

**Horizon School Division No. 67  
Regular Board Meeting – Division Office  
ERIC JOHNSON ROOM**

**Regular Board Meeting Agenda  
Thursday, April 18<sup>th</sup>, 2019 – 11:30 a.m.**

**A – Action Items**

A.1 Agenda	<b>ENCLOSURE 1 ENCLOSURE 2 ENCLOSURE 3 ENCLOSURE 4 ENCLOSURE 5 ENCLOSURE 6</b>
A.2 Minutes of Regular Board Meeting held Wednesday, March 27 <sup>th</sup> , 2019	
A.3 April 2019 Payment of Accounts Summary	
A.4 First Reading of Policy GCM – Professional Growth Planning	
A.5 First Reading of Policy GCMA – Staff Supervision	
A.6 First Reading of Policy GCN – Teacher Summative Evaluation	
A.7 First Reading of Policy GCNN – Principal Evaluation	

**D – Discussion Items**

D.1 Graduation Dates	<b>ENCLOSURE 7</b>
D.2 Edwin Parr Awards Attendance	
D.3 Lomond Multi-Purpose Usage Request	<b>ENCLOSURE 8</b>
D.4 Statement of Support to Help Save Crucial Tobacco Legislation	

**I - Information Items**

I.1 Superintendent’s Report – Wilco Tymensen	<b>ENCLOSURE 9  ENCLOSURE 10 ENCLOSURE 11</b>
I.2 Trustee/Committee Reports <ul style="list-style-type: none"> <li>• I.2.1 Zone 6 ASBA Report – Marie Logan</li> <li>• I.2.2 Facilities Meeting Report – Bruce Francis</li> <li>• I.2.3 Administrator’s Meeting – Marie Logan</li> </ul>	
I.3 Associate Superintendent of Finance and Operations Report – Phil Johansen	
I.4 Associate Superintendent of Learner Services Report – Amber Darroch	
I.5 Associate Superintendent of Programs and Human Services Report – Anita Richardson	

**C-Correspondence**

C.1 Taber Times – Google Summit	<b>ENCLOSURE 12</b>
C.2 Opinion editorial about election 2019	
C.3 Solar Panels at D.A. Ferguson/W.R. Myers – Taber	
C.4 Taber Times – Horizon School Undergoing Branding Change	

**Dates to Remember**

• April 19 – Good Friday
• April 22 – Easter Monday
• April 26 – 28 – Alberta School Councils AGM - Edmonton
• April 30 – COSC Meeting
• April 30 – Science Olympics - Warner
• May 6 – Board School Tours – Fairlane, Prairiehome, Delco, Oaklane, Hillridge
• May 9 – Resiliency Celebration
• May 14 - Admin Meeting will be taking place at Saipoyi Community School in Standoff (Christa Runka)
• May 15 – ASBA Zone 6 Meeting (Horizon hosting)
• May 15 – Edwin Parr Awards Banquet
• May 23 – Spark Fair

# Horizon School Division No. 67

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The Board of Trustees of Horizon School Division No. 67 held its Regular Board meeting on Wednesday, March 27<sup>th</sup>, 2019 beginning at 1:00 p.m. in the Eric Johnson Room.

TRUSTEES PRESENT: Marie Logan, Board Chair  
Bruce Francis, Board Vice-Chair  
Rick Anderson, Derek Baron, Jennifer Crowson, Christa Runka

ALSO PRESENT: Dr. Wilco Tymensen, Superintendent of Schools  
Phil Johansen, Associate Superintendent of Finance & Operations  
Amber Darroch, Associate Superintendent of Learning Services  
Anita Richardson, Associate Superintendent of Programs and Human Services  
Cole Parkinson, Taber Times  
Sheila Laqua, Recording Secretary

REGRETS: Blair Lowry, Trustee

## ACTION ITEMS

- |     |  |   |
|-----|--|---|
| A.1 | Moved by Rick Anderson that the Board approve the agenda.  | AGENDA<br>APPROVED<br>179/19                                    |
|     | Carried Unanimously  |   |
| A.2 | Moved by Jennifer Crowson that the Board approve the <a href="#">Minutes of the Regular Board Meeting, held Wednesday, February 27<sup>th</sup>, 2019</a> as provided by Enclosure #1 of the agenda.   | BOARD MEETING<br>MINUTES APPROVED<br>180/19                     |
|     | Carried Unanimously  |   |
| A.3 | Moved by Derek Baron that the Board approve the <a href="#">March 2019 Payment of Accounts</a> in the amount of \$2,426,682.48 was provided in Enclosure #2 of the Agenda.   | PAYMENT OF ACCOUNT<br>APPROVED<br>181/19                        |
|     | Carried Unanimously  |   |
| A.4 | Move by Bruce Francis that the Board accept the Associate Superintendent of Finance and Operations recommendations to cancel their participation in the installation of the Solar Technology System initiated as a part of the modernization of D.A Ferguson/W.R. Myers based on the result of the structural evaluation performed by MPE Engineering. | CANCEL PARTICIPATION<br>IN SOLAR TECHNOLOGY<br>SYSTEM<br>182/19 |
|     | Carried Unanimously  |   |

## DISCUSSION ITEMS

### D.1 Rebranding - Logo

The Board discussed the notion of initiating a rebrand of the Horizon School Division logo. Amber Darroch, Superintendent of Learner Services led the discussion and provided examples of what a rebrand could entail and shared pre and post logos from other organizations that have undergone a rebrand. Board members were responsive of exploring a rebrand and provided their input to the following questions to lay the foundation for a rebrand:

- 1 Which adjectives describe the look we are going for? Example: (clean, simple, casual, professional, serious, family, down to earth, smart, funky, cool, warm, fun, inviting, cutting edge, approachable etc...)
- 2 What are the elements of our current logo we want to preserve (if any)?

3. In what ways might you feel our current logo is *not* working for us?
4. Can you think of any other brands or logos that you think we should use as inspiration for our new division logo? (Something that has the look and feel that you want to see in our new logo?)

