

Horizon Academy (Secondary)

Student and Parent Handbook

臺北市新視野實驗教育機構（中學部）



Academic year: 2026-2027

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Campus: No. 6, Lane 1, Tai'an St, Wenbei Village, Zhongzheng District, Taipei City 100

Phone: 02 2321 6906

LINE: @ha_school

Email: ha.mkt@horizonacademy.tp.edu.tw

Website: www.horizonacademy.tp.edu.tw

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1. How to Use This Handbook

This handbook sets out the shared expectations, operating principles, and working procedures of Horizon Academy (Secondary). It applies to students and families during the school day, during online and blended lessons, at school events, during off-site activities, and whenever a student represents Horizon.

The handbook should be read together with the enrollment agreement, fee notice, school calendar, course information, health and consent forms, and any written updates issued by the school. Where a separate document is more specific, the more specific document will govern that matter.

2. Welcome and School Identity

Welcome to Horizon Academy (Secondary), the secondary section within the wider Horizon educational pathway.

Horizon Secondary is designed as a small-cohort, high-attention learning environment. Students remain part of an on-site school community while gaining access to selected high-rigor online learning, international course options, close adult guidance, and structured pathways toward future study in Taiwan and overseas.

The Secondary campus is located within a heritage site in central Taipei. The school therefore has an additional responsibility to protect the character, fabric, and shared use of the campus while maintaining student safety and privacy.

Official identity and contact details

Item	Current information
English name	Horizon Academy (Secondary)
Chinese name	臺北市新視野實驗教育機構（中學部）
Published campus address	No. 6, Lane 1, Tai'an St, Wenbei Village, Zhongzheng District, Taipei City 100 100 臺北市中正區文北里泰安街 1 巷 6 號
Main phone	02 2321 6906
LINE	@ha_school
Main email	ha.mkt@horizonacademy.tp.edu.tw
Website	www.horizonacademy.tp.edu.tw
Campus visits	Strictly by appointment only
Regulatory status	Regulatory approval obtained on 15 July 2026.

3. Horizon Educational Direction

Vision

To raise young people grounded in character, strong in thinking, and confident across cultures.

Mission

Horizon Academy (Secondary) provides a thoughtfully designed secondary pathway in Taipei for students preparing for a wider world. We are committed to strong academics, integrated Taiwan-US alignment, meaningful development in Chinese, English, and French, and strong literacy in Chinese and English.

Through a school-based model that combines global learning opportunities with close teaching and support, we aim to help students grow into capable, grounded, and internationally oriented young people.

One Horizon, one journey

Horizon is a coherent K-12 educational pathway. Kindergarten, Elementary, and Secondary are intended to form one developmental journey rather than separate systems. The Secondary section builds on earlier foundations by increasing academic maturity, independence, trilingual development, and future pathway planning.

Distinctive features

- Integrated Taiwan-US school system alignment
- Trilingual development in Chinese, English, and French
- Literacy development in both Chinese and English
- Small cohorts with a planned maximum of 20 students per class
- On-site teaching, mentoring, and school life combined with selected live online learning
- Strong family communication based on evidence of learning

Graduate profile

By the time students complete the Horizon Secondary pathway, the school aims for them to be:

Outcome	Meaning
Grounded in character	Responsible, respectful, and able to make sound decisions.
Strong in thinking	Able to read deeply, reason clearly, and explain ideas well.
Confident across cultures	Able to communicate effectively in Taiwan and beyond.
Academically ready	Prepared for demanding future study and appropriately selected advanced courses.
Independent and university bound	Able to manage learning with maturity, discipline, and readiness for the next stage.

The broader Horizon philosophy also values balanced development across moral, intellectual, physical, social, and aesthetic domains.

4. School Profile, Intake, Admission and Enrollment

Regulatory status

Horizon Academy (Secondary), officially registered as 臺北市新視野實驗教育機構（中學部），received regulatory approval on 15 July 2026.

Eligibility

Applications are open to:

1. students applying for Grades 7, 8, or 9
2. students transferring from local, international, bilingual, or experimental education programs
3. current Horizon Academy Elementary students progressing to the Secondary section
4. students transferring from recognized homeschool or non-school-based experimental education programs

All applicants must complete Horizon's admissions and student-readiness review.

