

Regular Board Meeting Agenda – 1:00 pm

Monday, June 26th, 2023

Acknowledgement of the Land

Horizon is located on the traditional land of the Blackfoot Confederacy, Treaty 7 territory and the home of the Métis Nation of Alberta Region 3. We honor the Blackfoot people and the diverse Indigenous peoples whose ancestors have marked this territory for centuries, a place that has welcomed many peoples from around the world to make their home here. Together we call upon all our collective communities to build a stronger understanding of all peoples who dwell on this land we call home.

A – Action Item

<p>A.1 Agenda A.2 Minutes of Regular Board Meeting held Tuesday, May 30, 2023 A.3 June 2023 Payment of Accounts A.4 2024-2025 Jurisdiction Calendar A.5 Locally Developed Courses - Renewal A.6 Second and Final Reading – Policy IHEB – Child Abuse and Neglect A.7 Second and Final Reading – Policy IKA – Fund Raising A.8 Second and Final Reading – Policy EEA – Student Transportation • Flowchart A.9 Second and Final Reading – Policy IC – School Attendance Area A.10 Auditor Approval</p>	<p>ENCLOSURE 1 ENCLOSURE 2 ENCLOSURE 3 ENCLOSURE 4 ENCLOSURE 5 ENCLOSURE 6 ENCLOSURE 7 ENCLOSURE 8</p>
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I - Information Items

<p>I.1 Superintendent’s Report – Dr. Wilco Tymensen I.2 Trustee/Committee Report I.2.1 Zone 6 Report – Marie Logan I.2.2 Facilities Meeting Report – Bruce Francis I.2.3 Administrator’s Meeting – Blair Lowry I.3 Associate Superintendent of Finance and Operations – Phil Johansen I.4 Associate Superintendent of Human Resources – Robbie Charlebois I.5 Associate Superintendent of Learner Services Report – Terri-Lynn Duncan</p>	<p>ENCLOSURE 9 ENCLOSURE 10 ENCLOSURE 11</p>
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I – Correspondence

<p>C.1 Budget Press Release C.2 News Release: New Alberta cabinet will move Alberta forward</p>	<p>ENCLOSURE 12</p>
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Dates to Remember

<ul style="list-style-type: none"> • June 27 – Last day for students (may be earlier if school has 950/1000 hours)
<ul style="list-style-type: none"> • June 29 – Last day for all staff (may be earlier if they have reached their assigned time)

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| • June 29 – Horizon Induction Program (planning workshop for new teachers) |
| • July 1 – Stat Holiday |
| • July 2 – 5 – Canadian School Board Association (CSBA) - Banff |
| • August 21 – 1 st day for staff (Horizon Induction Program – new teacher orientation) |
| • August 22-24 – Division PD opportunities |
| • August 25 – Division Wide PD Day (Teacher’s only) |
| • August 28 – Board Meeting |
| • August 28 – School staff meetings |
| • August 30 – 1 st day for students |
| • September 4 – Stat Holiday – Labour Day |
| • September 12 – Administrator’s Meeting |

Horizon School Division

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The Board of Trustees of Horizon School Division held its Regular Board meeting on Tuesday, May 30th, 2023, beginning at 12:40 p.m.

TRUSTEES IN ATTENDANCE: Marie Logan - Board Chair, Bruce Francis – Vice Chair
Derek Baron, Blair Lowry, Jennifer Crowson, Maxwell Holst

ALSO IN ATTENDANCE: Dr. Wilco Tymensen, Superintendent of Schools
Phil Johansen, Associate Superintendent of Finance & Operations
Terri-Lynn Duncan, Associate Superintendent of Learner Services
Sheila Laqua, Recording Secretary

REGRETS: Robbie Charlebois, Associate Superintendent of Human Services

ACTION ITEMS

A.1	Moved by Blair Lowry that the Board approve the agenda with the following addition: A.20 – Membership Fees Carried Unanimously	AGENDA APPROVED 75/23
A.2	Moved by Derek Baron that the Board approve the Minutes of the Regular Board Meeting held Monday April 24 th , 2023, as provided by Enclosure #1 of the agenda. Carried Unanimously	BOARD MEETING MINUTES APPROVED 76/23
A.3	Moved by Jennifer Crowson that the Board approve the May 2023 Payment of Accounts in the amount of \$5,254,354.62 as provided in Enclosure #2 of the agenda. Carried Unanimously	PAYMENT OF ACCOUNTS APPROVED 77/23
A.4	Moved by Bruce Francis that the Board approve the 2023-24 Budget for Horizon School Division. Carried Unanimously	2023-24 BUDGET APPROVED 78/23
A.5	Moved by Bruce Francis that the Board approve the 2023-24 IMR Funding as provided in Enclosure #3 of the agenda. Carried Unanimously	2023-24 IMR FUNDING APPROVED 79/23

A.6	Moved by Jennifer Crowson that the Board approved the 2023-24 School Fee Schedule as provided in Enclosure #4 of the agenda. Carried Unanimously	2023-24 SCHOOL FEE SCHEDULE APPROVED 80/23
A.7	Moved by Derek Baron that the Board approved the Three-Year Educational Plan as provided in Enclosure #5 of the agenda. Carried Unanimously	THREE-YEAR EDUCATIONAL PLAN APPROVED 81/23
A.8	Moved by Derek Baron that the Board approve second reading of Policy IFGA – Interrogation/Search of Students and Seizure of Property as provided in Enclosure #6 of the agenda. Carried Unanimously	SECOND READING OF POLICY IFGA APPROVED 82/23
	Moved by Derek Baron that the Board approve final reading of Policy IFGA – Interrogation/Search of Students and Seizure of Property as provided in Enclosure #6 of the agenda. Carried Unanimously	FINAL READING OF POLICY IFGA APPROVED 83/23
A.9	Moved by Maxwell Holst that the Board approve second reading of Policy IHCE – Student Illness/Injury as provided in Enclosure #7 of the agenda. Carried Unanimously	SECOND READING OF POLICY IHCE APPROVED 84/23
	Moved by Maxwell Holst that the Board approve final reading of Policy IHCE – Student Illness/Injury as provided in Enclosure #7 of the agenda. Carried Unanimously	FINAL READING OF POLICY IHCE APPROVED 85/23
A.10	Moved by Mandy Court that the Board approve second reading of Policy IHCF – Supervision of Students as provided in Enclosure #8 of the agenda. Carried Unanimously	SECOND READING OF POLICY IHCF APPROVED 86/23
	Moved by Mandy Court that the Board approve final reading of Policy IHCF – Supervision of Students as provided in Enclosure #8 of the agenda. Carried Unanimously	FINAL READING OF POLICY IHCF APPROVED 87/23
A.11	Moved by Blair Lowry that the Board approve second reading of Policy IHCG – Head Lice as provided in Enclosure #9 of the agenda. Carried Unanimously	SECOND READING OF POLICY IHCG APPROVED 88/23
	Moved by Blair Lowry that the Board approve final reading of Policy	FINAL READING

	IHCG – Head Lice as provided in Enclosure #9 of the agenda. Carried Unanimously	POLICY IHCG APPROVED 89/23
A.12	Moved by Bruce Francis that the Board approve first reading of Policy IHEB – Child Abuse and Neglect as provided in Enclosure #10 of the agenda. Carried Unanimously	FIRST READING OF POLICY IHEB APPROVED 90/23
A.13	Moved by Jennifer Crowson that the Board approve first reading of Policy IKA – Fundraising as provided in Enclosure #11 of the agenda. Carried Unanimously	FIRST READING OF POLICY IKA APPROVED 91/23
A.14	Moved by Derek Baron that the Board approve first reading of Policy EEA – Student Transportation as provided in Enclosure #12 of the agenda. Carried Unanimously	FIRST READING OF POLICY EEA APPROVED 92/23
A.15	Moved by Maxwell Holst that the Board approve first reading of Policy IC – Student Attendance Area as provided in Enclosure #13 of the agenda. Carried Unanimously	FIRST READING OF POLICY IC APPROVED 93/23
A.16	Moved by Mandy Court that the Board delete Policy IHCH – Student Accidental Insurance as provided in Enclosure #14 of the agenda. Carried Unanimously	DELETE POLICY IHCH APPROVED 94/23
A.17	Moved by Bruce Francis that the Board accept the tender from Taber Commercial Cleaning for the caretaking at L.T. Westlake School for a 2-year period starting July 1, 2023 Carried Unanimously	L.T. WESTLAKE CARETAKING TENDER APPROVED 95/23
A.18	Moved by Bruce Francis that the Board accept the tender from Parhar Custodial Services for the caretaking at Dr. Hamman School for a 2-year period starting July 1, 2023 Carried Unanimously	DR. HAMMAN CARETAKING TENDER APPROVED 96/23
A.19	Moved by that the Board accept the tender from Allan Matthews for the caretaking at Chamberlain School for a 2-year period starting July 1, 2023 Carried Unanimously	CHAMBERLAIN CARETAKING TENDER APPROVED 97/23
A.20	Moved by Mandy Court that the Board approve renewing Horizon Division’s membership with the Rural Caucus for the amount of	RUAL CAUCUS MEMBERSHIP

<p>\$488.27.</p> <p style="text-align: right;">Carried Unanimously</p>	<p style="text-align: center;">RENEWAL APPROVED 98/23</p>
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DISCUSSION ITEMS

D.1 ADMINSTRATOR'S MEETING TRUSTEE REPRESENTATION

The following Trustees will attend the Administrator's meetings for September and October:

- September 12, 2023 – Maxwell Holst
- October 10, 2023 – Mandy Court

D.2 EMPLOYEE RECOGNITION AWARDS

- Trustees will present Horizon School Division employees with recognition awards for 5, 10, 15, 20, etc. years of service. We appreciate all that Horizon School Division employees do and for their dedicated service.