## INFORMATION ITEMS

### I.1 Superintendent's Report

Wilco Tymensen, Superintendent, shared the March 2019 updated with the Board:

#### **Educational Leadership and Student Welfare**

- Meetings and dialogue between schools and division office are ongoing. Conversations/topics typically focus on processes that ensure student safety, well-being, and conduct; financial management; and instructional leadership. This month they also included budgeting, staffing, transportation, off-campus excursions, student and staff conduct and discipline, and guidance with regard to student and parental concerns.
- School visits since the last Board meeting included: ACE Place, Central School, D.A. Ferguson Middle School, Dr. Hamman Elementary School, Horizon Mennonite Alternative Program, Erle Rivers High School, L.T. Westlake Fine Arts School, Lomond School, Milk River Elementary School, Vauxhall Elementary School, W.R. Myers High School, Warner School
- Horizon senior leadership are organizing the College of Alberta School Superintendent and Alberta School Business Officials of Alberta summer conference in Waterton. Meetings are ongoing.
- The last Administrator Leadership Symposium planning session occurred and the symposium was attended by 45 school leaders. The day and a half included three half day sessions that explored planning, instruction, and planning as it relates to the new Teaching Quality Standard

#### **Personnel Management**

- School staff at eight schools were surveyed with regard to principal performance as part of those principal's evaluation. Dialogues occurred with the eight principals based upon the new Leadership Quality Standard. A focus of the dialogue also included self-reflection and professional growth based on staff survey feedback.
- The principals of Vauxhall Elementary School and D.A. Ferguson Middle School have communicated their intention to retire at the end of the 2018-2019 school year. The recruitment process has concluded and I was pleased to be able to announce that Mr. Darryl Moser will be the principal of D.A. Ferguson and Mrs. Sharon Skretting will be the principal of Vauxhall Elementary School commencing with the 2019-2020 school year.
  - Mr. Darryl Moser's transfer has resulted in an opening at Central School and the recruitment process has begun to seek a new principal at Central School. Meetings with school staff and school councils have occurred to collect input in order to develop a profile of the ideal candidate.

#### **Policy and Strategic Planning and Reporting**

- The teacher evaluation review committee has met to provide input into the new teacher evaluation policy. Members also provided extensive feedback that will allow senior administration to create templates and support documentation for principals as they commence teacher evaluation in 2019-2020 using the new Teaching Quality Standard.

#### **Fiscal Responsibility, Organizational Leadership and Management**

- Given the uncertainty in funding in 2019-2020, due to the upcoming election and delay in the budget, planning for 2019-2020 is being approached more conservatively than normal. Staffing conversations have occurred. Given the government's announcement that our budget submission deadline has been extended to June 30, it is anticipated that staffing and other budgetary decisions will be delayed this year. Meetings with all principals have occurred regarding preliminary allocations. Upon release of the budget, further decisions may need to be made with regard to these allocations with the budget coming to the Board for final approval at the June Board meeting.
- Attended a law session put on by McClelland Law. The session reviewed recent case law that has a direct impact on educational decision making. Cased focused primarily on teacher competence and conduct issues.

#### **Communications and Community Relations**

- A number of meetings and celebrations were attended over the last month. These include but are not limited to
  - Division Office staff meeting

- Senior Administrative Leadership Team meeting
- The APEX awards came to fruition. While I was able to assist in decorating, regrettably I was unable to attend the event. I would like to formally thank all the APEX committee members and specifically two APEX committee members from Horizon, Dorthea Mills, and Sheila Laqua, for all the work they did on making this year's event such a huge success.
- Teacher Evaluation review committee
- Attended the College of Alberta School Superintendent spring annual general meeting and taught the Superintendent Quality Leadership Standard in-service in order for CASS system leaders to acquire the newly created SLQS credential.
- Board tours – visited the following schools with the board (Arden T. Litt, Chamberlain, Barnwell, Evergreen colony, and Midland colony)
- Taber Lethbridge College Advisory Committee meeting – unpacked the Taber and area community survey

## I.2 Trustee/Committee Reports

### I.2.1 Zone 6 ASBA Report

Marie Logan shared the following March 2019 Zone 6 ASBA meeting update with the Board:

- ASBA will be meeting with each political party about education and will also inform the parties about ASBA. Following the meeting, a summary will be emailed to members.
- A tool kit for Superintendent's evaluation is being developed.
- The Second Languages Committee sent out a questionnaire asking if Divisions taught Indigenous languages
- ASBA has partnered with Headstong to have a mental health session at the Spring General Meeting.
  - [Provincial Youth Mental Health Summit poster](#)
- Suggested topics for upcoming Professional Development at Zone meeting included vaping & vaccinations
- ASBA will be co-hosting the Saskatchewan Canadian School Board Associations (CSBA) Conference in 2020
- Charlene Bearhead presented on: engaging Indigenous families and community, Indigenous representation in our school, supporting Indigenous students and how to approach policy change.

### I.2.2 Facilities Report

Bruce Francis, Facilities Committee Chair, provided a report to the Board on the work undertaken for the month of March 2019:

- Capital Project – D.A. Ferguson/W.R. Myers
  - Occupancy date for phase one of the modernization remains fluid and may be pushed back to the end of June
  - Many critical items remain to be completed before school Board responsibilities can begin
- The Board's 3-yr capital plan which was approved earlier this year has been submitted
- 2020 IMR planning is underway
- The Vauxhall High School off-the-grid (solar) system for their greenhouse is nearing completions.

### I.3 Associate Superintendent of Finance and Operations Report

Phil Johansen provided a March 2019 update to the Board:

- Due to the election the Minister has extended the budget submission due date to June 30<sup>th</sup>
- Working on budgeting using the current context and incorporating the ability to adjust the budget based on the release of the provincial budget following the election
- School generated funds are being shared with school councils

### I.4 Associate Superintendent of Learner Services Report

Amber Darroch, Associate Superintendent of Learner Services, shared the following March 2019 update with the Board:

**Learner Services lead team members:**

Amber Darroch, Associate Superintendent  
 Terri-Lynn Duncan, Director of Learning (Curriculum & Instruction)  
 Robbie Charlebois, Director of Learning (Inclusive Education)  
 Angela Miller, Clinical Team Lead

#### KEY ACTION AREA #1:

##### Strong core instruction that develops student competencies

- During the **School-based Professional Learning day on March 8**, Terri-Lynn and Cynthia Parr from SAPDC provided learning on the New Curriculum and Planning for teachers in Milk River Elementary and Warner school. Sharon Skretting, Assessment Coach, worked with the Horizon MAP teachers.
- Eleven teachers and Terri-Lynn finished their 4 sessions of **Guided Math**. Teachers were grateful for the opportunity to learn and grow in math instruction and felt that the 4 sessions that were provided. " It has invigorated and altered the way I instruct Math, for the better. I truly love teaching math this way, and I find the kids MUCH more engaged, even the student that struggle." (Teacher comment)
- Angela Miller and Terri-Lynn are facilitating a book study with school-based **Health Champions and Family School Liaison Program staff** on "*Kids These Days*" by Jody Carrington. The book and its author will be featured at an upcoming **Interjurisdiction Wellness Day** focussed on Mental Health and Wellness, with Holy Spirit School Division. The books were purchased through the Health and Wellness Grant Fund that Horizon received in the fall.
- Amber attended a one-day event with four principals on the "**Leader in Me**" program, the school-based offshoot of Franklin Covey's Seven Habits of Highly Effective People. Leader in Me helps build a culture of student leadership, strong relationships, and social-emotional skills within a school and is also directly correlated with improvement in student achievement and engagement.
- Benita Peters, Low German Mennonite Consultant, continues to work with schools in implementing the **LGM Language and Culture locally developed course**, including the selection of culturally appropriate classroom materials.
- Sharon has done a lot of **assessment coaching** with at least 8 schools this month and has been very active consulting with school administrators, secretaries, and teachers as March report cards are being issued.