Admissions priority

1. current Horizon Academy Elementary students who meet the Secondary section's readiness and program-fit requirements
2. students transferring from other schools or educational institutions
3. students transferring from homeschool or non-school-based experimental education programs

Priority does not guarantee admission. Every applicant must meet the applicable academic, language, behavioral, readiness, and program-fit requirements.

Capacity and admissions period

- One class is planned at each grade level from Grades 7 to 9
- The maximum class size is 20 students per grade
- Admissions for AY2026-2027 are stated to begin in August 2026
- Applications are considered on a rolling basis until available places are filled

The school may adjust the number of students admitted according to staffing, program requirements, student-support capacity, regulatory requirements, and available places.

Admissions process

Step 1: Attend an admissions information session

Parents and students should attend a Horizon Academy (Secondary) information session. The session is intended to explain the integrated Taiwan-US curriculum, the Horizon-Gravitas learning model, languages of instruction, assessment and reporting, student supervision and support, Grades 7-12 pathways, and registration requirements.

Registration may be made through the Horizon website, official LINE account, or admissions office.

Step 2: Submit an application

Parents or legal guardians must submit the completed application and supporting documents. These may include:

- recent school reports or transcripts
- attendance and conduct records
- standardized assessment results, where available
- previous learning records for homeschool applicants
- identification and residency documents
- relevant educational, health, behavioral, medical, and student-support information

- other documents requested by Horizon

Step 3: Application review

The admissions team reviews the applicant's:

- educational background and academic performance
- English-language readiness
- learning habits and independence
- student-support needs
- suitability for Horizon's blended online and in-person learning model

Additional documents may be requested when information is incomplete or requires clarification.

Step 4: Student-readiness review

Applicants may be invited to complete age-appropriate readiness activities, which may include:

- English reading and writing
- Mathematics
- general academic-readiness activities
- a student interview
- a parent interview
- review of the student's ability to participate independently and responsibly in online and in-person learning

The review is intended to determine whether Horizon can provide an appropriate and successful learning experience. Admission is not determined by a single examination result.

Step 5: Admissions decision

Applicants receive one of the following decisions in writing:

1. offer of admission
2. conditional offer of admission
3. placement on the waiting list
4. request for additional information or assessment
5. application unsuccessful

A conditional offer may require English-language preparation, academic bridging, orientation activities, or additional documents.

Student support and learning needs

Parents must disclose relevant educational, behavioral, medical, and student-support information during the application process. Horizon considers reasonable classroom accommodations where these can be provided safely and effectively.

Horizon Academy (Secondary) does not currently operate a dedicated special educational needs department. Admission decisions therefore take into account whether the school has the staffing, expertise, facilities, and program capacity required for the individual student.

The school will explain the support it can provide. Parents remain responsible for deciding whether the available support is appropriate for their child.

Registration and confirmation of place

Students who receive an offer must complete registration by the deadline in the formal admissions letter. Required documents may include:

- signed admissions and registration forms
- the formal statement for participation in an experimental education institution
- forms required for participation in non-school-based experimental education
- consent for the collection and use of personal information
- photography, video, and portrait-rights consent
- information required for the student identification card
- health, medical, and emergency-contact information
- identification and residency documents
- recent 2-inch passport-style photographs
- previous school transfer or withdrawal documents, where applicable
- other documents specified in the registration package

Failure to complete registration by the stated deadline may result in the place being offered to the next applicant on the waiting list.

Enrollment deposit

The enrollment deposit is NT\$55,000, equivalent to 10% of the total annual school fees. It secures the student's place, is credited toward the annual fees, and is not an additional charge. The place is confirmed only after the deposit and all required registration documents have been received.

The deposit may be forfeited if the family does not complete registration or payment by the stated deadlines. Full payment details are set out in Section 20.

Mid-year applications

A mid-year application may be considered only when:

- a place is available at the relevant grade level
- the student meets the required academic and English-language readiness standards
- appropriate subject and course placement can be arranged
- the student can enter the program without significant disruption
- all registration requirements can be completed

The applicable fee calculation is stated in Section 20.

Waiting list and accuracy of information

An applicant may be placed on a waiting list when a grade is full, a place is being held pending another family's registration deadline, or staffing and program arrangements are still being confirmed. Waiting-list placement does not guarantee admission.

Parents and legal guardians are responsible for ensuring that submitted information and documents are complete and accurate. Horizon may withdraw an offer or cancel enrollment if significant information has been withheld, misrepresented, or found to be inaccurate.

