further understanding and conceptualization of goals and outcomes
- Students demonstrate developmentally appropriate skills and behaviours related to goals and outcomes.
- Students will engage in individual and group activities (within their cohort class and multigrade cohorts) to encourage discussion and develop an understanding of the value of perspectives with goals and outcomes.
- Students will demonstrate willingness to engage in constructive conversations around problem solving and take an active role in decision making as appropriate.

Additional Outcomes:

- NHCS will employ a multigenerational approach, including the community in matters as deemed appropriate, respecting the experience and perspective members can provide for students.

**Charter Goal Four**

**4) students will achieve academic success while displaying leadership**

Bridging two contexts together, students can simultaneously display academic success relevant to themselves as individual learners and skills necessary to leadership. Through innovative academics, agricultural literacy, and stewardship, the seeds of success and leadership will be imparted upon students.

Improved Student Learning Outcomes:

- Students will develop strong interpersonal skills.
- Students will demonstrate and maintain strong interpersonal relationships with peers, teachers, and other members of the school community.
- Students will demonstrate leadership skills through volunteering efforts and participation in one or more community projects each year.
- Students will engage in multigrade cohorts to allow for leadership opportunities and mentorship.
- Students will indicate a strong sense of belonging and pride in the school and community.
- Students in agricultural lead roles will demonstrate public speaking and interpersonal skills by leading presentations and Charter School tours for school guests.

### **Performance Measures**

Performance measures will be used to measure the expected changes and determine the level of improved student learning. Measures will include, but are not limited to the following

#### Local Measures

- School-administered assessments
- School survey results
- School enrolment and attendance data
- School research
- Observations and reflections
- Historical data

#### Provincial Measures

- Provincial Achievement Test (PTA) results
- Alberta Education Assurance survey results

Some or all of the following formative and summative assessment techniques will be employed to achieve charter objectives:

- 1) self reflection and appraisal
- 2) samples of student work
- 3) teacher observations and inquiries (both in the classroom and in outdoor learning activities)
- 4) charter developed tests
- 5) rubrics
- 6) standardized provincial assessments
- 7) regular student progress reports
- 8) student portfolios (based around agricultural and environmental projects)
- 9) students Individual Program Plans (IPPs); and
- 10) contracts or independent study records

These outcomes and their instruments of assessment are not fixed or firm. They will be continually reviewed and improved as teaching and learning progress at the school. NHCS demonstrates attainment of its goals and anticipated outcomes through these and other predetermined measures, in addition to Provincial and Canadian standardized testing.

Students at New Humble Community School will benefit from core curricular concepts and measurable outcomes being reinforced by experiential learning experiences. As a result, students will achieve improved knowledge retention as well as a deeper understanding. By expanding students' knowledge of agriculture and

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environmental stewardship, students will develop deeper understanding of concepts and the ability to transfer learnings from one context to another. Upon completion of high school, NHCS students will have received extensive agriculture and environmental experiential learning. This will set students up for future success by easing the transition to agricultural and environmental post secondary learning and/ or the workplace.

## **STUDENT SELECTION**

New Humble Community School seeks to meet the needs of all students and to provide the maximum opportunity for student success.

No child will be turned away when a space is available. Students are accepted on a first-come-first-served basis; when there are no available spaces they enter into New Humble's waitlist process, as outlined below.

Priority will be given to (in this order):

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

## **GRADES TO BE OFFERED**

New Humble Community School will offer Kindergarten (ECS) through grade twelve, as resources allow.

## **ADDITIONAL CURRICULUM**

In addition to what has been included in the Preliminary and Final Application, NHCS will further develop the curriculum based on the teaching philosophy, vision and goals of the Charter. In conjunction with the three-year education plan, administration and the Board, within their respective roles, will develop a guideline to bridge teaching innovations with assessments to further define instructional method elements and identify curriculum in addition to the Alberta Education Program of Studies.

Further defining these aspects will provide support for teachers, staff, administration and parents.

NHCS shall adhere to the Alberta Education Program of Studies (as amended from time to time), in addition to curriculum enhancements of both internally and externally developed programs. These will be identified in the three-year education plan. The New Humble program is designed to address the requirements of the Program of Studies for the appropriate grade levels, while enhancing learning, knowledge retention, and student well-being through the use of innovative agriculture and land-stewardship focussed lessons and activities.