#### KEY ACTION AREA #2:

##### Response to Instruction and Intervention

- All **learning support teachers** created a 20-minute presentation to share with their school teams, sharing the highlights and key learnings from two days of professional learning with Shelley Moore. Shelley Moore brings a strong message about Inclusion and planning instruction to meet the needs of all students.
- Clarity was sent regarding **time-out, seclusion, and physical restraint**, following the directive from the Minster that seclusion rooms are banned in schools unless special permission is granted.

#### LEADERSHIP PRACTICES

- The **Science Olympics** date was changed to April 30, 2019, in Warner, we would like 3 trustees to come and help judge the 3 events if possible.
- Five Educational Assistant staff attended the first day of a two day **EA Community of Practice** opportunity funded and developed by SWRCSD. Robbie is on the sub-committee for developing these sessions for EAs within the region.

- Robbie attended a full day workshop focused on going deeper with **Collaborative Response Model** implementation in schools.
- Alberta Education is requiring that school jurisdictions have a process in place by Fall 2020 to **digitize student records**. A student record includes annual registration forms, report cards, attendance summaries and other key information related to a student. Amber is collaborating with colleagues within the zone to establish a process and supports for schools to adopt implement this work.
- Amber attended the **CASS Board of Directors** meeting on March 7 & 8 and the **Alberta Assessment Consortium Board of Directors** meeting on March 25.
- The **division web service provider** contract is coming due at the end of this school year and a number of companies were considered before a shortlist of three companies were invited to make full presentations to Amber and an ad hoc committee. The following representatives joined Amber included: Jim Steed, Ahmed Abuhkshim, Sharon Skretting, Chris Ward, Scott Petronech and Dorthea Mills. The committee used a scoring tool to rank the three service providers. The group unanimously selected Box Clever as its top pick, a company based in Sherwood Park, AB who is currently serving 18 school districts in Alberta, among other clients.
- In conjunction with the division website re-design, a **new Horizon logo** is under development.

#### I.5 Associate Superintendent of Programs and Human Services Report

Anita Richardson, Associate Superintendent of Programs and Human Services shared the following March 2019 report with the Board:

- Met with principals and teachers regarding staffing for 2019-2020 school year
- Evaluations for probationary teachers are nearing fruition
- Horizon's Edwin Parr nominee is – Amy Shim, Dr. Hamman's Grade 1 teacher
- Has attended Professional Development and Learning meetings throughout the month

#### I.6 Barnwell National Coding Champion

- Congratulations to Barnwell School who participated in a coding competition won for Alberta, then went on to win the National championships!

#### Correspondence

No Discussion items came forward from the Correspondence as provided by Enclosure #3 of the agenda.

#### COMMITTEE ITEMS

Moved by Derek Baron that the Board meet in Committee.	Carried Unanimously	COMMITTEE 183/19
Moved by Bruce Francis that the meeting reconvene.	Carried Unanimously	RECONVENE 184/19
Moved by Christa Runka that the meeting adjourn.	Carried Unanimously	MEETING ADJOURNED 185/19

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Marie Logan, Chair

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Sheila Laqua, Executive Secretary

**PAYMENT OF ACCOUNTS REPORT**

**Board Meeting April 18/2019**

<b>General</b>	<b>March 25/19</b>		<b>214728.46</b>
<b>U.S.</b>	<b>March 28/19</b>		<b>104.80</b>
<b>General</b>	<b>April 2/19</b>		<b>104688.11</b>
<b>General</b>	<b>April 3/19</b>		<b>244592.8</b>
<b>General</b>	<b>April 9/19</b>		<b>430732.08</b>
<b>"A" Payroll</b>	<b>March 2019</b>	<b>Teachers</b>	<b>1,674,950.03</b>
	<b>March 2019</b>	<b>Support</b>	<b>538,081.18</b>
<b>"B" Payroll</b>	<b>March 2019</b>	<b>Casual</b>	<b>7,972.42</b>
	<b>March 2019</b>	<b>Subs</b>	<b>57,197.01</b>
<b>Total Accounts</b>			<b>2,278,200.64</b>
<b>Board Chair</b>			
<b>PJ:dd</b>			
<b>April 10/19</b>			



<b>Horizon School Division March 2019 U.S. Accounts</b>
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	<b>U.S. Funds</b>	<b>Canadian Fun</b>
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<b>Learning Without Tears</b>	<b>76.55</b>	<b>104.80</b>
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<b>Total U.S. Accounts</b>	<b>76.55</b>	<b>104.80</b>
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JM:dd  
March 28/2019

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**HORIZON SCHOOL DIVISION NO. 67****POLICY HANDBOOK**

<b>Policy Code:</b>	GCM
<b>Policy Title:</b>	Professional Growth Planning
<b>Cross Reference:</b>	GCN
<b>Legal Reference:</b>	Alberta Education Policy - 040201
<b>Adoption Date:</b>	February 26, 1997
<b>Amendment or Re-affirmation Date:</b>	April 20, 1999 January 20, 2015

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**POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION EXPECTS THAT ALL STAFF TO BE COMPETENT, CURRENT, ACCOUNTABLE, AND INVOLVED IN ONGOING PROFESSIONAL GROWTH DESIGNED TO IMPROVE THE EMPLOYEE'S PRACTICE.

**DEFINITION**

**Professional employees** means principals, teachers, family school liaison counsellors, and journeymen.

**Professional growth planning** means a career-long learning process whereby a principal, teacher, or family school liaison counsellor annually develops and implements a plan to achieve professional learning objectives or goals in an effort to enhance optimal learning for all students. Such plans shall be consistent with:

- the Leadership Quality Standard, in the case of principals;
- the Teaching Quality Standard, in the case of teachers; or
- their governing body if certified, or
- the College of Alberta Psychologists and the Canadian Counselling and Psychotherapy Association if not registered, in the case of family school liaison counsellors

**Supervisor** means the individual the employee submits their growth plan to. In the case of:

- Principals, it is the superintendent,
- Teachers, it is the principal or designate,
- School support staff, it is the principal, learning support teacher or designate,
- Family School Liaison Counsellors, it is the Clinical Team Leader or designate,
- Child and youth care workers and family connection workers it is the Clinical Team Leader or designate, or
- Non school based support staff, it is their supervisor.