School visits

All campus visits are strictly by prior appointment. Unscheduled public access to student learning areas is not permitted. This protects student safety, privacy, and the controlled use of the heritage campus.

5. Academic Model and Curriculum

Horizon Secondary combines Taiwan-rooted schooling with international academic alignment. Students are based on campus, supported by Horizon staff, and taught through a planned mix of in-person lessons, live synchronous online courses, supervised study, and on-site reinforcement.

Core design principles

- **On-site school life:** students learn within a physical school community, not alone at home.
- **Selected global learning:** approved online courses expand the range and level of academic options.
- **Local reinforcement:** Horizon teachers provide supervision, clarification, practice, feedback, and connection between online and offline learning.

- **Small-cohort guidance:** homeroom and subject staff can know students closely and respond early.
- **Taiwan rootedness:** students develop identity, Chinese literacy, and knowledge of Taiwan while preparing for international pathways.
- **Structured independence:** students gradually develop time management, accountability, and self-regulation.

Grades 7-9 curriculum

The confirmed working subject model is summarized in Appendix A. It includes English, Social Studies, Mathematics, Science, Chinese, French, Technology, Art, Music, Physical Education, Guidance, Homeroom, and reading.

Standards alignment

- Social Studies adopts Gravitas or Stony Brook School US curriculum.
- Mathematics is planned as a curated blend of the Taiwan 108 Curriculum and New York State mathematics standards.
- Science is planned in English, with G7-G8 taught in person and G9 transitioning to a Gravitas live online course with Horizon reinforcement.
- Chinese and physical education maintain purposeful use of Mandarin within the program.
- Arts and technology is planned in English to maximize English exposure and learn subject-specific academic terminology.
- French remains a core part of Horizon's trilingual direction.

Future upper-secondary direction

The planned Grades 10-12 pathway expands access to advanced and AP-aligned courses through Gravitas. Students may also have the option to work toward two diplomas, one from Taiwan and one from Stony Brook School, subject to meeting all academic, credit, enrollment, and fee requirements.

6. Gravitas and Blended Learning

Horizon Academy is an official partner of Gravitas, a Global Extension of The Stony Brook School. Gravitas provides selected live synchronous online courses and future advanced course options within the Horizon Secondary pathway.

How blended learning works at Horizon

- Students attend from the Horizon campus within the school timetable.
- Gravitas teachers deliver scheduled live online instruction for selected courses.
- Horizon provides on-site supervision and reinforcement for every blended class.

- Horizon staff help students prepare, remain engaged, understand instructions, complete offline tasks, and connect provider learning to the wider Horizon curriculum.
- Provider-led courses are formal parts of the student's program. Attendance, conduct, deadlines, academic integrity, and participation expectations apply in full.
- Where appropriate, students may take the same subject at different course levels while learning in a supervised room.

Course pattern

- English, Grades 7-9: Gravitas live online learning with Horizon on-site reinforcement.
- Social Studies, Grades 7-9: Gravitas live online learning with Horizon on-site reinforcement.
- Science, Grade 9 onward: Gravitas live online learning with Horizon on-site reinforcement.
- Grades 10-12: expanded advanced and AP-aligned course options, subject to course availability and student readiness.

Student expectations during live online lessons

- Arrive on time with the required device, charger, headset, course materials, and login credentials
- Use only the assigned school or provider account
- Follow the teacher's instructions and Horizon's on-site supervisor
- Participate appropriately in discussion, chat, breakout rooms, and assigned tasks
- Remain visible and responsive where the approved camera rule requires it
- Complete provider and Horizon reinforcement work by the stated deadlines
- Report technical problems immediately rather than leaving the lesson without permission

Technology failure

A technical failure does not automatically excuse a student from learning. The student must report the issue to the on-site supervisor immediately and follow the alternative task or make-up arrangement provided by the school.

7. Language of Learning and Communication

Horizon Secondary is a trilingual program with sustained development in Chinese, English, and French. The school places particular emphasis on strong literacy in Chinese and English.

Language of instruction

Area	Working language arrangement
Gravitas English and Social Studies	English
Mathematics, Grades 7-9	English, taught in person
Science, Grades 7-8	English, taught in person
Science, Grade 9 onward	English through Gravitas, with Horizon reinforcement
Chinese language and literature, Physical Education	Mandarin Chinese
French	French
Technology, Art, Music, Guidance and Homeroom	English
Reading	English, Chinese, and French resources

Student responsibility for language growth

Students are expected to make a sustained effort in the language required by each subject. They should read, write, speak, and listen seriously, use subject-specific vocabulary, ask for clarification when needed, and accept correction as part of learning.