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In particular, the teacher, in collaboration with subject peers, industry professionals, and others as needed, will ensure that a significant portion of student lessons and learning are done through experiential, hands-on lessons.

## EDUCATION INNOVATION COMMUNICATION

Successful innovations in education come in many forms, and are important in various spheres of influence. Ensuring that we are communicating consistently and transparently is also vital. Through the cultivation of communication strategies, NHCSA can ensure that the roots and branches of its innovative and unique pedagogical approach is widely disseminated amongst the Alberta educational community and beyond.

New Humble Community School will provide information on its innovative practices with the educational community through our assurance documents (EP and AERR), as well as various communication strategies, including but not limited to, the following:

At the internal level:

- encouraging staff to become actively involved in professional associations in their areas of interest;
- regular board updates at school staff meetings;
- Charter-focussed parent-teacher and student-led conferences;
- school council;
- EP and AERR-based staff communication/ reviews;
- encouraging staff to search for Professional Development opportunities that are two-fold:
  - offer networking opportunities with the broader education community
  - promote the development of professional skills to strengthen their Charter-based instructional approaches

At the external level:

Within our local community

- publishing regular, timely newsletters with updates for our school community;
- advertisements and feature stories in local newspapers and social media;
- publishing assurance documents on school website (EP and AERR);
- Teacher-led communications (i.e. newsletter, website);
- regular Charter Board meetings and updates;
- community-based events.

Amongst the broader educational community

- establishing partnerships with external educators and researchers aligned with the school's mandate;
- advertisements and feature stories on social media;
- welcoming university students, college students and industry educators for work practicum, experiences;
- networking with other experiential education programs;
- participating in appropriate research studies related to our mandates;
- participating in Alberta Education sponsored forums;
- meetings as needed with Alberta Education and/ or The Association of Alberta Public Charter Schools ( TAAPCS) and related conferences/ sessions;

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- Teacher-led and/ or Charter Board websites;
- publishing of research projects on website;
- hosting tours with interested members of the broader educational community and industry partners.

Communication plan updates will be provided in the annual Three Year Education Plan.

In addition to these assurance documents, we will strive to attain and surpass the research goals of Alberta Public Charter Schools. Through such efforts and published research, we will be able to showcase even more of our unique learning to a wider community.

## **CHARTER AMENDMENT PROCESS**

### 1. Amending the Charter

Any member of the Charter Board or the Society may request that the Charter Board review a term or condition of the charter.

1.1 The Charter may be amended as necessary (undertaken through a thorough process) only to enhance the delivery of the School's programs, and must remain in accordance with the philosophy, purpose and vision of the School.

1.1.1 A thorough process would be defined as engagement with necessary stakeholders (staff, students, parents, community, Alberta Education, society members, etc.) to fully inform them of the principles, scope, and relevance of the suggested amendments. Consultation and feedback from such engagements should supplement the amendment process.

1.1.2 The Charter Board shall meet within thirty (30) days to consider the amendment request. If the request is considered the Charter Board will determine an appropriate date to engage with stakeholders.

1.2 Changes to the philosophy, purpose and vision of the School may only be undertaken following substantive engagement and assessment of the community.

1.2.1 The Charter Board shall meet within thirty (30) days to consider the amendment request. If the request is considered the Charter Board will determine an appropriate date to engage with stakeholders.

1.3 The Charter may then be amended by Special Resolution of the Directors at any Regular Meeting or at any Special Meeting called for that purpose.

1.4 Excepting the Corporation's Bylaws, any amendments to the Charter must be approved in writing by the Minister of Education before it shall come into effect.

1.5 If the amendment request is rejected, it may be discussed again after one year.

## **CHARTER DISSOLUTION PROCESS**

### 1. Dissolving the Corporation

#### 1.1- Dissolution of the the Corporation

1.1.1 The Charter Board shall exist in perpetuity unless dissolved:

- a. Due to a decision by the Minister of Education not to approve or renew the Charter;  
or
- b. on a voluntary vote of the Board as indicated in the Bylaws

1.1.2 In the event that either the Minister of Education does not approve or renew the Charter, or the Board is voluntarily dissolved in accordance with the Bylaws, then the Board shall immediately call a Special Meeting (the “Dissolution Meeting”) to determine the effective date of dissolution of the Board and plan the dissolution process.