INFORMATION ITEMS

I.1 SUPERINTENDENT'S REPORT

Wilco Tymensen, Superintendent, shared the following May 2023 report with the Board:

- [View report here.](#)

I.2 TRUSTEE/COMMITTEE REPORT

I.2.1 ASBA Zone 6 Report

Marie Logan, Zone 6 Rep, provided a summary from the Zone 6 meeting:

- Discussed the upcoming election
- Edwin Parr Event that took place on May 17th, 2023

I.2.2 Facilities Meeting Report

Vice Chair, Bruce Francis, provided a summary of the Facilities Department focus for the month of May 2023:

- Final IMR Review
- Milk River Ridge Modernization update – photos were shared
 - 250,000 Playground Grant money was discussed
- Caretaking tenders discussed
- W.R. Myers planning meeting to be held in June

I.2.3 Administrator's Meeting Report

Superintendent, Wilco Tymensen, provided a summary of the Administrator's Meeting for the month of May 2023:

- VTRA (ARTO) Refresher took place in the morning
- Assurance Survey
- Three-Year School Plans
- Debrief on Taber Incident
- HR documentation review

I.3 ASSOCIATE SUPERINTENDENT OF FINANCE AND OPERATIONS

Philip Johansen, Associate Superintendent of Finance and Operations, shared the May 2023 summary:

- The budget for 2023 presents a deficit of \$51,383.
 - This deficit is from the amortization of the Asset Retirement Obligations. This is a non-cash expense related to the eventual remediation of hazardous materials, such as asbestos. When these materials are remediated in a modernization a gain will be realized.
- Alberta Education provided a significant increase in funding. This funding increase allowed for the board to do the following:
 - Additional teachers: 2 FTE
 - Additional assistants: 12 FTE
 - Increasing decentralized budgets by \$50 per student
 - Increased benefit costs due to increasing premiums \$290,000
 - Increasing transportation service
- Collective agreements with the ATA and CUPE have not been settled at the time of this budget passing. The results of those negotiations could result in adjustments to projections and operations.

I.4 ASSOCIATE SUPERINTENDENT OF HUMAN SERVICES REPORT

- [View report here.](#)

I.5 ASSOCIATE SUPERINTENDENT OF LEARNER SERVICES REPORT

- [View report here.](#)

CORRESPONDENCE

- No discussion came from the correspondence.

Moved by Maxwell Holst that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED

99/23

COMMITTEE ITEMS

Moved by Bruce Francis that the Board meet in Committee.

Carried Unanimously

COMMITTEE

100/23

Moved by Derek Baron that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED

101/23

Marie Logan, Chair

Sheila Laqua, Executive Secretary

DRAFT 2024 - 2025 JURISDICTION CALENDAR

24-Aug				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	PD23
SM26	27	28	29	30
Student Days				3
Teacher Days				10

24-Sep				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				
Student Days				19
Teacher Days				19

Oct-24				
M	T	W	T	F
	1	2	3	4
7	8	9	10	SS11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	
Student Days				21
Teacher Days				22

Nov-24				
M	T	W	T	F
				PD1
4	5	6	7	8
11	12	13	14	15
PD18	19	20	21	22
25	26	27	28	29
Student Days				18
Teacher Days				20

24-Dec				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			
Student Days				15
Teacher Days				15

25-Jan				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31
Student Days				20
Teacher Days				20

25-Feb				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	TC20	TC21
PD24	25	26	27	28
Student Days				14
Teacher Days				17

25-Mar				
M	T	W	T	F
3	4	5	6	7
PD10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				
Student Days				20
Teacher Days				21

25-Apr				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		
Student Days				16
Teacher Days				16

25-May				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
Student Days				21
Teacher Days				21

25-Jun				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				
Student Days				18
Teacher Days				19

Student Days					
	Elem.	Jr. High		Sr. High	
		s1	s2	s1	s2
M	31	15	16	15	16
T	39	20	19	20	19
W	40	20	20	20	20
T	39	20	19	20	19
F	36	18	18	18	18
Total	185	93	92	93	92

	No School for Students and School Staff
Aug 23	Division Wide PD Day (1/2 day) - no students (PD)
Aug 19-22, 27	Division Wide Time Free From Instruction - no students
Aug 26	School Staff Meeting - no students (SM)
Aug 28	1st day of school (K-12)
Oct 11	Planning for Student Support (full day) - no students (SS)
Nov 1	Joint Horizon/ATA PD Day (full day) - no students (PD)
Nov 3	Daylight Savings Ends
Nov 18	School Based PD Day - no students (PD)
Jan 6	Epiphany
Jan 28	Last Day of Semester 1

Jan 29	First Day of Semester 2
Feb 20-21	Teacher Convention - no students (TC)
Feb 24	Division Wide PD Day - no students (PD)
March 9	Daylight Savings Begins
March 10	School Based PD Day - no students (PD)
May 29	Ascension
June 8	Pentecost
June 21	National Indigenous Peoples Day
June 25	Last day for students
June 26	Last day for staff - Time Free From Instruction - no students

Gr. 12 Diploma Exams	Nov.	Jan.	Apr.	Jun.
English 30-1 Pt. A	4	13	2	11
English 30-2 Pt. A	4	13	2	11
Social 30-1 Pt. A	6	14	3	12
Social 30-2 Pt. A	6	14	3	12
Math 30-1	7	20	8	17
Math 30-2	7	20	8	17
English 30-1 Pt. B	8	21	4	18
English 30-2 Pt. B	8	21	4	18
Social 30-1 Pt.B	12	22	7	19
Social 30-2 Pt.B	12	22	7	19
Biology 30	13	23	8	20
Chemistry 30	14	24	9	23
Physics 30	13	27	10	24
Science 30	14	28	9	25

Achievement Exams	Jan.	May	Jun.
Gr. 6 ELA Part A			
Gr. 6 ELA Part B			
Gr. 6 Math Part A			
Gr. 6 Math Part B			
Gr. 6 Social			
Gr. 6 Science			
Gr. 9 ELA Part A			
Gr. 9 ELA Part B			
Gr. 9 Math Part A			
Gr. 9 Math Part B			
Gr. 9 Social			
Gr. 9 Science			

Student Days	185
Non-Instructional Days	15
Total Days	200

Course Name	Version	Course Code	First Approved Year	Approved Start Date	Last Approved Year
Cake Decorating 15	3 Credits (2023-2027)	LDC1620	2023-2024	2023-08-30	2026-2027
Cake Decorating 25	3 Credits (2023-2027)	LDC2620	2023-2024	2023-08-30	2026-2027
Creative Writing and Publishing 15	3 Credits (2023-2027)	LDC1269	2023-2024	2023-08-30	2026-2027
Creative Writing and Publishing 15	5 Credits (2023-2027)	LDC1269	2023-2024	2023-08-30	2026-2027
Creative Writing and Publishing 25	3 Credits (2023-2027)	LDC2269	2023-2024	2023-08-30	2026-2027
Creative Writing and Publishing 25	5 Credits (2023-2027)	LDC2269	2023-2024	2023-08-30	2026-2027
Creative Writing and Publishing 35	3 Credits (2023-2027)	LDC3269	2023-2024	2023-08-30	2026-2027
Creative Writing and Publishing 35	5 Credits (2023-2027)	LDC3269	2023-2024	2023-08-30	2026-2027
Fire Rescue Services 15	3 Credits (2023-2027)	LDC1004	2023-2024	2023-08-30	2026-2027
Leather Technologies 15	3 Credits (2023-2027)	LDC1911	2023-2024	2023-08-30	2026-2027
Leather Technologies 25	3 Credits (2023-2027)	LDC2911	2023-2024	2023-08-30	2026-2027
Leather Technologies 35	3 Credits (2023-2027)	LDC3911	2023-2024	2023-08-30	2026-2027
Life Skills 15	5 Credits (2023-2027)	LDC1928	2023-2024	2023-08-30	2026-2027

HORIZON SCHOOL DIVISION

POLICY HANDBOOK

Policy Code:	IHEB
Policy Title:	Child Abuse and Neglect
Cross Reference:	<u>GAA, IFGA</u>
Legal Reference:	Child, Youth and Family Enhancement Act (2004), Responding To Child Abuse Handbook (2005)Alta. Gov't, <u>Teacher Code of Conduct</u>
Adoption Date:	June 25, 1997
Amendment or Re-affirmation Date:	June 12, 2008, April 15, 2014

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION ~~BELIEVE-EXPECTS~~ THAT ALL SCHOOL PERSONNEL OPERATE UNDER A "DUTY OF CARE" TO STUDENTS AND MUST FULFILL THAT DUTY AS IT RELATES TO THE STUDENTS' SAFETY AND WELL-BEING. IT IS THE POLICY OF THE HORIZON SCHOOL DIVISION THAT ALL SCHOOL PERSONNEL COOPERATE WITH CHILD INTERVENTION PERSONNEL IN CARRYING OUT THEIR DUTIES IN SITUATIONS OF CHILD ABUSE AND NEGLECT. WHILE SCHOOL BOARD PERSONNEL SHOULD CO-OPERATE WITH THESE AGENCIES, THEY MUST FIRST AND FOREMOST ACT IN THE BEST ~~EDUCATIONAL~~ INTERESTS, SAFETY, AND WELL-BEING OF STUDENTS.

DEFINITIONS

Child abuse: is defined by the Child, Youth, and family Enhancement Act and can include: neglect (lack of necessities of life, or adequate care and supervision); emotional abuse, physical abuse, and/or sexual abuse.