**GUIDELINES**

1. Growth Planning shall be conducted on an annual basis by all professional employees of the board.
  - 1.1. Principals and supervisors should engage in dialogue with support staff regarding their growth needs and may opt to use this policy to engage in more formalized growth planning with support staff.
2. Professional employees should view growth planning as developmental and be willing to receive collegial advice and assistance to improve performance, identify areas of strength and provide opportunities for growth.

## **Policy GCM – Teacher Professional Growth Planning, Cont’d.**

3. As per the ATA Collective Agreement:

3.1. Teacher Professional Growth Plans will consider but will not be required to include the school jurisdiction’s goals.

3.2. The teacher professional growth process, including discussions between the teacher and principal on the professional growth plans.

3.3. School jurisdictions and/or schools are not restricted in developing their own staff development plan in which the school jurisdiction and/or school may require teachers to participate.

### **REGULATIONS**

1. Professional employees are responsible for completing during each school year an annual growth plan that:

1.1. is based on an assessment of learning needs by the individual employee,

1.2. will consider the school jurisdiction’s goals,

1.3. demonstrates a relationship to the improvement of student, school, or system outcomes,

1.4. demonstrates engagement in career-long learning and ongoing critical reflection to improve their personal and professional capacity and expertise.

1.5. identifies as least one competency named in their practice standard:

1.5.1. in the case of teachers, the Teaching Quality Standard,

1.1.1. in the case of principals, the Teaching Quality Standard and/or Leadership Quality Standard,

1.1.2. in the case of family school liaison program staff, their governing body if certified, or the College of Alberta Psychologists and the Canadian Counselling and Psychotherapy Association if not registered.

2. Supervisors may require their staff to submit a “staff development plan” along with their growth plan that:

2.1.1. shows a demonstrable relationship to the Teacher Quality Standard, in the case of teachers,

2.1.2. shows a demonstrable relationship to the Leadership Quality Standard in the case of principals,

2.1.3. shows a demonstrable relationship to the standards of their governing body if certified, or the College of Alberta Psychologists and the Canadian Counselling and Psychotherapy Association if not registered ,

2.1.4. reflects goals of the school and/or jurisdiction’s Three Year Education Plan.

3. Within the first two months of the school year, the employee will submit their written growth plan and/or staff development plan to their supervisor for review.

## **Policy GCM – *Teacher Professional Growth Planning, Cont’d.***

4. Growth Plans and/or Staff Development Plans should specify:
  - 4.1. goal/objective statement(s),
  - 4.2. strategies for goal/objective achievement,
  - 4.3. indicators and measures of goal/objective achievement,
  - 4.4. an estimated plan completion timeline, and
  - 4.5. person(s) the employee will work with (if any).
5. Growth planning should include ongoing communication between the employee and their supervisor.
  - 5.1. The discussion should include dialogue about:
    - 5.1.1. progress towards achievement of goals,
    - 5.1.2. how the employee’s practice has improved,
    - 5.1.3. how the employee’s competence has improved in relation to their governing body’s standard, and
    - 5.1.4. in the case of teachers,
      - 5.1.3.1 how student learning has been improved.
  - 5.2. If a supervisor finds that an employee has not completed an annual professional growth plan and/or staff development plan as required, the employee may be subject to disciplinary action.
6. At the end of each school year, the supervisor will submit to the superintendent written verification that each professional employee has developed and implemented a process of growth planning and/or staff development planning. The name(s) of those failing to complete a growth plan and/or staff development plan shall be communicated to the Superintendent.
7. Unless an employee agrees, the content of an employee’s growth plan shall not be part of the summative evaluation process.
  - 7.1. Despite regulation 7, a supervisor may identify behaviours or practices that may require an evaluation provided that the information identified is based on a source other than the information in the employee’s growth plan.

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**HORIZON SCHOOL DIVISION NO. 67****POLICY HANDBOOK**

<b>Policy Code:</b>	GCMA
<b>Policy Title:</b>	Staff Supervision
<b>Cross Reference:</b>	GCM, GCN, GCAD
<b>Legal Reference:</b>	Alberta Education Policy - 040201
<b>Adoption Date:</b>	August 24, 1999
<b>Amendment or Re- affirmation Date:</b>	November 16, 1999 May 20, 2014

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**POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION NO. 67 BELIEVES THAT SUPERVISION SHALL BE CONDUCTED ON AN ONGONG BASIS FOR ALL EMPLOYEES TO ENSURE THAT THEIR COMPETENCE AND CONDUCT ARE IN THE BEST EDUCATIONAL INTERESTS OF STUDENTS, SUPPORT OPTIMUM LEARNING AND THAT DUTIES ARE CARRIED OUT IN RESPECT TO REQUIREMENTS UNDER THE SCHOOL ACT, PROVINCIAL LEGISLATION, REGULATIONS, PROFESSIONAL STANDARDS, BOARD POLICY, COLLECTIVE AGREEMENTS, CONTRACTS, AND JOB DESCRIPTIONS.

**DEFINITION**

**Supervisor** means the individual the employee submits their growth plan to. In the case of:

- Principals, it is the superintendent,
- Teachers, it is the principal or designate,
- School support staff, it is the principal, learning support teacher or designate,
- Family School Liaison Counsellors, it is the Clinical Team Leader or designate,
- Child and youth care workers and family connection workers it is the Clinical Team Leader or designate,
- Non school based support staff, it is their supervisor.

**Supervision** means the on-going process by which the supervisor leads learning and exercises leadership duties in accordance with their respective obligations under the School Act and as required by the Leadership Quality Standard and the Superintendent Leadership Quality Standard.

**School Support Staff** includes all staff covered by the C.U.P.E. Agreement and non-union staff to whom the school division applies the C.U.P.E. Agreement.

**Non-school support staff** includes the following:

- Maintenance Staff,
- Caretaking employees, and contractors,
- Those excluded Employees with managerial functions or confidential capacity in matters relating to labour relations, in accordance with the provisions of the Alberta Labour Relations Code, and
- Human Resources Coordinator, Payroll/Personnel Coordinator, Secretary Receptionists (Division Office), Transportation Coordinator, Communications & Information Coordinator, Accounts Payable Coordinator, Computer Technicians, FNMI Liaison Counsellor, Family School Liaison Counsellors, Career Counsellors, and the Child Youth Care Workers.