#### 1.2- Notice of Dissolution

1.2.1 Within two (2) weeks of a decision to dissolve the Board, pursuant to the Bylaws, the Board shall, in accordance with any applicable legislation, issue written Notice of Dissolution to all stakeholders. “Stakeholders” include, but are not limited to:

- a. The Minister of Education;
- b. The Members;
- c. The Principal of the School;
- d. The Teachers of the School;
- e. The other employees of the School and, if applicable, the Board; and
- f. The students of the School.

1.2.2 Notice of Dissolution shall include the reason(s) for, effective date of, and proposed plan for the dissolution process.

#### 1.3- Dissolution Process

1.3.1 The Dissolution Process shall begin immediately following the Dissolution Meeting and shall be carried out by the Board.

1.3.2 The Board shall use its best efforts to meet financial and other obligations of the School through the Dissolution process.

1.3.3 After issuing Notice of Dissolution to the Stakeholders in accordance with these Bylaws, the Board shall proceed to, in a timely fashion:

- a. Issue Notice pursuant to any rental or lease agreements;
- b. Assess and determine a value for any assets owned by the Board; and
- c. Liquidate assets owned by the Board either through public auction or private sale.  
with proceeds to be allocated in accordance with the following priority ranking:

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- i. Paying off of the Corporation's debts and liabilities;
- ii. Donating any remaining proceeds to philosophically-aligned community organizations, as determined by ordinary resolution of the Directors.

1.3.4 The Board shall not pay any proceeds from the sale of its assets upon dissolution to any Members or Directors.

1.4- Transfer and Disposition of Student Records upon Dissolution

1.4.1 The Charter Board will work with other school jurisdictions and parents to facilitate the transfer of students as directed by the parents.

1.4.2 Once a decision to dissolve the Board and close New Humble Community School has been made, the Board shall arrange with each Parent Member to transfer the records of each registered child of that Parent Member to another school as directed by the Parent Member, and as required by the other school. The Board shall prioritize the prompt transfer of these records.

1.4.3 The Board shall remain responsible for the transfer of student records for a period of four (4) months from the date of dissolution. Upon expiry of this period, any remaining student records that have not been transferred shall be sent to the Minister of Education in accordance with the terms of any applicable privacy legislation.

## APPENDIX A- INDEPENDENT RESEARCH

### Experiential and Agricultural Education: The Evidence

**Experiential Education:** a teaching philosophy that informs many methodologies in which educators purposefully engage with students in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities.<sup>1</sup>

**Agricultural Education:** Agricultural education teaches students about agriculture, food and natural resources. Through these subjects, agricultural educators teach students a wide variety of skills, including science, math, communications, leadership, management, and technology.<sup>2</sup>

**Agricultural literacy:** While the definition is continually evolving, in reference to the goals of this potential charter the definition we are using is : An agriculturally literate person would understand the food and fiber system and this would include its history and its current economic, social and environmental significance.<sup>3</sup>

The New Humble Community strongly believes that their children need a classroom environment that embraces learning that is out-of-doors, hands-on, and includes instruction about local industry, local history, and local environmental issues. Put into technical terms this equates to an education founded on the principles of experiential education and is focused on agricultural education. Why is this seen as beneficial? How would either of these approaches enhance education? According to the Association for Experiential Learning, the experiential approach in education imparts students with the ability to successfully apply what they learn in the classroom in practical settings, and that this is a fundamental goal of education. In a classroom setting the experiential approach builds relationship skills, critical thinking, and self-confidence as well as curriculum-based knowledge and skill growth. Experiential education allows for improved cognitive ability in a given subject matter as seen in a study published in the International Journal of Evaluation and Research in Education where 5th grade children showed marked improvement in cognitive ability in Mathematics where experiential learning was employed. Similar results were seen in a study published by Bradford et al. (2019) in which experiential learning techniques were compared with direct instruction on student knowledge of agriculture. Here researchers concluded that students who were part of the experiential learning group gained greater knowledge than students who received only contextualized lecture. They were also able to conclude that experiential learning is attributed to an increase in test scores, particularly because of the added value experiential learning contributes by providing students deeper understanding and richer experiences.



1 <https://www.aee.org/what-is-ee>

2 <https://www.naae.org/whatisaged/>

3 <https://www.agliteracy.org/research/defining.cfm>

4 <http://learnthroughexperience.org/blog/what-is-experiential-education/>

5 <https://files.eric.ed.gov/fulltext/EJ1211297.pdf>

6 <http://jae-online.org/attachments/article/2259/60.3.6.final.pdf>