- Neglect is any lack of care that causes serious harm to a child's development or endangers the child in any way. Failure to meet the child's day-to-day basic physical needs includes not providing adequate nutrition, clothing, shelter, health care, appropriate supervision and protection from harm. Emotional neglect is not meeting the child's ongoing emotional needs for affection and a sense of belonging.
- Emotional abuse is verbal attacks on a child's sense of self, repeated humiliation or rejection, exposure to violence, drugs, alcohol abuse, severe conflict, forced isolation, restraint or causing a child to be afraid much of the time. Emotional abuse is usually part of a pattern of how the child is being treated.
- Physical abuse is the intentional use of force on any part of a child's body that results in injuries. It may be a single incident or a series or pattern of incidents.
- Sexual abuse is the improper exposure of a child to sexual contact, activity or behaviour. It includes any sexual touching, intercourse, exploitation or exposure and can be perpetrated by anyone, including a parent or guardian, caregiver, extended family, friend, neighbour or stranger.

GUIDELINESREGULATIONS

1. Background

~~1.1. The Division recognizes its legal obligation and moral responsibility to work collaboratively with those involved in investigating suspected cases of child abuse or neglect. Principles of cooperation, collaboration and coordination are paramount in their working relationships between school personnel and Child Intervention Services' Caseworkers. The Division acknowledges that the safety, supervision and well-being of its students are of paramount concern.~~

1. Obligation to Report

1.1. Section 4 of the Child Youth and Family Enhancement Act (2004) outlines the legal obligation to report to Child Intervention Services.

1.1.1. Any person who has reasonable and probable grounds to believe that a child is in need of intervention shall forthwith report the matter.

1.1.2. It is mandatory for all school personnel to report every case where there are reasonable and probable grounds of suspected abuse.

1.2. S.1.1 of the Code of Professional Conduct for Teachers and Teacher Leaders outlines obligations to report to the commissioner

1.2.1. in addition to other reporting required by law, report to the Commissioner the conduct of another teacher or teacher leader who is alleged to cause or to have caused psychological, emotional, physical or sexual harm or abuse to a student.

1.3. Policy GAA states, “in addition to other reporting required by law, report to the Superintendent the conduct of another employee who is alleged to cause or have caused psychological, emotional, physical or sexual harm or abuse to a student.”

~~2. Confidentiality~~

~~2.1. Any matters pertaining to child abuse and neglect shall be handled in the greatest manner of confidentiality.~~

~~3. Recording of Information~~

~~3.1. Written records of suspected child abuse and/or neglect must be kept separate and secure and disclosed only to police or caseworkers from Child Intervention Services. Once the case has been investigated and concluded by the appropriate authorities, the written records shall be destroyed or provided to the Caseworker.~~

~~3.2. Disclosures should be recorded in the child’s own words. The record should consist of observed facts (i.e. behavior, actions, comments, physical marks, persons involved). School personnel should act on the information that the child discloses without interviewing or probing for more information.~~

1.3.1. No action lies against staff reporting unless the reporting is done maliciously or without reasonable and probable grounds for the belief.

1.3.2. Staff do not need permission before making a direct report.

1.3.3. It is the responsibility of the person who has recognized issues of concern or received reports regarding the child to notify a Child Intervention Services Caseworker via Child and Family Services Crisis Unit (1-800-638-0715), The Child Abuse Hotline (1-800-387-5437) or the police.

1.3.3.1. Notification must come from the person who received the information firsthand and not from a third party.

1.4. Staff shall notify the principal when they report abuse.

2. Reporting Procedures

Policy IHEB - *Child Abuse and Neglect, Cont'd.*

2.1. The staff member may choose to have the Principal present during the report.

2.2. Teachers do not need specific permission from a Principal before making a report directly to Child Intervention Services.

2.3. Principal shall not direct a teacher not to report if the teacher believes abuse exists.

2.4. Staff should be prepared to provide the following information to caseworkers or police:

2.4.1. Information about yourself

2.4.1.1. How you know the child and their family.

2.4.1.2. How long you have known them.

2.4.1.3. What you saw, heard or believe may be happening, or what someone else told you.

2.4.1.4. Whether the child or family knows you are calling.

2.4.1.5. Anyone else you know who could provide information about the child or family.

2.4.1.6. If you are willing to assist the child and family going forward.

2.4.2. Information about the child or youth

2.4.2.1. Their name, age, gender, address and phone number.

2.4.2.2. Any concerns for the child's immediate safety.

2.4.2.3. Whether the child or youth is with you or somewhere else right now.

2.4.2.4. What other support people the child has in their life.

2.4.2.5. Whether they go to child care or school, and the name and location if they do.

2.4.2.6. The child's cultural identity (for example, Indigenous, African, European, etc.).

2.4.2.7. Any medical conditions, behavioural or development concerns that you are aware of.

2.4.2.8. What the child may have told you about the abuse, including when and where they said it happened and how long it has been going on.

2.4.3. Information about the parents or guardians

2.4.3.1. The parents' or guardians' names, approximate ages and address.

2.4.3.2. Where they live, work or go to school.

2.4.3.3. Any information about their family relationships and supports.

2.4.3.4. Any information about their cultural connections or supports.

2.4.3.5. Any strengths that they may have.

2.4.3.6. Whether there are any professionals or agencies supporting the family.

2.4.3.7. their ability to understand English or any other communication issues.

2.4.3.8. Whether they know about the concern or are involved in it.

2.4.3.9. Anything about the situation or the parents or guardians that would cause a threat for an investigator.

2.4.4. Information about the abuser

2.4.4.1. The abuser's name, approximate age and address.

Policy IHEB - *Child Abuse and Neglect, Cont'd.*

2.4.4.2. What they look like.

2.4.4.3. The vehicle they drive and the license plate number.

2.4.4.4. Where they live, work or go to school.

2.4.4.5. Anything about the situation that would cause a threat for the child, youth or an investigator.

2.5. The principal and superintendent are to be informed when staff become aware of child abuse allegations against students, staff, or volunteers.

2.6. In the event that threats are made against school personnel or the child as a result of reporting suspected child abuse, the principal is advised to call the police.

3. Recording of Information

3.1. The information on which a report is made is considered confidential and shall not be disclosed under other legislation.

3.2. Written records of suspected child abuse and/or neglect must be kept separate and secure and disclosed only to police or Child Intervention Services caseworker. Once reported, the written records shall be destroyed.

3.3. School personnel should record information that the child discloses without interviewing or probing for more information.

3.3.1. Information should be recorded in the child's own words.

4. Notification of Parents

4.1. Staff shall not notify parents about abuse investigation.

4.1.1. It is the responsibility of the investigative team to determine when to notify parents.

4.1.2. The Principal should clarify with the investigator when contact with the parents will be made, particularly when

4.1.2.1. the child is being apprehended, or

4.1.2.2. his/her return home delayed.

4.2. If parents inquire the abuse investigation interview or apprehension, the principal should inform the parents of their legal right to cooperate, maintain confidentiality, and provide the investigator's name and telephone number to the parents.

4.5. Identification of Investigators

5.1. Investigators shall be required to identify themselves.

5.2. ~~The Principal~~Staff should ask the Caseworker or police officer :

Policy IHEB - *Child Abuse and Neglect, Cont'd.*

5.2.1. to present identification; ~~cards,~~

5.2.1.1. Caseworkers carry both an employee identification card with photograph and a letter of authority to investigate under the *Child, Youth and Family Enhancement Act*.

5.2.1.2. Peace Officers (Royal Canadian Mounted Police or Municipal Police) who investigate a suspected incident under the *Criminal Code of Canada* or the *Child Youth and Family Enhancement Act* carry identification cards.

5.2.2. to explain the nature of the investigation being conducted; and

5.2.3. to state their reasons for conducting the interview in the school.

5.3. School principal or designate must fill out the form IHEB (Attachment A) when authorities request;

5.3.1. Information;

5.3.2. access to investigate or interview; or

5.3.3. access to apprehend.

5.4. Attachment A should not be placed in the student record / uploaded in to the PASI cum file and should be destroyed after 1 year.

5.5. Staff are expected to cooperate with those involved in investigating suspected cases of child abuse.

~~4.1. to explain the nature of the investigation being conducted, and to state their reasons for conducting the interview in the school. Caseworkers carry both an employee identification card with photograph and a letter of authority to investigate under the *Child, Youth and Family Enhancement Act*. Peace Officers (Royal Canadian Mounted Police or Municipal Police) who investigate a suspected incident under the *Criminal Code of Canada* or the *Child Youth and Family Enhancement Act* carry identification cards. Special constables are provided with appropriate authority. In all cases the school principal or designate must fill out the form IHEB (Attachment A) when authorities request information, access to investigate or interview, or access to apprehend. Such requests should not be placed in the student record and should be destroyed after 1 year.~~

5.6. Access to Students

6.1. Caseworkers or police may request permission to interview the child on school premises.

6.1.1. As a general rule, caseworkers should not use school premises for ongoing case interviews.

6.1.2. The Caseworker must communicate what authority they have (i.e. an apprehension order

Policy IHEB - *Child Abuse and Neglect, Cont'd.*

for the child) in order to enter the premises, remove a child from a classroom and commence an interview with the child.

6.1.3. Caseworkers have the authority to transport a child to any place in order to complete the investigation without parental approval or notification.

6.2. School personnel ~~are requested to facilitate~~ should cooperate with caseworkers and police requesting access to a student at school by Caseworkers and/or police for the purpose of investigating allegations of abuse or neglect.