Communication with families

Formal school reporting is planned in English and Chinese. Other communications may use English, Traditional Chinese, or both according to the purpose and audience.

8. School Calendar, Daily Schedule and Attendance

Academic year structure

The Secondary section follows a two-semester academic year rather than the Elementary three-semester structure.

Calendar area	Working Horizon arrangement
First semester	August to mid-December
Winter break	Mid-December to early January
Second semester	Early January to early June
Summer break	June and July
Length of study	Approximately 20 weeks of lessons per semester

Calendar anchors (AY2026-2027)

Item	Current project information
First Student Day	17 August 2026
Horizon orientation	17 to 20 August 2026
New Gravitas student orientation	21 August 2026
Horizon first day of classes	24 August 2026
Semester 1 end	18 December 2026
Semester 2 start	4 January 2027
End of Gravitas school year	20 May 2027
Horizon last day of classes	21 May 2027

Daily schedule

The detailed timetable is issued separately. The confirmed daily anchors are:

Time	Activity
08:00-08:30	Homeroom
10:30-11:00	Morning break
12:00-13:00	Lunch
During the school day	45-minute lesson sessions, supervised Gravitas blocks, in-person lessons, reading, guidance, and scheduled off-site learning
After the instructional day	Dismissal, consultation, and club arrangements

Attendance expectations

Regular attendance and punctuality are essential. Students must attend all required on-site lessons, provider-led lessons, homeroom, guidance, assessments, meetings, off-site activities, and school events unless formally excused.

- Parents must notify the school promptly when a student will be absent or late.
- Students arriving after the official start time must complete the school's lateness procedure.
- Students may leave campus early only with authorized parent communication and school approval.
- An absence from a provider-led lesson is treated as an absence from a formal school lesson.
- Students remain responsible for missed learning and must complete the required catch-up or make-up work.
- Patterns of absence or lateness may trigger an attendance review and may affect promotion, participation, or continued program fit.

9. Student Learning Responsibilities

Horizon expects students to develop the habits required for increasingly independent secondary learning.

Students are expected to

- arrive prepared with the correct materials, device, charger, and completed work
- participate actively and respectfully in on-site, online, and blended lessons
- read instructions carefully and seek clarification before deadlines
- complete assignments, revision, projects, presentations, and assessments on time
- use feedback to improve later work
- manage long-term tasks and provider deadlines
- maintain organized notes, files, and digital folders
- read regularly in English and Chinese and participate in French learning
- ask for help early rather than allowing difficulties to accumulate
- attend required consultation, catch-up, or supervised study sessions

Academic intervention

When a student falls behind, the school may use a staged support process that includes teacher follow-up, homeroom monitoring, parent communication, a catch-up plan, supervised completion, targeted academic support, and a review of continued fit where serious concerns persist.

10. Assessment, Reporting, Promotion and Records

Assessment approach

Assessment at Horizon is intended to provide evidence of learning, guide next steps, and support accurate communication with students and families. Evidence may include classwork, projects, presentations, quizzes, tests, performance tasks, provider assessments, reading and language measures, portfolios, and teacher observations.

Assessment spine

The planned assessment pathway includes the following tools at appropriate grade levels:

- MAP Growth through Grade 8
- PSAT 8/9 and PSAT 10
- SAT in Grades 10-12
- AP course assessments and examinations where appropriate
- TOEFL or IELTS readiness measures
- DELF assessment for French where appropriate

Reports and evidence of learning

Families should expect regular communication and formal reporting based on available evidence. Documents may include weekly or periodic updates, progress reports, semester reports, rubrics, conference records, provider reports, and transcript or credit records.

Formal school reports are planned in English and Traditional Chinese. From Grade 9 onward, Gravitas reporting is expected to contribute to transcript and credit records, subject to the final approved reporting model.

Promotion and progression

Promotion to the next grade is determined by the school using academic performance, attendance, conduct, completion of required work, and overall readiness for the next level. No single measure automatically determines promotion.

Transfer and records

The school will maintain evidence that supports student progress, transfer, and future pathways. Where a student transfers out, the school may provide explanatory notes or conversion guidance to help another institution interpret Horizon and provider records.

11. Academic Integrity and Responsible Use of Artificial Intelligence

Students must submit work that is genuinely their own and must acknowledge sources, ideas, data, quotations, collaboration, and permitted assistance.