**REGULATIONS**

1. Supervisors shall develop and use an active school, classroom, and/or worksite visitation program.
2. Supervision should be viewed as developmental, with supervisors providing support, guidance, and encouragement.
  - 2.1. Regular debriefing meetings shall be scheduled with family school liaison program staff to provide counsellors with an opportunity to discuss cases, concerns, and brainstorm strategies for complex cases.

**Policy GCMA – Staff Supervision, Cont’d.**

3. Employees should be open to receiving collegial advice and assistance to refine behavior and practice, identify areas of strength and areas needing improvement, and partake in opportunities for further growth in recommended areas.
4. Supervision is to ensure that employees’ behaviors and practices meets:
  - 4.1. the requirements set forth in the federal and provincial legislation and regulations including the School Act and Guide to Education,
    - 4.1.1. The Leadership Quality Standard.
    - 4.1.2. The Teaching Quality Standard.
    - 4.1.3. The courses and programs of study, and educational programs prescribed, approved, or authorized pursuant to the School Act.
  - 4.2. the declaration of Rights and Responsibilities for Teachers which constitutes part of the Constitution of The Alberta Teachers' Association,
  - 4.3. the Alberta Teachers’ Association Code of Professional Conduct,
  - 4.4. the Code of Ethics and standards of their governing body if certified, or the College of Alberta Psychologists and the Canadian Counselling and Psychotherapy Association if not registered, in the case of family school liaison program employees,
  - 4.5. their governing body in the case of journeymen maintenance employees,
  - 4.6. the requirements set forth in the applicable Collective Agreement and or employment contract, job descriptions, and employee handbooks, and
  - 4.7. the requirements set forth in jurisdiction policy.
5. Supervisors may observe and receive information from any source about the behavior or practice of an employee.
6. When a supervisor becomes aware of or believes an employee’s competence or conduct may not meet the requirements or expectations of the jurisdiction, the supervisor may:
  - 1.1. address the concerns formatively with the employee in order to resolve the concern,
  - 1.2. initiate a summative evaluation,
  - 1.3. take disciplinary or other action, as appropriate, where the supervisor has reasonable grounds for believing that the conduct of an employee endangers the safety of students, staff, constitutes a neglect of duty, a breach of trust, breach of board policy, or a refusal to obey a lawful order of the board,
  - 1.4. Take action or exercise any right or power under the School Act, provincial legislation and regulations, collective agreements, and employment contracts.

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# HORIZON SCHOOL DIVISION NO. 67

## POLICY HANDBOOK

**Policy Code:** GCN  
**Policy Title:** Teacher Summative Evaluation  
**Cross Reference:** GCAD GCM GCMA  
**Legal Reference:** Alberta Teacher Growth, Supervision & Evaluation Policy: AR3/99 – *Certification of Teachers* AR4/99 – *Practice Review of Teachers*, Teaching Quality Standard (Ministerial Order #001/13) School Act  
**Adoption Date:** April 20, 1999  
**Amendment or re-affirmation Date:** February 20, 2001; June 15, 2005  
December 8, 2005

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### POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT SUMMATIVE EVALUATION IS A JUDGEMENTAL PROCESS DESIGNED TO FACILITATE DECISIONS ABOUT THE COMPETENCE OF AN EMPLOYEE. THIS POLICY OPERATES UNDER THE ASSUMPTION THAT AN EVALUATION PROCESS MAY BE INITIATED TO GENERATE THE DATA FOR MAKING WELL-INFORMED AND FAIR EMPLOYMENT AND/OR CERTIFICATION DECISIONS.

### GUIDELINES

1. Principals shall not commence summative evaluations of substitute teachers.
2. Teachers eligible for permanent certification are responsible for communicating with the Human Resource department to commence the permanent certification process.
  - 2.1 Teachers eligible for permanent certification are required to have two final evaluation reports. In the case of probationary teachers, the principal and Associate Superintendent or designate's reports shall meet this requirement.
3. Principals and Division Office evaluators are encouraged to co-observe a lesson as part of the evaluation of probationary teachers.

### REGULATIONS

1. Teachers shall undergo a summative evaluation, conducted by the principal, associate superintendent, and/or designate(s):
  - 1.1 upon being given a probationary teaching contract,
  - 1.2 when on the basis of information received through supervision, the principal has reason to believe the teacher may not be meeting the Teaching Quality Standard,
  - 1.3 for the purposes of gathering information related to a specific employment decision,
  - 1.4 for the purposes of assessing the growth of the teacher in specific areas of practice, and/or
  - 1.5 at the written request of a teacher.
2. Evaluations shall be based on information gathered through multiple observations based on established criteria, frequent conferencing, reviews of documents, reports and plans, assessment records, and other data appropriate to the teacher's assignment gathered in accordance with the Code of Professional Conduct.
3. Evaluation may consist of a review of all aspects of a teacher's professional competence based on the Teaching Quality Standard (Appendix A).
  - 3.1 Probationary teacher's evaluation shall consist of all aspects of the teacher's professional competence based on the Teaching Quality Standard.
  - 3.2 The principal shall consider the best interests of the students, staff, the teacher, the teaching profession and the school system during the evaluation.