~~Caseworkers and/or the police may request access to a student at school in order to conduct the preliminary interview and investigation. The Caseworker must consider the needs of the student and needs of the school regarding access issues.~~

6.3. ~~When~~ If the caseworker or police needs access to a student during school hours, the reasons should be discussed with the Principal to make appropriate arrangements ~~during school hours.~~

~~5.1.6.4. Unless the Caseworker or police has should have an apprehension order for the child in hand, the caseworker has no automatic right to enter the premises, when they remove a child from a classroom and commence an interview with the child (Section 19, Child, Youth and Family Enhancement Act). school. While there is no automatic right for a caseworker to utilize school space and education time to interview a student, co-operation is encouraged.~~

6.— Notification of Parents

~~6.1.— The responsibility for notifying parents about an investigation is that of the investigator. Parent notification by the investigator normally follows an initial contact with the child, i.e. before there is an opportunity for the child to be spirited away, punished for "telling", or pressured into changing his/her story.~~

~~6.2.— The Principal should clarify with the investigator when contact with the parents will be made, particularly when an investigation commences near the end of a school day, as the child may have been apprehended or his/her return home delayed because the investigation is still incomplete. If the investigator has not yet contacted the parents and they call the Principal indicating that the child has not yet returned home, the Principal will provide the investigator's name and telephone number to the parents.~~

7.— Police Notification

~~7.1.— In all cases of child sexual abuse or physical abuse, which may or may not cause bodily harm, Child Intervention Services is required to notify the police, who will investigate to determine whether charges should be laid.~~

8.— Interviewing on School Property

~~8.1.— The investigating team may request permission from the Principal to interview the child on school premises. School personnel are expected to cooperate with the request. If appropriate, the investigating team should give advance notice to the school Principal of their need to visit the school and/or conduct an interview on school premises. The Caseworker must communicate what authority they have (i.e. an apprehension order for the child) in order to enter the premises, remove a child from a classroom and~~

Policy IHEB - *Child Abuse and Neglect, Cont'd.*

~~commence an interview with the child. There is no automatic right for a Caseworker to utilize school space and education time to interview a student.~~

~~9. Joint Interviews; Child Intervention and Police~~

~~9.1. Joint interviews involving both Caseworkers and police may occur during an investigation, but are not requirements. Decisions about joint interviews are worked out collaboratively between the Caseworker and police. Caseworkers have the authority to transport a child for the purposes of an investigation without Parental Approval or notification, and communicate that they are taking the child from the school to an interview setting such as the Police Station or Child Intervention Services office.~~

10.7. Presence of School Personnel during Investigative Interview.

~~10.1.7.1.~~ The ~~Principal~~principal fulfills his/her responsibility for the safety and protection of the students by cooperating and assisting with Child Intervention and police investigations.

7.2. It is recommended that interviews be conducted in private unless the Child Intervention Services' Caseworkers or child specifically requests that a pPrincipal or designate be present or the child otherwise demonstrates that she/hethey requires the supportive but non-participating presence of a familiar school employee.

~~10.2. The investigator(s) and school personnel will together determine the appropriateness of having a school representative present during the interview. The School personnel may participate in the interview by providing comments or answering questions when specifically requested by the investigating team.~~

7.3. No child is required or pressured to make a statement or provide information that he/she isthey are not prepared to reveal.

~~10.3.~~

8. Interviewing of School Personnel

8.1. Where the allegation involves staff as the suspected offender, the investigating team should inform the principal.

8.1.1. School officials should not interview or advise the suspected offender until after consulting with the investigators.

8.2. Child Intervention or police authorities investigating a complaint of child abuse may wish to interview staff who may have specific information pertinent to the investigation. The Principal should assist the investigators by identifying and facilitating these contacts.

8.3. Potential informants should be advised that informants may be required to give evidence under oath in court and to produce relevant documents, it is recommended that information provided to the investigator be summarized in writing by the informant immediately after the interview and retained for possible future reference.

~~10.4. Recognizing the principles outlined above, there may be other instances where school personnel and investigators may agree and determine that a school representative should be present during the interview.~~

Policy IHEB - *Child Abuse and Neglect, Cont'd.*

~~10.5. Where an employee of the jurisdiction participates in an interview, including merely being present, they are then a candidate to be and eligible to be subpoenaed for court.~~

~~10.6.— Detecting and investigating cases of child abuse becomes more complex when the child has special needs. A child with developmental disabilities, for example, might not recognize abuse or might be incapable of articulating what abuse has occurred. In such cases, the teacher's recognition of sudden changes in behavior, emotional responses or signs of physical abuse might result in the initial report to Child Intervention. The teacher's report should explain the special needs of the child, and the teacher should be available to assist the child and the Caseworkers as needed.~~

~~11.9. Suspected Abuse by Staff or OOther Students~~

~~9.1. Abuse by school personnel or another student is not covered by the Child, Youth and Family Enhancement Act.~~

~~9.2. Should staff suspect such abuse, they shall immediately make a report to the principal or superintendent.~~

~~9.2.1. Where allegations involve suspected abuse by other students, the investigating team should contact the appropriate supervisory officer and proceed with the investigation in co-operation with school board officials and, if appropriate, the child and parents/guardians. There is no legal requirement of school personnel to notify police of a potential or suspected crime.~~

~~11.1.9.2.2. If there is abuse, the parent/guardian should be the person reporting the matter to police. If the school's investigation establishes the allegation as fact, the school will take immediate action to ensure the safety of the victim, consistent with Sections 36 and 37 of the *Education Act*, and Horizon School Division Policy IFCI Threat Assessment Protocol.~~

~~12.— Interviewing of School Personnel~~

~~12.1.— Where the allegation involves a school employee as the suspected offender, the investigating team should contact the appropriate supervisory officer and proceed with the investigation in co-operation with school board officials and, if appropriate, the child and parents/guardians. School officials should not interview or advise the suspected offender until after consulting with the investigators. There is no legal requirement of school personnel to notify police of a potential or suspected crime. If there was abuse, the parent/guardian should be the person reporting the matter to the police.~~

~~12.2. Child Intervention or police authorities investigating a complaint of child abuse or neglect from whatever source may wish to interview teachers or other school personnel having regular contact with the student or having other specific information pertinent to the investigation. The Principal will assist the investigators by identifying and facilitating these contacts.~~

~~12.3. Potential informants should be advised that the Child, Youth and Family Enhancement Act, 2004 provides explicit protection against legal action "unless reporting is done maliciously or without reasonable and probable grounds for the belief". Since informants may be required, subsequently, to give evidence under oath in court and to produce relevant documents, it is recommended that~~

Policy IHEB - *Child Abuse and Neglect, Cont'd.*

~~information provided to the investigator be summarized in writing by the informant immediately after the interview and retained for possible future reference. Ideally a copy of the notes should also be forwarded to the caseworker.~~

~~13. — Medical Examination~~

~~13.1. — When suspected child abuse or neglect is reported, the investigator will determine whether a medical examination is required. If it is required, the investigator will coordinate arrangements for the child to be seen by a medical doctor; this may be a practitioner in private practice, or one associated with a hospital.~~

~~14. — Intervention and Treatment Approaches~~

~~14.1. When child abuse or neglect is confirmed, the primary role of Child Intervention Services is protection of the child. The department has a range of options for crisis intervention and for long term management and its overall role is to access and coordinate appropriate treatment. Crisis intervention options include apprehension and temporary placement of the child with relatives, friends or in a public or private resource (e.g., receiving home, children's centre) or provision of emergency homemaker services. Long term options include psychological, social work and psychiatric assessments to determine needs; supportive counselling from community resources; assignment of a family support worker or family aide; placement of the child in a foster home or treatment facility.~~

~~15. — Child Intervention Role in School Inservices~~

~~15.1. — The Ministry of Human Services encourages its workers to participate in scheduled inservice sessions for schools located within each District Office's catchment area.~~

~~16.10. Information Feedback to Schools~~

~~16.1.10.1. — Once the initial response to a report is completed, Caseworkers should ensure the school pPrincipal and the school personnel who made the report are informed and given all information they need to provide education services to the child.~~

~~16.2. Caseworkers will be in a position to keep the Principal apprised of significant developments regarding students who have status with the Department of Children's Services; this information may be shared with staff on a "need to know" basis.~~

~~17. — Use of District Personnel~~

~~17.1.10.2. — The resolution of the complex issues in any case of child abuse and/or neglect does not end with reporting the matter to Child Intervention. Effective case management plans include provision for case-monitoring and follow-up in which schools and District personnel may be involved with schools.~~

REGULATIONS

~~1. — Obligation to Report~~

Policy IHEB - *Child Abuse and Neglect, Cont'd.*

- ~~1.1. Section 4 of the Child Youth and Family Enhancement Act (2004) outlines the legal obligation to report. The Act also prescribes penalties and sanctions for those who fail to report.~~
- ~~2. **Reporting Procedures**~~
 - ~~2.1. Any staff member who has reasonable and probable grounds to believe that a child is in need of intervention shall forthwith report the matter to a Child Intervention Services Caseworker.~~
 - ~~2.2. The staff member may choose to have the Principal present during the report. However, teachers do not need specific permission from a Principal before making a report directly to Child Intervention Services. Further, no Principal can direct a teacher not to report if the teacher believes abuse exists.~~
 - ~~2.3. It is not the duty of school personnel to assess the severity of the abuse.~~
 - ~~2.4. It is possible that allegations of child abuse may be made against teachers, other students, or other school personnel. In all such cases, the Principal and the superintendent of schools must be informed, and the School Board will be required to act immediately consistent with the allegations, facts, and circumstances.~~
 - ~~2.5. After the initial report is made, the staff member ensures that the form, (IHEB – Attachment B), is completed and submitted to the appropriate investigating Caseworker.~~
 - ~~2.6. In the event that threats are made against school personnel or the child as a result of reporting suspected child abuse, the Principal is advised to call the police.~~

Form IHEB – Attachment A



HORIZON SCHOOL DIVISION
REQUEST FOR ACCESS/DISCLOSURE OF INFORMATION

Freedom of Information and Protection or Privacy Act

PUBLIC BODY REQUESTING ACCESS/INFORMATION

Pertaining to _____, in accordance with Section 40(1)(a) of the
(Name of Student)
Freedom of Information and Protection of Privacy Act, the _____
(Name of Public Body)

hereby requests:

Disclosure of student information.

The information requested may be generally described as:

Access to the student to interview at the school.