Academic misconduct includes

- plagiarism or presenting another person's work as one's own
- copying or allowing work to be copied
- unauthorised collaboration
- cheating during a test or assessment
- falsifying data, records, citations, or evidence
- using translation, paraphrasing, calculation, or artificial intelligence tools in ways not permitted by the teacher
- submitting AI-generated work as evidence of independent learning
- helping another student to act dishonestly

Responsible AI rule

Unless a teacher explicitly permits it for a named task, students must assume that generative artificial intelligence may not be used to produce work for submission. When

AI use is permitted, students must follow the stated limits, protect personal and school information, verify accuracy, retain their own thinking and voice, and disclose the assistance used if required.

Review process

1. The teacher identifies and documents the concern.
2. The student is given an opportunity to explain the work and show relevant drafts, notes, or process evidence.
3. The teacher or school leader reviews the evidence and determines whether misconduct occurred.
4. The school assigns an academic and, where appropriate, behavioral consequence.
5. Parents are informed when the matter is significant, repeated, or affects an official grade or record.
6. The school documents serious or repeated incidents.

Possible consequences include correction and resubmission, reduced or zero credit, loss of reassessment opportunity, parent notification, a formal academic integrity record, and further disciplinary review.

12. Conduct, Relationships and Discipline

Horizon expects conduct that protects safety, learning, dignity, and the integrity of the school community. Discipline should help students understand impact, repair harm where possible, restore learning, and take responsibility.

Community standards

- respect for staff, peers, visitors, and self
- honesty and responsible communication
- self-control and appropriate language
- active participation without disrupting others
- care for property, shared spaces, and the heritage site
- compliance with reasonable staff instructions and safety procedures
- responsible representation of Horizon in person and online

Unacceptable conduct

- bullying, harassment, intimidation, retaliation, or deliberate exclusion
- discriminatory or hateful language or conduct
- physical aggression, threats, fighting, or unsafe behavior
- repeated defiance or serious disruption

- theft, vandalism, or misuse of property
- possession or use of prohibited or unsafe items
- dishonesty or falsification
- misuse of devices, accounts, recordings, or digital platforms
- leaving supervision or campus without permission
- conduct that places another person or the school community at risk

Progressive response

Level	Typical circumstances	Possible school response
Level 1	Minor or first-time concern	Immediate correction, restorative conversation, reflection, reteaching of expectations, teacher record.
Level 2	Repeated concern or moderate impact	Formal parent contact, loss of privilege, supervised consequence, behavior target, homeroom or leader follow-up.
Level 3	Serious incident or repeated Level 2 pattern	Leadership investigation, formal behavior plan, parent meeting, suspension or temporary restriction, review of support and fit.
Level 4	Severe safety concern, major breach, or continued serious non-compliance	Major placement review, required withdrawal, or dismissal, subject to school decision-making procedures.

Serious incidents may move directly to a higher level. The school considers severity, intent, impact, frequency, age, previous response, safety, and the student's willingness to take responsibility.

Student voice and fair process

Before a significant consequence is decided, the school will normally review available information and allow the student to respond. Immediate protective action may be taken first where safety requires it.

13. Anti-Bullying, Harassment, Safeguarding and Student Safety

Anti-bullying and harassment

Bullying, harassment, intimidation, discrimination, and retaliation are not acceptable in person, online, or in any school-related setting. Concerns will be taken seriously and reviewed according to their urgency, impact, and available evidence.

How students should report concerns

- tell a trusted Horizon adult as soon as possible
- report concerns to the homeroom teacher, a subject teacher, the Director, or the designated safeguarding lead
- provide accurate information and preserve relevant messages, screenshots, or other evidence
- seek immediate adult help when there is a threat of harm

Protective action

The school may separate students, change supervision, restrict contact, adjust seating or groups, communicate with parents, document incidents, arrange support, and apply disciplinary action. Protective action does not by itself establish that misconduct occurred.

Safeguarding and child protection

Any concern that a student may be at risk of harm, neglect, abuse, exploitation, or serious danger is a priority. The school may take immediate protective action and follow its internal reporting duties.

Student privacy and public access

Because the campus is located within a heritage area that may attract public interest, school visits and community access are controlled. Student learning areas are not open to unscheduled visitors. Photography, filming, interviews, and access to student information require school authorisation and the relevant consent.