**Policy GCN - Summative Evaluation of Professional Staff - Continued**

4. At the commencement of the evaluation, the teacher must receive written notification (Appendix B), explicitly communicating:
  - 4.1 the reasons for and purposes of the evaluation,
  - 4.2 the process, criteria, and standard to be used for the evaluation, including a copy of the policy of the Horizon School Division pertaining to their evaluation,
  - 4.3 the teacher shall be informed of his/her right to secure the assistance of a mentor or peer to work with him/her at any or all times throughout the evaluation process,
  - 4.4 the timelines to be applied, and
  - 4.5 the possible outcomes of the evaluation.
5. A teacher may, at anytime in the process, appeal the procedures of the evaluation to the superintendent who shall, if the superintendent deems the teacher's reason to be valid, direct a remedy that maintains the integrity of the evaluation process and is fair to the teacher being evaluated.
6. Teachers, at their discretion, shall be allowed to contribute data during the evaluation process through personal portfolios or other material or information of their choosing.
7. The mid and final evaluation report generated during the evaluation process shall be signed by both parties.
  - 7.1 The teacher's signature evidences that the report has been received for review.
  - 7.2 Evaluators shall provide the teacher with a copy of the mid and final evaluation report.
  - 7.3 The principal shall place a copy of the notice of evaluation (see sample in Appendix B), mid-evaluation and final evaluation report in the teacher's personnel file at Division Office.
8. Principals shall provide Teachers with a mid-evaluation report within five (5) months of commencing the evaluation, which correlates to January 31 for probationary teachers.
  - 8.1 The principal's report will be based on a minimum of three (3) classroom observations.
9. A final evaluation report shall be provided to the teacher within eight (8) months of commencing the evaluation, which correlates to April 30 for probationary teachers.
  - 9.1 The final report shall be based on the Teaching Quality Standard and contain descriptive assessments in the major competency areas, which may include areas of strength, directions for growth, and recommendations.
  - 9.2 Where remediation is necessary to raise the quality of a continuing teacher's instruction to an acceptable level, the report shall make clear the expectations and opportunities for improved practice and set a reasonable time line for improvement.
  - 9.3 The final evaluation report shall state whether the teacher meets the Teaching Quality Standard and expectations of the principal.
  - 9.4 Final reports submitted by the principal or designate shall be based on a minimum of six (6) classroom observations throughout the school year and shall be done in consultation with an Associate Superintendent or designate.
  - 9.5 Final reports submitted by the associate superintendent or designate shall be based on a minimum of three (3) classroom observations throughout the school year.
10. The evaluation shall be used:
  - 10.1 to make an employment decision,
  - 10.2 for closure of the probationary period,



**Policy GCN - Summative Evaluation of Professional Staff - Continued**

- 10.3 to extend the probationary contract for a subsequent year,
  - 10.4 to initiate a remediation plan, in the case of continuing contract teachers,
  - 10.5 to make a recommendation to the superintendent to terminate the teacher,
  - 10.6 to make another recommendation which the principal believes are in the best interests of the teacher and/or school,
  - 10.7 to make another action deemed appropriate by the superintendent.
11. The superintendent, upon receipt of the principal's report, shall take whatever action he/she believes is required.
12. The teacher shall be given the opportunity to append additional comments to all written reports pertaining to his/her evaluation within one month of receiving the report.
13. In the event that remediation is necessary, the continuing contract teacher being evaluated shall receive a Notice of Remediation from the principal (Appendix C) and the following steps shall be taken.
- 13.1 A program of improvement will be undertaken by the teacher and a reasonable time line for improvement will be set.
  - 13.2 At the end of the time allotted, a subsequent evaluation by the Associate Superintendent or designate shall commence.
14. The second summative evaluation, in the case of continuing contract teachers, shall consist of:
- 14.1 an evaluation conducted by a certified teacher such as an associate superintendent, chosen by the superintendent, who is independent of the staff of the school in which the teacher works; and
  - 14.2 the same practices and procedures as outlined in this policy.
15. This policy does not restrict a school board or superintendent,
- 15.1 from taking disciplinary or other action, as appropriate, where the superintendent has reasonable grounds for believing that the actions, practices, or conduct of a teacher endanger the safety of students, constitute a neglect of duty, a breach of trust or a refusal to obey a lawful order of the school board, or
  - 15.2 from taking any action or exercising any right or power under the *School Act*.

## **Appendix A: The Teaching Quality Standard**

Alberta Education  
Teaching Quality  
Standard



# Teaching Quality Standard

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## Whereas

Alberta's teachers, students, parents, educational leaders, and members of the public have a strong will to ensure all Alberta students have access to quality learning experiences that enable their achievement of the learning outcomes outlined in programs of study.

## Whereas

Alberta teachers provide inclusive learning environments in which diversity is respected and members of the school community are welcomed, cared for, respected and safe.

## Whereas

Alberta teachers play a fundamental role in establishing the conditions under which the learning aspirations and the potential of First Nations, Métis and Inuit students will be realized.

## Whereas

quality teaching occurs best when teachers work together with other teachers in the common interest of helping all students succeed in diverse and complex learning environments.

## Whereas

the *Teaching Quality Standard* provides a framework for the preparation, professional growth, supervision and evaluation of all teachers.

## Whereas

students, parents and other partners in education should be confident that Alberta teachers demonstrate the *Teaching Quality Standard* throughout their careers.

## Whereas

it is important to recognize the value of a consistent standard of professional practice for all teachers in the province.

# Teaching Quality Standard

## 1. In the context of this document:

- (a) **“competency”** means an interrelated set of knowledge, skills and attitudes, developed over time and drawn upon and applied to a particular teaching context in order to support optimum student learning as required by the *Teaching Quality Standard*;
- (b) **“inclusive learning environment”** means a classroom, school, on-line learning environment or other educational setting structured to anticipate, value and respond to the diverse strengths and needs of all learners;
- (c) **“indicators”** means actions that are likely to lead to the achievement of a competency and which, together with the competency, are measurable and observable;
- (d) **“local community”** means community members who have an interest in education and the school, including neighbouring Métis settlements, First Nations and other members of the public;
- (e) **“school authority”** means a public school board, separate school board, Francophone regional authority, charter school operator or accredited private school operator;
- (f) **“school community”** means students, teachers and other school staff members, parents/guardians and school council members;
- (g) **“school council”** means a school council established under the *School Act*, or a parent advisory council established under the *Private Schools Regulation*;
- (h) **“student”** means, for the purpose of this standard, an individual enrolled in a school or required by law to attend, and includes a child younger than 6 years of age who is enrolled in an early childhood services program;
- (i) **“teacher”** means an individual who holds a certificate of qualification as a teacher issued under the *School Act*.

---

## 2. The *Teaching Quality Standard*:

Quality teaching occurs when the teacher’s ongoing analysis of the context, and the teacher’s decisions about which pedagogical knowledge and abilities to apply, result in optimum learning for all students.

---

3. All Alberta teachers are expected to meet the *Teaching Quality Standard* throughout their careers. In any given context, reasoned professional judgment must be used to determine whether the *Teaching Quality Standard* is being met.

4. The *Teaching Quality Standard* is described by the following competencies and indicators:

## Fostering Effective Relationships

### 1. A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.

Achievement of this competency is demonstrated by indicators such as:

- (a) acting consistently with fairness, respect and integrity;
- (b) demonstrating empathy and a genuine caring for others;
- (c) providing culturally appropriate and meaningful opportunities for students and for parents/guardians, as partners in education, to support student learning;
- (d) inviting First Nations, Métis and Inuit parents/guardians, Elders/knowledge keepers, cultural advisors and local community members into the school and classroom;
- (e) collaborating with community service professionals, including mental health, social services, justice, health and law enforcement; and
- (f) honouring cultural diversity and promoting intercultural understanding.