Permission to take the student away from the school to interview.

Location of interview: _____

Apprehension of the student from the school as per:

Apprehension Order **OR** Serious and Imminent Danger

Estimated parent contact time _____

This information is required by this public body pursuant to:

(Reference to a Federal or Provincial Statute by Section or Description of Purpose)

Name and Title of Requesting Official #1 Office Phone Number Cellular Phone
Number

Signature of Requesting Official #1

Date

Photo Identification

Name of Supervisor

Name and Title of Requesting Official #2 Office Phone Number Cellular Phone
Number

Signature of Requesting Official #2

Date

Photo Identification

Name of Supervisor

*A copy of this page of the document can be given to the requesting official, if requested.

FOR HORIZON SCHOOL DIVISION USE ONLY

• Is this student identified as Special Needs/ESL? Yes No
If yes, was this information shared with the requesting official?
 Yes No If no, why not: _____

• Disclosure of student information as requested is:
 N/A Approved Denied Reason if denied: _____

• Access to the student to interview at the school as requested is:
 N/A Approved Denied Reason if denied: _____
Indicate the time of access (if applicable): _____

School staff present during interview with student: Yes No
If yes, _____
Name of School Staff Member Position of School Staff Member

~~If yes, reason why staff present: _____~~

• Request to take the student away from the school to interview as requested is:
 N/A Approved Denied Reason if denied: _____
Indicate the time the student is taken (if applicable): _____
Indicate the time the student is returned to school (if applicable): ÷ _____

• Request to apprehend the student from the school as requested is:
 N/A Approved
Indicate the time the student is apprehended from the school (if applicable): _____
Apprehension order document shown: Yes N/A

Additional comments:

Name of Principal or Administrative Designate Date

Signature of Principal or Administrative Designate

***This document should be shredded after one year.**

*This completed document may qualify for exception under *Section 19* of the *Freedom of Information and Protection of Privacy Act*

Form IHEB—Attachment B

**CONFIRMATION OF REPORT TO CHILD INTERVENTION SERVICES
REGARDING SUSPECTED ABUSE/NEGLECT**

As required by Section 1 (2) of The Child, Youth and Family Enhancement Act CYFEA, the following report has been made.

1. Name of Student: _____ Date of Birth: _____
Other names (if applicable) _____
Student's Address: _____ Telephone: _____
Name of Parents/Guardians: _____ Telephone: _____
_____ Telephone: _____
Address: _____

2. Specific Concerns and Observations:

3. Suspected: Physical Neglect _____ Physical Abuse _____
Emotional Abuse _____ Sexual Abuse _____

4. Reported to:
A. Child Abuse Hotline: (1-800-387-5437) _____

OR
B. Sun Country Child and Family Services (223-7921) _____
If B is checked, specify:

Name of Caseworker/investigator _____

5. Name of person making report: _____
Date of report: _____
Staff signature: _____ School: _____
Name of Caseworker to who report was forwarded: _____
Date report was forwarded: _____

***This document should be shredded after one year.**
*This completed document may qualify for exception under Section 19 of the Freedom of Information and Protection of Privacy Act

HORIZON SCHOOL DIVISION**POLICY HANDBOOK**

Policy Code: IKA
Policy Title: ~~Student~~ Fund Raising
Cross Reference:
Legal Reference:
Adoption Date: June 25, 1997
**Amendment or Re-
affirmation Date:** ~~June 21, 2011~~

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION ENDORSES ~~THE~~ EXTRA-CURRICULAR AND CO-CURRICULAR SCHOOL ACTIVITIES CONDUCTED IN THE DIVISION SCHOOLS, AND ~~RECOGNIZES SUPPORTS REASONABLE FUNDRAISING THAT TO CARRY OUT SUCH ACTIVITIES MAY REQUIRE FUNDING. IN ADHERENCE WITH THE FOLLOWING GUIDELINES, THE BOARD SUPPORTS REASONABLE AND NEEDFUL STUDENT FUND RAISING.~~

DEFINITION

Fundraising: is any activity to generate funds by a school or school related organization for the benefit of the school, students, the school community, or other worthy cause that includes a solicitation of present or future donations of cash or non-cash gifts, whether the solicitation is explicit or implied.

GUIDELINES

1. School fundraising shall adhere to the Income Tax Act, and Canada Revenue Agency requirements.
2. If schools conduct fund-raising activities that anticipate the provision of receipts for income tax purposes, they must comply with Policy JC: Gifts and donations.
3. All funds must be accounted for in accordance with Policy DFH: School Generated Funds.
4. Schools are encouraged to keep fund raising to a minimum and not to surpass need, recognizing that:
 - 4.1. the same community is being accessed all the time; and
 - 4.2. student fund-raising can be very time consuming and as such, may be a detriment to a student's schooling.

GUIDELINESREGULATIONS

1. Fund-raising activities must be compatible with the best interests of the students, the community in which the school is located and the communities which the school serves.
2. The principal must approve fund-raising activities that require student door to door canvassing, use the name of the school, are associated with a school activity, or serve the needs of the school.
 - 2.1. Before approving fund-raising activities, the principal must consider the following criteria:
 - 2.1.1. the impact of the activity on all concerned, especially the safety of the students, the school staff and any other persons who may be involved in the activity;

2.1.2. the requirements of the Charitable Fund-raising Act;

~~1. The Principal, in consultation with staff and School Council, shall be authorized to approve fund raising activities that serve a needful purpose for the school.~~

~~2. All funds must be accounted for in accordance with Policy DFH School Generated Funds.~~

~~3. Schools are encouraged to keep such projects to a minimum, recognizing that:~~

~~3.1. the same community is being accessed all the time; and~~

~~3.2. fund raising can be very time consuming and as such, may be a detriment to school studies~~

Policy IKA: Fund Raising Cont'd

2.1.3. the process for consultation and collaboration with groups or organizations outside the division, including parent groups; and

2.1.4. the process and plans for communicating the event to the school community, including reporting the financial results.

3. Where funds are raised by a school council or another school-related organization and donated to the school, it is the expectation of the Board that the decision about the manner in which the funds are to be raised and disbursed will be made collaboratively between the principal and the organization.

3.1. When a school parent or community group raises funds to donate to the school, responsibility for financial accounting, reporting, and liability remain with that group.

3.2. The final decision to accept a donation, whether of money or in kind, is the responsibility of the principal.

4. Fund-raised funds must be used for the purposes for which they were raised or an appropriate alternative.

4.1. Schools are required to maintain accounting records for each fund-raising activity and provide financial statements in a form set by the Minister demonstrating that the fundraising collected have been spent for the same purpose for which they were collected;

5. School fundraising shall be done in a transparent fashion.

5.1. Schools shall publicly disclose fundraising costs and revenue at the conclusion of the fundraising activity and conduct fundraising within acceptable legal parameters

6. Schools shall not:

6.1. fundraise without an identifiable use or need for the proceeds;

6.2. fundraise to purchase staffing;

6.3. purchase fundraising merchandise or services that do not increase fundraising revenue;

6.4. pay more than fair market value for fundraising merchandise or services;

6.5. enter into not-at-arm's length contracts with suppliers or service providers;

6.6. engage in commission-based fundraising remuneration or provide payment to fundraisers based on the amount or number of donations;

6.7. conduct deceptive fundraising practices;

6.8. fundraise for costs associated with textbooks, workbooks, photocopying, printing, or paper supplies;

6.9. compel students to participate in fundraising activities;

6.10. award prizes for participation beyond those of nominal monetary value; and

Policy IKA: Fund Raising Cont'd

6.11. conduct lotteries, casinos, bingos, raffles, pull tickets or other games of chance.

HORIZON SCHOOL DIVISION**POLICY HANDBOOK**

Policy Code: EEA
Policy Title: Student Transportation
Cross Reference: IC School Attendance Area,
IFH Formal Appeal
Legal Reference: *Education Act*, School
Transportation Regulation
Adoption Date: December 18, 1996
**Amendment or Re-
affirmation Date:**

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BOARD RECOGNIZE ITS RESPONSIBILITY TO PROVIDE ELIGIBLE BUS STUDENTS WITH TRANSPORTATION TO AND FROM THEIR DESIGNATED SCHOOLS AS PER THE EDUCATION ACT AND STUDENT TRANSPORTATION REGULATION.

DEFINITION

Designated School – the school a board directs a student to attend based on the student’s residence and the board’s attendance areas.

Eligible Bus Students – resident students enrolled in K to 6 who resides at least 1.0 km, and students enrolled in grades 7 to 12 who reside at least 2.0 km from their designated school as determined by the School Transportation Regulation.

Funded bus space – the division purchases seating on school buses by weighted load. As such, not all seating on a school bus is available for transporting students.

Resident student - means an individual who is entitled to have access to an education program under section 3 and who is a resident student as determined under section 4 of the Education Act.

GUIDELINES

1. The Board will attempt to pass a budget for transportation services that will provide optimum service to students in a safe and reliable environment while not exceeding the grant revenues and regulations provided by Alberta Education.
2. Where a trustee has indicated that she/he would like to be made aware, the Transportation Coordinator shall notify the trustee when a student(s) are being bussed out of the trustee’s attendance area.
3. The division will not grant permission to a neighboring division to transport students living within the Horizon School Division’s boundary to a school outside Horizon boundaries except under the following conditions:
 - 3.1. an appropriate educational program cannot be provided to the student by Horizon School Division;
 - 3.2. the costs of transporting the student to a school in Horizon is unreasonable;
 - 3.3. the length of a bus ride to a school in Horizon would be unreasonable; and

- 3.4. the well-being of the student would be seriously compromised by attending a school within Horizon School Division, as determined by the superintendent.
4. Parents wishing to have their child(ren) attend a non-designated school inside or outside of the division boundaries may be responsible for transporting their child(ren) to the school outside of Horizon boundaries or to the nearest bus stop servicing the school the child(ren) wishes to attend.
5. All students requiring bus services shall have arrangements confirmed with the Transportation Coordinator prior to the commencement of transportation.