14. Digital Conduct, Devices and Technology

Technology is essential to the Horizon blended-learning model. Students must use devices, accounts, networks, and digital spaces responsibly, safely, and for authorized educational purposes.

Required conduct

- bring the required charged device and accessories
- use strong passwords and keep account credentials private
- use only approved platforms, accounts, files, and applications during lessons
- follow staff instructions about screens, headphones, cameras, microphones, chat, and device position
- protect personal information and the privacy of others
- report lost devices, compromised accounts, inappropriate content, or technical concerns promptly
- store and submit work using the required school or provider system

Prohibited conduct

- recording, photographing, or livestreaming another person without permission
- cyberbullying, harassment, impersonation, or unauthorized account access
- tampering with devices, systems, accounts, filters, attendance records, or school data
- accessing or sharing inappropriate, unsafe, or unlawful material
- using technology to cheat or bypass teacher instructions
- using a personal device when staff have directed that devices be closed or stored
- publishing school, staff, or student information without authorization

Phones and personal devices

The final personal phone rule has not yet been confirmed. Until a formal rule is approved, students must follow staff instructions and may not use personal devices in a way that interrupts learning, compromises safety, or violates privacy.

15. Dress, Appearance and Presentation

Students are expected to present themselves neatly, safely, and in a manner appropriate to a secondary school community.

Final daily, physical education, formal-event, and off-site requirements will be issued before students begin school.

General principles

- clothing and footwear must be clean, safe, and suitable for the day's learning
- items that create a safety risk or prevent participation may not be worn
- students must follow additional requirements for laboratories, physical education, performances, formal events, and heritage-site visits

- appearance must not display discriminatory, offensive, or inappropriate wording or images
- students are responsible for bringing required changes of clothing or equipment

16. Health, Wellbeing and Learning Support

Health information

Families must provide accurate and current health, medical, emergency, allergy, medication, psychological, and learning information before the student begins school and whenever circumstances change.

Medication and illness

Students may not share medication. Medication administration, storage, illness exclusion, return-to-school requirements, and emergency treatment must follow the school's approved health procedures.

Wellbeing and guidance

Student support is planned through homeroom teachers, guidance, subject teachers, school leaders, and designated support personnel. Homeroom provides regular check-in, class community, student adjustment, and family communication.

Learning support and accommodations

Horizon Secondary does not currently have a dedicated special educational needs department. The school will review learning support and accommodation requests based on student need, available documentation, safety, staff capacity, programme demands, and what is reasonable and feasible.

Families must disclose relevant needs and provide current documentation. Approval is not automatic. The school will advise parents about feasible support, and parents remain responsible for deciding whether the programme is appropriate for their child.

Where needs exceed the school's capacity to provide effective and safe access, the school may review admission or continued placement.

17. Campus, Heritage Site, Facilities and Off-Site Learning

Care for the heritage campus

The Secondary campus is part of a heritage environment. Students must treat buildings, walls, floors, doors, windows, trees, furniture, fixtures, and displays with care.

- Do not nail, drill, tape, glue, hang, paint, or affix items to protected surfaces without staff authorization.
- Do not move furniture, equipment, or heritage-related objects without permission.
- Use mobile electronic whiteboards and other school equipment only as directed.
- Report damage, hazards, water leaks, or unsafe conditions immediately.
- Follow all access restrictions and staff directions in shared or protected areas.

Campus access and supervision

Students may use only authorized areas and may not leave campus or staff supervision without permission. Visitors must follow the appointment and sign-in process. Student privacy takes priority over public access.

External laboratories and physical education

Because of campus-space constraints, scheduled science laboratory work and physical education may take place at approved external partner facilities or venues. These sessions remain formal school activities and are subject to attendance, conduct, safety, uniform, and supervision expectations.

Property and financial responsibility

Deliberate or negligent damage, loss, or misuse may lead to disciplinary action and a requirement to repair or replace the item, subject to school review.

18. Co-curricular Activities, Clubs and Pathways

Clubs, consultation, competitions, service, and other pathways are intended to extend learning, develop interests, and build student responsibility. Offerings depend on staffing, enrollment, safety, scheduling, venue access, and student demand.

Possible club and enrichment areas

Current Horizon planning has considered areas such as Model United Nations, World Scholar's Cup, chess, fencing, community service, and other academic, cultural, arts, athletic, and leadership activities. Inclusion in planning does not guarantee that a club will operate in a particular term.