## Engaging in Career-Long Learning

### 2. A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.

Achievement of this competency is demonstrated by indicators such as:

- (a) collaborating with other teachers to build personal and collective professional capacities and expertise;
- (b) actively seeking out feedback to enhance teaching practice;
- (c) building capacity to support student success in inclusive, welcoming, caring, respectful and safe learning environments;
- (d) seeking, critically reviewing and applying educational research to improve practice;
- (e) enhancing understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values; and
- (f) maintaining an awareness of emerging technologies to enhance knowledge and inform practice.

## Demonstrating a Professional Body of Knowledge

### 3. A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.

Achievement of this competency is demonstrated by indicators such as:

- (a) planning and designing learning activities that:
  - address the learning outcomes outlined in programs of study;
  - reflect short, medium and long range planning;
  - incorporate a range of instructional strategies, including the appropriate use(s) of digital technology, according to the context, content, desired outcomes and the learning needs of students;
  - ensure that all students continuously develop skills in literacy and numeracy;
  - communicate high expectations for all students;
  - foster student understanding of the link between the activity and the intended learning outcomes;
  - consider relevant local, provincial, national and international contexts and issues;
  - are varied, engaging and relevant to students;
  - build student capacity for collaboration;
  - incorporate digital technology and resources, as appropriate, to build student capacity for:
    - acquiring, applying and creating new knowledge;
    - communicating and collaborating with others,
    - critical-thinking; and
    - accessing, interpreting and evaluating information from diverse sources;
- consider student variables, including:
  - demographics, e.g. age, gender, ethnicity, religion;
  - social and economic factors;
  - maturity;
  - relationships amongst students;
  - prior knowledge and learning;
  - cultural and linguistic background;
  - second language learning;
  - health and well-being;
  - emotional and mental health; and
  - physical, social and cognitive ability;
- (b) using instructional strategies to engage students in meaningful learning activities, based on:
  - specialized knowledge of the subject areas they teach;
  - an understanding of students' backgrounds, prior knowledge and experiences;
  - a knowledge of how students develop as learners;
- (c) applying student assessment and evaluation practices that:
  - accurately reflect the learner outcomes within the programs of study;
  - generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences;
  - provide a variety of methods through which students can demonstrate their achievement of the learning outcomes;
  - provide accurate, constructive and timely feedback on student learning; and
  - support the use of reasoned judgment about the evidence used to determine and report the level of student learning.

## Establishing Inclusive Learning Environments

- 4. A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.**

Achievement of this competency is demonstrated by indicators such as:

- (a) fostering in the school community equality and respect with regard to rights as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*;
- (b) using appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth;
- (c) communicating a philosophy of education affirming that every student can learn and be successful;
- (d) being aware of and facilitating responses to the emotional and mental health needs of students;
- (e) recognizing and responding to specific learning needs of individual or small groups of students and, when needed, collaborating with service providers and other specialists to design and provide targeted and specialized supports to enable achievement of the learning outcomes;
- (f) employing classroom management strategies that promote positive, engaging learning environments;
- (g) incorporating students' personal and cultural strengths into teaching and learning; and
- (h) providing opportunities for student leadership.

## Applying Foundational Knowledge about First Nations, Métis and Inuit

- 5. A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.**

Achievement of this competency is demonstrated by indicators such as:

- (a) understanding the historical, social, economic, and political implications of:
  - treaties and agreements with First Nations;
  - legislation and agreements negotiated with Métis; and
  - residential schools and their legacy;
- (b) supporting student achievement by engaging in collaborative, whole school approaches to capacity building in First Nations, Métis and Inuit education;
- (c) using the programs of study to provide opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit; and
- (d) supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit.



## Adhering to Legal Frameworks and Policies

### **6. A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.**

Achievement of this competency is demonstrated by indicators such as:

- (a) maintaining an awareness of, and responding in accordance with, requirements authorized under the *School Act* and other relevant legislation;
- (b) engaging in practices consistent with policies and procedures established by the school authority; and
- (c) recognizing that the professional practice of a teacher is bound by standards of conduct expected of a caring, knowledgeable and reasonable adult entrusted with the custody, care or education of students.



Alberta Education, Office of the Registrar  
2nd Floor, 44 Capital Boulevard Building  
10044 - 108 Street  
Edmonton, Alberta T5J 5E6

## APPENDIX B: SAMPLE NOTICE OF EVALUATION

[DATE]

[TEACHER'S NAME]

[SCHOOL NAME]

[EVALUATOR'S NAME]

[EVALUATOR'S POSITION]

Dear [Teacher's Name]:

This letter serves as the official notification of my intention to become involved in the Horizon School Division's evaluation of your professional practice. This evaluation will comply with Alberta Education Policy 2.1.5; *Accountability in Education: Teacher Growth, Supervision, and Evaluation* and Horizon Policy GCN; *Summative Evaluation of Professional Staff* and will be in addition to the evaluation performed by your school's administration.

### Reason for Evaluation

As a probationary teacher it is necessary to gather information for the purpose of making an employment decision. As such, this evaluation will seek to ensure that your professional practice meets the expectations of the Province and the Horizon School Board, and specifically the *Teaching Quality Standard*. It will entail a review of the entire scope of your practice, however a successful evaluation does not guarantee a position. This evaluation process is a formal process of gathering information and evidence over a period of time and uses the application of reasoned judgment by the jurisdiction in determining whether or not your teaching exceeds, meets, or does not meet the Teaching Quality Standard. I would also like to inform you at this time that the Principal of your school will also be in contact with you to discuss their portion of the evaluation process. I look forward to meeting with you for a pre-conference and to draft the evaluation plan for my portion of the evaluation process. I have attached a copy of the *Discussion Guide: Criteria for the Evaluation of Teaching Performance* in order to provide insight into our discussion during this meeting. I will share a Google Doc version ASAP for you to complete digitally.

I will be contacting you by email in early September to arrange a date and time for our pre-conference meeting.

This evaluation will assess your performance and provide recommendations which I believe are in the best interest for you as a teacher, and the jurisdiction. It will determine whether your practice meets or does not meet the Teaching Quality Standard and assist in determining your future contract status. It may outline a remediation plan by which you can improve your practice but will not contain a recommendation to the Superintendent regarding further employment and change to your contract status.

You shall be given the opportunity to append additional comments to the evaluation report, and may appeal the process of the evaluation to the superintendent at any time.