REGULATIONS

Eligible Bus Students

1. Parents whose children attend their designated school and are eligible bus students shall indicate whether they would like transportation at the time of registration.
 - 1.1. The school shall forward the transportation request to the division transportation coordinator, who will work with the division’s transportation service provider to finalize the transportation request.
2. The division shall transport eligible bus students who reside more than 1.0 km (K-gr. 6) and/or more than 2.0 km (gr. 7-12) from their designated school consistent with Section 59 of the *Education Act* and the School Transportation Regulation.
 - 2.1. The maximum distance between the bus route stop and the student’s residence will also align with the 1.0 and 2.0 km distance requirement as defined by Alberta Education.
 - 2.2. The division shall not transport students who reside less than 1.0 km from their school unless the student is required to cross a major highway or the student has severe disabilities or delays as determined by the division.
3. Where sparsity and distance make it disadvantageous to use a school bus, the division may consider paying the parents to transport their children to and from school by paying the parents in accordance with Alberta Education Transportation grant regulations.

Non-Eligible Bus Students

4. Non eligible bus students residing less than 1.0 km (K-gr. 6) and/or less than 2.0 km (gr. 7-12), and/or students attending a non-designated school may be approved to access transportation if there is funded bus space available and there is no additional cost for transporting the non-eligible student.
5. Parents whose children are not eligible bus students but seeking to have their children transported shall complete a bus transportation request by June 1 preceding the commencement of the next school year and submit it to the school.
 - 5.1. The school shall forward the transportation request to the division transportation coordinator who shall determine whether transportation is possible.

6. Transportation requests for non-eligible bus students received by the division transportation coordinator after June 1 for the subsequent school year, or during the school year for the current year, may be consider with consideration of the factors listed under regulation 7.
 - 6.1. The transportation coordinator may defer considering non-eligible student transportation requests to September 15 of the subsequent year to ensure there is adequate space available for designated students who have priority over a non-designated student.
7. The review of a non-eligible bus student’s application for bussing services, shall be based on the following factors:
 - 7.1. the presence of a bus route that is available for transporting the student;
 - 7.2. the availability of funded bus space on an applicable bus route;
 - 7.3. whether there is additional cost invoiced by the division’s transportation service provider; and
 - 7.4. the practicality of providing bussing service
8. If a student is granted enrollment in a non-designated school but is not granted transportation, the parent of the student shall be responsible for ensuring the transportation of the student to and from the site of the school.
9. If a non-eligible bus student is granted transportation, the parent of the student shall be responsible for ensuring the transportation of the student:
 - 9.1. to and from the site of the school; or
 - 9.2. to and from a designated and approved school bus route stop within the attendance boundary of the non-designated school
10. Early learning students are not eligible to be transported to school
 - 10.1. There may be funding available for the parent to transport their own child if the child has a severe disability or delay is meets AB ED eligibility requirements.
11. Appeals will be as per Policy IFH with the levels of appeal for this policy being:
 - 11.1. Associate Superintendent of Finance and Operations;
 - 11.2. Superintendent; and then
 - 11.3. The Board.



Student Transportation Request - Registration Form Addendum
(1) Transportation request for eligible student to designated school
(2) Transportation request for non-eligible student to designated school
(3) Transportation request to non-designated school

This addendum forms part of the registration form when parents are registering their child in a non-designated school and/or requesting transportation services which they are not eligible for.

Definitions:

Designated School – the school a board directs a student to attend based on the students residence and the board’s attendance areas.

Non-Designated School – a school other than a student’s designated school that parents choose to register their students in.

Students eligible for transportation – K to gr. 6 students residing more than 1.0km from their designated school and gr. 7-12 students residing more than 2.0km from their designated school.

School Year: _____

School: _____

Student Name(s): _____

Complete Section 1, 2, or 3 below

- 1. **Transportation request for eligible student to designated school** YES NO
- 2. **Transportation request for NON-eligible student to designated school** YES NO
- 3. **Transportation request to NON-Designated School** YES NO

If YES for number 3 above, Reason for requesting that the child attend a non-designated school?

As per *Policy EEA Student Transportation*, parents making a request to have their child attend a non-designated school shall submit a registration form by June 1 preceding the commencement of the next school year. Such requests will not be processed before September 15 as the Board is unable to determine whether there is available funded bus space as we are obligated to wait to ensure late student registrations (students registering for their designated school) can be accommodated on the bus.

I/We understand that registration and transportation service eligibility and approval is outlined in *Policy IC School Attendance Areas and Policy EEA: Student Transportation* and understand that registration and transportation service may be revoked to accommodate students attending their designated schools and/or students eligible for transportation.

Signature of Parent or Guardian

Date

FOR SCHOOL ADMINISTRATION USE ONLY

ASN number: _____

Please **send a copy of (1) the student’s registration form and (2) this addendum**, to Horizon’s Transportation Coordinator at Division Office.

Principal Signature (Non-designated school)

Principal of designated school has been contacted

Signature of Transportation Coordinator

Date received by Transportation Coordinator

Note that seniority will be determined by the date received by the transportation coordinator

Parent wants to register their children in school

Parent wanting to enrol their **K-gr. 12 children** in a **designated school** shall complete a school registration from (available online at <https://www.horizon.ab.ca/parents-students/registration>). Parents need to drop form off at children's designated school

NOTES:

- K-gr. 12 children are guaranteed enrollment in their designated school

Principal determines grade and classroom for designated K-gr. 12 students and completes registration

Parent informs school as to whether they would like transportation to school (note children less than 1.0km from school will not normally be transported unless the student is required to cross a major highway or the student has severe disabilities or delays as determined by the division.)

Parent would like transportation for children.

Parents complete transportation request form (<https://www.horizon.ab.ca/board/policies-policy EEA>) and submit to school

School informs transportation coordinator of parents desire to seek transportation and forwards form to transportation coordinator

NOTE: Student is eligible for transportation (K-gr. 6 students residing more than 1.0 km and/or gr. 7-12 students residing more than 2.0km from designated school)

NOTE:

- Student is NOT eligible for transportation when not attending designated school or is a K-gr. 6 students residing less than 1.0 km or a gr. 7-12 student residing less than 2.0km from school.
- Transportation is not guaranteed and may be approved by the transportation coordinator conditional on
 - o student possesses server disability or delay as determined by division
 - o Student is required to cross major highway as determined by the division
 - o the presence of a bus route that is available for transporting the student;
 - o the availability of funded bus space on an applicable bus route;
 - o whether there is additional cost invoiced by the division's transportation service provider; and
 - o the practicality of providing bussing service
- The transportation coordinator may defer considering non-eligible student transportation requests to September 15 of the subsequent year to ensure there is adequate space available for designated students who have priority over a non-designated student

Transportation approved by transportation coordinator as board conditions met

Transportation request rejected as not eligible and conditions not met

Parent may seek appeal of transportation coordinator's decision as per Policy.

Decision overturned

Decision upheld

Transportation is approved

Transportation Coordinator shall (1) coordinate with parents and transportation service to transport student from designated bus stop to school or (2) may consider paying the parents to transport their children to and from school by paying the parents in accordance with Alberta Education Transportation grant regulations.

Parent wanting to enrol their **K-gr. 12 child(ren)** in **NON-designated school** shall complete a school registration from (available online at <https://www.horizon.ab.ca/parents-students/registration>). Parents need to drop form off at NON-designated school.

Parent drops off form for subsequent year

Parent drops off form for current year

NOTE: Principal decisions to accept the enrollment request is conditional on:

- Sufficient resources and facilities
- Teaching and support load of staff
- Projected enrollment of school
- Suitability of school programs and services
- Listed priority of enrollment
- Additional cost to school/division

NOTE: Form may not be considered until subsequent year at the discretion of the principal

Enrollment is NOT accepted

Enrollment is accepted

Principal determines grade and classroom for students and completes registration

Parent does NOT request transportation for children

Parent informs school that they would like transportation to school

Parents complete transportation request form (<https://www.horizon.ab.ca/board/policies-policy EEA>) and submit to school

School informs transportation coordinator of parents desire to seek transportation. School forwards form to transportation coordinator

Parent wanting to register their **early learning children** in school shall complete a school registration form (available online at <https://www.horizon.ab.ca/parents-students/registration>) and an early learning registration form (available online at <https://www.horizon.ab.ca/programs/early-childhood/horizon-early-learning-programs>) Parents need to drop form off at children's school

NOTES:

- Early learning program children have no right of access to education under the Education Act. As such, registration location is determined by the Horizon School Division.
 - Principal in consultation with Early Learning Coordinator outside of Taber
 - Early Learning Coordinator in consultation with principal inside Taber
- Consideration for placement includes but is not limited to:
 - exceptional learning needs of the student,
 - capacity limits within programs,
 - designated school for Kindergarten,
 - registered school of siblings,
 - morning or afternoon availability, and
 - double programming needs.
- Parents complete Early Learning Registration Form and submits to school.
 - Taber schools submit form to division Early Learning Coordinator.
 - Taber parents may submit form to Division Office
- Forms for Taber programs received prior to May 1 will be processed by the division Early Learning Coordinator in May and parents will be notified of their Early Learning Program location by June 1.
- Late registrations (after May 1) will be processed by the division Early Learning Coordinator upon receipt and students will be placed in program locations with available space.

Principal (Early Learning Coordinator in the case of Taber schools) determines early learning program location and completes registration

NOTES:

- Student is NOT eligible for transportation.
- There may be funding available for the parent to transport their child if the child has severe disability or delay.