Participation expectations

- meet attendance, conduct, preparation, and safety expectations
- complete required academic work before representing the school
- follow staff and venue rules during practices, competitions, and visits
- communicate conflicts or withdrawals promptly
- pay any separately disclosed participation costs by the deadline

Future non-club pathways

For older students, Horizon may recognize structured experiences such as independent projects, service outcomes, external arts or athletics, entrepreneurship, and appropriate paid work. Requirements for approval, supervision, evidence, and credit have not yet been finalized.

19. School-Family Partnership and Communication

Student success depends on an active partnership among the student, family, and school. This partnership requires honesty, timely communication, mutual respect, and shared support for student growth.

Parent responsibilities

- read school communications and respond by stated deadlines
- keep contact, pickup, health, and emergency information current
- support attendance, punctuality, preparation, sleep, and responsible device use
- inform the school of significant academic, behavioral, health, or family changes that may affect learning or safety
- communicate concerns through the appropriate channel
- attend required meetings and support agreed intervention plans
- respect student privacy, staff professional boundaries, and school procedures

Student responsibilities

- communicate honestly with school and home
- take increasing responsibility for deadlines, materials, conduct, and help-seeking
- share important school information with parents
- participate in meetings and plans concerning their progress
- represent Horizon responsibly

School communication

Communication may include the school management system, official email, LINE, meetings, progress reports, rubrics, provider updates, conference records, and formal reports. The school will identify which channel is authoritative for each purpose.

Meetings

School meetings and campus visits are by appointment. Urgent safety matters should be raised immediately through the designated emergency or school contact.

20. Fees and Financial Obligations

Enrollment is subject to payment of tuition and other required fees according to the published fee notice, formal admissions letter, and stated deadlines.

Annual school fees

Fee item	Amount
Registration fee	NT\$50,000
Software and hardware equipment usage fee	NT\$100,000
Tuition	NT\$400,000
Total annual school fees	NT\$550,000

Enrollment deposit and payment schedule

1. An enrollment deposit of NT\$55,000, equal to 10% of the annual school fees, is due upon acceptance.
2. The deposit is deducted from the total annual school fees and is not an additional charge.
3. The remaining balance is NT\$495,000.
4. The remaining balance must be paid by the deadline stated in the admissions and registration letter.
5. Payment must be made by bank transfer.
6. Failure to complete payment by the stated deadline may be treated as forfeiture of the offered place.

The deposit may be forfeited when a family does not complete registration or payment by the stated deadlines.

Additional and optional charges

The annual school fees do not include:

- meals
- uniforms and school bags
- textbooks and supplementary learning materials
- personal digital devices
- optional dual-diploma programs

- external examinations and assessments
- educational visits and field trips
- external laboratory or physical education facilities
- after-school activities and clubs
- camps
- transportation
- other optional programs or third-party services

Families will be informed of applicable charges before payment is required.

Meals

The meal charge is NT\$200 per student per school day. Meal fees are charged separately, calculated according to the actual number of school days, and refunded according to unused school days where applicable.

Mid-year entry fee calculation

Entry point within the relevant term	Applicable tuition
First third	Full applicable term tuition
Second third	Two-thirds of the applicable term tuition
Final third	One-third of the applicable term tuition

The exact amount payable is confirmed in the formal admissions letter. Additional and optional charges are calculated separately.

Withdrawal and refund policy

Parents who wish to withdraw a student must submit formal written notice to Horizon Academy.

Withdrawal timing	Refund
After registration but before the first day of school	Full tuition refund
During the first third of the relevant term	Two-thirds of the applicable tuition refunded
During the second third of the relevant term	One-third of the applicable tuition refunded

Withdrawal timing	Refund
During the final third of the relevant term	No tuition refund

- meal fees are refunded according to the number of unused school days
- fees already paid to external providers may be non-refundable
- uniform, textbook, equipment, examination, activity, or service fees may be non-refundable once the item or service has been provided
- an approved refund is transferred to the bank account designated by the parent or legal guardian

21. Concerns, Complaints and Appeals

Questions and concerns should be raised promptly, respectfully, and through the channel closest to the matter. Safety and safeguarding concerns may be raised directly with a school leader or the designated safeguarding lead.