LEGEND

- PARENT REQUESTS** (Yellow box)
- PARENT ACTIONS** (Orange box)
- GENERAL INFORMATION** (Light green box)
- PRINCIPAL DECISIONS** (Light blue box)
- PRINCIPAL ACTION** (Blue box)
- TRANSPORTATION COORDINATOR DECISIONS** (Light orange box)
- TRANSPORTATION COORDINATOR ACTION** (Dark orange box)
- SUPERINTENDENT/BOARD ACTION** (Grey box)
- Area highlighted in this color references Policy EEA (Light blue background)
- Area highlighted in this color references Policy IFH (Light green background)

HORIZON SCHOOL DIVISION**POLICY HANDBOOK**

Policy Code: IC
Policy Title: School Attendance Areas
Cross Reference: EEA, EEAB
Legal Reference: Education Act S. 7, 9, 10, 59
School Transportation
Regulation
Adoption Date: April 23, 1997
**Re-affirmation or
Amendment Date**

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION SHALL ESTABLISH ATTENDANCE BOUNDARIES FOR ALL SCHOOLS IN ITS JURISDICTION AND ENCOURAGES ALL STUDENTS TO ATTEND THE SCHOOL WITHIN THEIR ATTENDANCE AREA. THE BOARD DOES HOWEVER RECOGNIZE AND RESPECT PARENT’S SCHOOL OF CHOICE RIGHT GRANTED BY THE EDUCATION ACT.

DEFINITIONS

Designated School – the school a board directs a resident student to attend based on the student’s residence and the board’s attendance areas.

Early Learning Students – Students younger than 6 years of age as of September 1 who are placed in an early learning program.

Resident student - means an individual who is entitled to have access to an education program under section 3 and who is a resident student as determined under section 4 of the Education Act. Note that early learning students, are not entitled to have access to an educational program. As such, enrollment is at the discretion of the division.

GUIDELINES

1. The Board shall establish K-12 attendance boundaries for all schools and reserves the right to adjust these boundaries from time to time to make more efficient use of facilities.
 - 1.1. Prior to a Board vote on the proposed changes to K-12 attendance boundaries, notice shall be provided to schools, parents and stakeholders in the affected area, either by letter or by publication in a newspaper serving the area, and shall offer a means of response to the proposal
 - 1.2. Changes proposed for the beginning of any school year shall be communicated to affected parents prior to the commencement of the school year.
2. Parents wishing to enroll their child(ren) in school shall make written application for registration to the principal of the school they wish their child to attend.

Policy IC - School Attendance Areas - Continued

EARLY LEARNING ENROLLMENT

3. Parents wishing to enroll their early learning child(ren) in school shall make written application for registration to the principal of the school they wish their child(ren) to attend by May 1 preceding the commencement of the next school year.
 - 3.1. Taber schools should submit early learning registration forms to the division early learning coordinator.
 - 3.2. Taber parents wishing to enroll their early learning children may submit registration forms directly to division office.
 - 3.3. Early learning registration forms for Taber programs received prior to May 1 will be processed by the division early learning coordinator in May and parents will be notified of their early learning program location by June 1.
 - 3.4. Late early learning registrations (forms received by the division early learning coordinator after May 1) will be processed by the division Early Learning Coordinator upon receipt and students will be placed in program locations with available space.
4. Early learning program children have no right of access to education under the Education Act.
 - 4.1. The decision to enroll an early learning student in a school requested by the parent shall be at the discretion of the principal in consultation with the early learning coordinator, except in Taber where it is at the discretion of the early learning coordinator in consultation with the principal as per this policy's regulations.
 - 4.2. Consideration for early learning student placement includes but is not limited to:
 - 4.2.1. exceptional learning needs of the student,
 - 4.2.2. capacity limits within programs,
 - 4.2.3. designated school for Kindergarten,
 - 4.2.4. registered school of siblings,
 - 4.2.5. morning or afternoon availability, and
 - 4.2.6. double programming needs.

K-12 ENROLLMENT

5. Parents wishing to enroll their K-12 child(ren) in a school other than their designated school shall make written application for registration to the principal of the school they wish their child(ren) to attend by June 1 preceding the commencement of the next school year.
 - 5.1. A parent of a student enrolled in a school operated by a board shall not request that the student be enrolled in another school during a school year unless the board operating the other school consents.

Policy IC - School Attendance Areas - Continued

- 5.2. The decision to accept a parent's request to register their child in a non-designated school may be deferred by the principal to ensure there is adequate space available for designated students who have priority over a non-designated student.
6. Parents wishing to enroll their K-12 children in a non-designated school are not guaranteed enrollment in the non-designated school.
 - 6.1. Principals receiving requests from parents wishing to enroll their K-12 children in a non-designated school after June 1 for the subsequent school year, or during the school year for the current year, may consider such requests but are not mandated to do so, and may defer the decision about whether to accept the registration to a future year.
 - 6.2. The decision to enroll a resident non-designated K-12 student in a school requested by the parent shall be at the discretion of the principal as per this policy's regulations.
 - 6.2.1. The board does not normally enhance staffing or resources due to a parents request to enroll their child in a non-designated school or the decision to accept enrollment of the non-designated students.
7. The Board shall provide transportation to a school as outlined in Policy EEA Student Transportation.

REGULATIONS

1. Principals shall review attendance registration applications for students residing out of the school's attendance area using the following factors:
 - 1.1. sufficient resources to accommodate the child(ren);
 - 1.2. sufficient facilities to accommodate the child(ren) in the classroom/school
 - 1.3. the teaching, and support load of the staff;
 - 1.4. projected enrollment for the grade, class, and school;
 - 1.5. suitability of school programs and services;
 - 1.6. enrollment priority as per regulation 2; and
 - 1.7. whether there will be additional costs to the school and/or the division.
2. Enrollment priority shall be as follows:
 - 2.1. resident students living in the attendance area;
 - 2.2. resident students residing outside the attendance area who have severe disability or delays and who cannot be supported at their designated school;
 - 2.3. resident students residing outside the attendance area who have siblings in the school;

Policy IC - School Attendance Areas - Continued

- 2.4. All other resident students residing outside the attendance area
- 2.5. non-resident students.
3. Any changes or adjustments to attendance boundaries shall be made only after consideration of the following criteria:
 - 3.1. the current and projected student population within a five kilometer distance on either side of the attendance or transportation service area boundary;
 - 3.2. the impact on enrollment on the school or schools affected by the boundary change;
 - 3.3. the efficacy of providing transportation services to the affected area;
 - 3.4. the impact in both time and distance on any bus routes in the affected area;
 - 3.5. communication from parents and students within the affected area; and
 - 3.6. the superintendent's recommendation.

Superintendents Progress Report

June 2023

The Superintendent Leadership Quality Standard:

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.

The Superintendent Leadership Quality Standard is described by the following competencies.

Building Effective Relationships

- Establishing a welcoming, caring, respectful and safe learning environment.

Modelling Commitment to Professional Learning

- Enhancing leadership, teaching, and learning.

Visionary Leadership

- A preferred future.

Leading Learning

- Promotes shared responsibility for student success and continuous improvement.

Ensuring First Nations, Metis, and Inuit Education for all students

- Establishing structures and providing the resources for schools.

School authority operations and resources

- Alignment with goals and priorities.

Supporting Effective Governance

- Providing the board with information, advice and support to fulfill governance role.

The following is a summary of meetings and activities that I have participated in.

- Meetings and conversations with principals and staff as needed and/or requested. Conversations have focused on:
 - School off-campus year end requests,
 - human resource issues including teacher contracts
 - student discipline including suspension
 - school year transitions (documentation and planning)
 - creation of E-sport opportunities within the division
- Recruited new principal for Vauxhall Elementary School and division learning coach position.
- Attended W.R. Myers modernization commencement meeting facilitated by Alberta Infrastructure
- A number of other meetings, events, and professional learning activities were attended over the month. These include but are not limited to
 - Senior Administrative Leadership Team (SALT) meeting
 - Administrator meeting
 - Division Office staff meeting

- College of Alberta School Superintendent (CASS) provincial executive meetings
- Attend Alberta School Board Association's spring general meeting
- Attended school graduations (ACE Place, Horizon Mennonite Alternative Program, Lomond Community School, Taber Christian High School)
- Attend staff retirement celebrations



Associate Superintendent of Human Services

Human Resources

- Teaching and support staff positions continue to be posted.
- Recruitment, Selection and Hiring forms have been updated
- [Retirement Announcements](#)

Horizon Induction Program

- There will be a planning and instruction workshop offered on June 29, 2023 to all beginning and new to Horizon teachers.
- The Horizon Induction Program Orientation takes place on August 21, 2023

Clinical Team Leader/FSLC/Wellness Coaches

- The Clinical Team Leader and Robbie Charlebois completed meetings with all members of the Family School Liaison Program Team (15) to discuss goals for the new school year and to discuss successes and challenges from the 2022-2023 school year.
- Telus provided a \$1500 grant to go toward lunches for our free summer camps running this summer.
- Wellness Packs were completed for grade 5 students transitioning to different schools. Wellness presentations were provided around mental health and wellness, nutrition and hygiene.
- The CTL and Program Manager helped facilitate the wellness focus groups with Robbie for the FSLP team, EA's and teachers.
- We are advertising for a 1.0 CYCW and will be conducting interviews in the next couple of weeks. Additionally, we are advertising for a summer student to help with our summer camps.
- Family Connections are partnering with Safe Haven to run summer camps this summer due to the lack of camps running in the Town of Taber this summer.
- Currently we are taking referrals for summer camps and backpack program.

Indigenous Learning

- The Indigenous Steering Committee met on June 8th, 2023
 - Selected Orange Shirt Logo Contest Winner (to be announced in September, 2023)
 - Review of 3 Year Strategic Plan

- Planning for Indigenous Allies professional learning for 2023-24

Low German Mennonite Programming

- Search continues to find a suitable candidate for the Mennonite Liaison position
- Mennonite Heritage Week September 11-15, 2023
 - Plans underway for activities and resources to acknowledge the week.