Working pathway

Stage	Usual contact	Purpose
1	Subject teacher or homeroom teacher	Clarify facts and resolve a classroom, learning, or routine concern.
2	Director of Secondary Section	Review unresolved, repeated, or section-level concerns.
3	Designated senior Horizon leader	Review serious or unresolved formal complaints.
Safety route	Director or safeguarding lead	Immediate action where a student's safety or welfare may be at risk.

Complaint expectations

- state the concern clearly and provide relevant dates, messages, documents, or evidence
- allow the staff member or school reasonable time to review the matter
- avoid public discussion that compromises student privacy or a fair review
- communicate respectfully even when disagreeing

- follow any written outcome or appeal instructions

22. Withdrawal, Transfer and Release of Records

Families considering withdrawal should notify the school in writing as early as possible and follow the enrollment agreement, fee policy, and transfer procedure. The applicable tuition-refund structure is set out in Section 20.

Before withdrawal is completed

- the school may require a formal written withdrawal request
- school property, devices, books, and access items must be returned
- outstanding fees or charges must be addressed according to the applicable policy
- the family must provide the receiving school or authorized recipient details
- the school will prepare the appropriate Horizon and provider records

Transfer support

Where appropriate, Horizon may provide bilingual reports, transcript summaries, credit information, rubrics, course descriptions, and grade-conversion guidance to help another institution interpret the student's learning.

Release of records

Academic and administrative records are released only to an authorized recipient and according to the school's approved identity, consent, fee-clearance, and processing procedures.

23. School Authority and Policy Revision

The school reserves the right to interpret and apply this handbook in the interests of student safety, student learning, the school community, the heritage campus, and the integrity of the educational program.

The school may update schedules, procedures, staffing, course arrangements, external venues, and operational rules when necessary. Families will be informed of significant changes through official school communication.

Immediate action may be taken before a full review where health, safety, safeguarding, security, or serious disruption requires it.

This handbook does not guarantee the operation of a particular course, club, provider option, staff assignment, timetable, diploma pathway, or external venue. These depend on enrollment, staffing, approval, availability, student readiness, and operational feasibility.

24. Acknowledgement Form

Student and Parent Handbook Acknowledgement

We confirm that we have read the Horizon Academy (Secondary) Student and Parent Handbook for the academic year stated below. We understand the expectations, procedures, and policies described in it, and we agree to support and comply with them. We understand that the school may issue later written updates where necessary and that separate enrollment, fee, health, consent, course, and provider documents may also apply.

Academic year: 2026-2027

Student name: _____

Student signature: _____

Date: _____

Parent / guardian name: _____

Parent / guardian signature: _____

Date: _____

School representative: _____

Date received: _____

Appendix A. Grades 7-9 Subject Delivery Map

This appendix consolidates the latest confirmed Horizon curriculum and language decisions. Detailed hours, course titles, assessment weightings, and provider selections remain subject to the approved timetable and course documents.

Subject / area	Grades	Delivery model	Language	Confirmed Horizon direction
English	G7-G9	Gravitas live synchronous course plus Horizon on-site reinforcement	English	Develops English literacy and AP readiness.
Social Studies	G7-G9	Gravitas live synchronous course plus Horizon on-site reinforcement	English	Gravitas or Stony Brook School US curriculum
Mathematics	G7-G9	In-person Horizon teaching	English	Curated blend of Taiwan 108 Curriculum and New York State mathematics standards.
Science	G7-G8	In-person Horizon teaching	English	Core science learning, with scheduled laboratory blocks at an approved external partner facility.
Science	G9	Gravitas live synchronous course plus Horizon on-site reinforcement	English	Transition into provider-led science with local support and scheduled laboratory work.
Chinese language and literature	G7-G9	In-person Horizon teaching	Mandarin Chinese	Strong Chinese literacy; AP Chinese readiness by Grade 9.

Subject / area	Grades	Delivery model	Language	Confirmed Horizon direction
French	G7-G9	In-person Horizon teaching	French	Core trilingual development.
Technology	G7-G9	In-person Horizon teaching	English	Purposeful English use through practical tasks.
Art and Music	G7-G9	In-person Horizon teaching	English	English use in creation, performance, discussion, and critique.
Physical Education	G7-G9	In-person Horizon teaching, including blocked sessions at external venues	Mandarin Chinese	Physical development and participation within available campus and external facilities.
Guidance and Homeroom	G7-G9	In-person Horizon provision	English	Student adjustment, wellbeing, habits, class community, and parent communication.
Reading	G7-G9	Daily or scheduled school reading	English, Chinese, French	Books in all three languages are made available.