Workplace Wellness

- Robbie is compiling the data collected from the focus groups
 - Follow up communication will take place with the Administrators at the September Admin. Meeting
 - Communication will be delivered to all staff with highlights using an infographic for staff rooms
 - Workplace wellness will be communicated in an ongoing basis in a monthly newsletter from senior administration
- Horizon Workplace Wellness Advisory Committee
 - Establish group members
 - Come together in the fall of 2023

Student Leadership

- No report

Horizon Leadership Development

- Final project were presented on June 2, 2023
- Very positive feedback was received from participants about the course

Report completed by Robbie Charlebois, Associate Superintendent of Human Services

Associate Superintendent, Learner Services
Report to the Board of Trustees – June 26, 2023

Learner Services lead team members:

Terri-Lynn Duncan, Associate Superintendent
Dave LeGrandeur, Director of Learner Services
Coral James, Coordinator of Learner Services/Instructional Coach
Amanda Cayford, Instructional Coach

KEY ACTION AREA #1:

Strong core instruction that develops student competencies

- There are 10 teachers from the grade 4 through 8 that are part of our Research Network Grant on “Number Talks Matter” We have provided two professional development days connected to “Number Talks Matter” which is our research project with the University of Lethbridge, Peace Wapiti Public School Division, and Westwind School Division. Amanda was involved in planning the professional development as well as facilitating on the day.
- Amanda worked with a teacher new to grade 6 Math and together they developed assessment rubrics for the new curriculum, which will be shared with all teachers in the division.
- Terri-Lynn provided the Day 2 training of UFLI (University of Florida Literacy Institute) for 25 teachers. This program is connected to the New Curriculum K-3 for Phonological and Phonemic Awareness (Beginning reading skills).

KEY ACTION AREA #2:

Response to Instruction and Intervention

- Year end transition meetings were held for students across the district at the end of May through the beginning of June. Learning Support teachers organized these and shared invitations with district office staff to attend and support. Transition meetings included: Individual Support Plan, Early Childhood Support Plan and Indigenous Transition Plan. Oftentimes other plans support those just listed such as: Medical Management, Success in School and Individual Behaviour Support Plan/ Working Interactive Safety Evaluation (WISE Plan). Learner Services team members attended these transition meetings to support students: Dave, Coral, Laura, JoAnn and Jaelyn. Sometimes members of the SWCSS(Southwest Collaborative Support Services) team also attended.
- Data from Early Learning:
 - We had 145 children that were seen for Developmental Check-ups this year.
 - There were 77 children that required further testing such as (Speech & Language, English as Additional Language).
 - Programs with increased attendance from this time last year: Enchant, Central, LT

Westlake

- o Developmental Check-ups were completed at the District Office, Vauxhall, Enchant, Chamberlain and Milk River. Follow-up assessments were completed at all the same schools with the exception of Warner changing out Milk River. Almost 30 different staff members helped from District Office staff, LST's, principals, assistants. From the Learner Services team, the following people helped Coral with almost every DCU: Laura Elliott, JoAnn Hill, Jaelyn Belisle, Patti Petronech and Amanda Cayford. Family Connections leads Rylee Beland and Collin Larsen helped organize volunteers from their programs as well.
- Music Therapy recently ended with Andrew Ichikawa from Music Pathways. He had been working with students with complex needs at Dr Hamman, Taber Christian and Copperfield Colony. Students were chosen based on criteria from Southwest Collaborative Support Services LISS (Low Incidence Student Support) Grant. Andrew will be returning to do more music therapy at some colonies and next year and has some availability for Taber Schools once again. Coral has shared this communication with principals in Taber and Barnwell who may not have complex communication needs and would still like to offer Music Therapy, to reach out to Andrew if they are interested.
- Dave attended the final South West Collaborative Support Services (SWCSS) meeting of the year. Next year Horizon students will be able to access supports from 1 full-time Speech Language Pathologist (in addition to 1 SLP employed through Horizon), 1 full-time Occupational Therapist (an increase of .3FTE from 2022-23), .275 FTE of a Physical Therapist, .10FTE of a Deaf and Hard of Hearing Teacher, .07 FTE of an Educational Audiologist and .15FTE of a Teacher for the Blind and Visually Impaired. With this support and collaboration from Southwest Collaborative Support Services (SWCSS) we will be able to serve the needs of our students.
- After the Speech Language Pathologist finished up assessment reports, Coral coded students based on Alberta Educations' criteria. This, along with any information sent from Children's Allied Health and class lists, was used to determine initial staffing of Early Learning programs. Coral met virtually with each principal to share staffing allocations for Early Learning programs and if any additional hours were needed for Kindergarten afternoon support.

LEADERSHIP PRACTICES

-

TECHNOLOGY INFORMATION (Information will be shared as needed)

- The Tech team has added a summer computer technician to help out with the many projects that the team will be working on over the summer. David Charlebois (no relation) will be joining us for July and August. He is currently attending Medicine Hat College working towards his Software and Internet Development Diploma.

PRESS RELEASE

BUDGET 2023 – 2024

On May 30, 2023 the board of trustees of the Horizon School Division approved the operating budget for the 2023 – 2024 school year. This budget indicates total revenue of \$51,564,673. This is an increase in total revenue of 8% over the previous year's budget, with 96.6% of all revenue being sourced directly from the Government of Alberta. The additional revenue has been used to support an additional 11 students, add 2.75 full-time equivalent teachers and approximately 18 full-time equivalent classroom assistants, enhance transportation services, increase school operating budgets and address the requirements of the division's collective agreements.

Expenditures totalling \$51,616,056 were approved, leaving a small deficit of \$51,383. This deficit is the result of a non-cash allowance for the future remediation of hazardous materials. The remediation of these materials is normally funded by Alberta Education when a building is modernized. The operating budget is balanced with the revenue that will be received.

This year's budget allows a continuation of the board's three strategic priorities: (1) quality teaching and optimum learning, (2) response to instruction, and (3) wellness and well-being states Marie Logan, Board Chair. The budget continues to fund support services that have benefitted students in our schools, such as counselling, mental health coaching, speech language intervention, career counselling, English language learner supports, and assistants to support students with complex needs. Our schools also enjoy an average class size of 16.87 students per teacher, one of the smallest in the province. While classroom complexity is a reality in today's schools, the budget allows staff to continue offering quality programming and excellent instruction to students.

From: **Alberta News** <alberta.news@gov.ab.ca>

Date: Fri, Jun 9, 2023 at 11:27 AM

Subject: News Release: New Alberta cabinet will move Alberta forward

New Alberta cabinet will move Alberta forward

June 09, 2023 [Media inquiries](#)

Premier Danielle Smith has named her new cabinet, a team dedicated to building on a solid foundation of stability, informed decision-making and good governance.

The 25 members of cabinet, a decrease from the previous 27, includes a mix of experienced and new ministers who represent Alberta's diversity. As a team, they will govern for all Albertans and work to ensure Alberta realizes its full potential.

Alberta's cabinet will be made up of the following ministers:

- Premier and Minister of Intergovernmental Relations – Danielle Smith
- Deputy Premier and Minister of Public Safety and Emergency Services – Mike Ellis
- Minister of Advanced Education – Rajan Sawhney
- Minister of Affordability and Utilities and Vice-chair of Treasury Board – Nathan Neudorf
- Minister of Agriculture and Irrigation – RJ Sigurdson
- Minister of Arts, Culture and Status of Women – Tanya Fir
- Minister of Children and Family Services – Searle Turton
- Minister of Education – Demetrios Nicolaidis
- Minister of Energy and Minerals – Brian Jean
- Minister of Environment and Protected Areas – Rebecca Schulz
- Ministry of Forestry and Parks – Todd Loewen
- Minister of Health – Adriana LaGrange
- Minister of Immigration and Multiculturalism – Muhammad Yaseen
- Minister of Indigenous Relations – Rick Wilson
- Minister of Infrastructure – Pete Guthrie
- Minister of Jobs, Economy and Trade – Matt Jones
- Minister of Justice – Mickey Amery
- Minister of Mental Health and Addiction – Dan Williams
- Minister of Municipal Affairs – Ric McIver

- Minister of Seniors, Community and Social Services – Jason Nixon
- Minister of Service Alberta and Red Tape Reduction – Dale Nally
- Minister of Technology and Innovation – Nate Glubish
- Minister of Tourism and Sport – Joseph Schow
- Minister of Transportation and Economic Corridors – Devin Dreeshen
- President of Treasury Board and Minister of Finance – Nate Horner

Cabinet members will work collaboratively to accomplish the work that Albertans voted for, including continuing to grow and diversify the economy, keeping life affordable, reforming the health care system, tackling crime, providing help for those struggling and defending Alberta’s interests.

“I am so pleased to have this team working with me to deliver on the promises we made to Albertans during the election. These are not just our government’s priorities, they are Albertans’ priorities. The next four years start today, and I can’t wait to get back to work with each of my cabinet colleagues.”

Danielle Smith, Premier

Caucus leadership positions will include:

- Chief whip – Shane Getson
- House leader – Joseph Schow

Treasury Board members will include:

- Nate Horner (president)
- Nathan Neudorf (vice-chair)
- Andrew Boitchenko
- Devin Dreeshen
- Mike Ellis
- Brian Jean
- Dale Nally
- Rajan Sawhney
- Rebecca Schulz

Cabinet policy committees will be chaired by:

- Alberta First – Garth Rowswell

- Building Communities – Martin Long
- Economic Diversification – Jackie Lovely
- Public Safety and Wellness – Scott Sinclair

Cabinet members were sworn in on the morning of June 9 and will begin receiving briefings from their departments.

Media inquiries

[Rebecca Polak](#)

Press Secretary, Office of the Premier