For your personal reference I have also included, within this notice, a copy of section 18 of the *School Act*, the *Declaration of Rights and Responsibilities for Teachers* from the Alberta Teacher's Association, and the *Teacher's Code of Professional Conduct*. I also invite you to seek assistance from your profession and in particular ATA member Services, if you so desire.

Time will be provided during the pre-conference if you have any questions regarding the contents of this memo, but feel free to contact me prior should you so wish. Please sign and date both copies of this letter and return one to me during our pre-conference, the other is for your records. I wish you all the best as the school year begins and I look forward to our pre-conference.

[NAME] and [POSITION]

[DATE]

**Horizon School Division No. 67**

**Policy GCN - Summative Evaluation of Professional Staff - Continued**

cc.

Personnel File

Enc.

Policy 2.1.5: Accountability in Education: Teacher Growth, Supervision, and Evaluation

Policy GCN: Teacher Summative Evaluation.

Ministerial Order #001/13: Student Learning

Teaching Quality Standard

Discussion guide: Criteria for the evaluation of teaching performance

Section 18 of the School Act

Declaration of Rights and Responsibilities for Teachers

Code of Professional Conduct

Horizon Policy GAA: Employee Code of Conduct



## APPENDIX C: Notice of Remediation

### HORIZON SCHOOL DIVISION NO. 67

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#### SECTION ONE

##### Introduction

---

Name of Continuing Contract Teacher \_\_\_\_\_

Start Date for Current Position \_\_\_\_\_

Evaluator \_\_\_\_\_

Date \_\_\_\_\_

#### SECTION TWO

##### Notice of Remediation

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**Remediation MUST be completed prior to the conclusion of the evaluation period and MUST conclude with a final evaluation document. The Remediation Plan is to be completed by the employee in consultation with the evaluator.**

1. Behaviour and/or practices that do not meet the Teaching Quality Standard including changes required
  
  
  
  
  
  
  
  
  
  
2. Strategies for improvement towards achieving Teaching Quality Standard
  
  
  
  
  
  
  
  
  
  
3. Timeline

\_\_\_\_\_  
Evaluator's Name and Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Employee's Name and Signature  
(acknowledging receipt of report)

\_\_\_\_\_  
Date

**POLICY HANDBOOK****POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT SUMMATIVE EVALUATION IS A JUDGEMENTAL PROCESS DESIGNED TO FACILITATE DECISIONS ABOUT THE COMPETENCE OF AN EMPLOYEE. THIS POLICY OPERATES UNDER THE ASSUMPTION THAT AN EVALUATION PROCESS MAY BE INITIATED TO GENERATE THE DATA FOR MAKING WELL-INFORMED AND FAIR EMPLOYMENT DECISIONS.

**DEFINITIONS**

**Evaluation**, means the formal process through of gathering and recording information or evidence over a period of time and the application of reasoned professional judgment by the superintendent in determining whether one or more aspects of the leadership of the principal exceeds, meets or does not meet the Leadership Quality Standard;

**GUIDELINES**

1. Principals shall enter into a series of term contract for a period of five years prior to their permanent principal contract.

**REGULATIONS**

1. Principals shall undergo an evaluation, conducted by the Superintendent or designate,
  - 1.1 upon being given an administrative contract,
  - 1.2 when on the basis of information received through supervision, the superintendent has reason to believe that the leadership of the principal may not be meeting the Leadership Quality Standard,
  - 1.3 for the purposes of gathering information related to a specific employment decision,
  - 1.4 for the purposes of assessing the growth of the principal in specific areas of practice, and/or
  - 1.5 at the written request of a principal.

**Horizon School Division No. 67**  
**Policy GCNN - Evaluation of School Principals – Continued**

2. Evaluations shall be based on information gathered through observations, conferences, with the principal, reviews of documents, reports and plans, and other data such as staff feedback appropriate to each principal's assignment gathered in accordance with the Code of Professional Conduct and the jurisdiction's Employee Code of Conduct Policy.
3. Evaluation shall consist of a review of all aspects of a principal's professional competence based on the Leadership Quality Standard (Appendix A).
  - 3.1 The superintendent shall consider the best interests of the students, staff, the principal, the teaching profession and the school system during the evaluation.
4. At the commencement of the evaluation, the principal must receive written notification, explicitly communicating:
  - 4.1 the reasons for and purposes of the evaluation,
  - 4.2 the process, criteria, and standard to be used for the evaluation, including a copy of the policy of the Horizon School Division pertaining to their evaluation,
  - 4.3 the timelines to be applied, and
  - 4.4 the possible outcomes of the evaluation.
5. Principals, at their discretion, shall be allowed to contribute data to the evaluation through personal portfolios or other material or information of their choosing.
6. The mid and final evaluation report generated during the evaluation process shall be signed by both parties.
  - 6.1 The principal's signature evidences that the report has been received for review.
  - 6.2 Evaluators shall provide the principal with a copy of the mid and final evaluation report.
  - 6.3 The superintendent shall place a copy of the notice of evaluation, mid-evaluation and final evaluation report in the principal's personnel file at Division Office.
7. The superintendent shall provide principals with a mid-evaluation report within five (5) months of commencing the evaluation, which correlates to January 31 for probationary teachers.
8. A final evaluation report shall be provided to the principal within eight (8) months of commencing the evaluation, which correlates to April 30.
  - 8.1 The final evaluation report shall state whether the principal meets the Leadership Quality Standard and expectations of the superintendent.
9. The evaluation shall be used to make an employment decision, which may include:
  - 9.1 closure of the probationary period,

**Horizon School Division No. 67**  
**Policy GCNN - Evaluation of School Principals – Continued**

- 9.2 extending the probationary contract for a subsequent year,
  - 9.3 offering the principal a temporary or permanent principal contract,
  - 9.4 removing the principal's administrative designation,
  - 9.5 terminating the principal, or
  - 9.6 another action deemed appropriate by the superintendent.
10. The principal shall be given the opportunity to append additional comments to all written reports pertaining to his/her evaluation.
11. The superintendent shall inform the board of the outcome of the evaluation.
12. In the event that remediation is necessary, the principal being evaluated shall receive a Notice of Remediation and the following steps shall be taken.
- 12.1 A program of improvement will be undertaken by the principal and a reasonable time line for improvement will be set.
  - 12.2 At the end of the time allotted, the evaluation will resume.
13. This policy does not restrict a school board or superintendent,
- 13.1 from taking disciplinary or other action, as appropriate, where the superintendent has reasonable grounds for believing that the actions, practices, or conduct of a principal endanger the safety of students, constitute a neglect of duty, a breach of trust or a refusal to obey a lawful order of the school board, or
  - 13.2 from taking any action or exercising any right or power under the *School Act*.



## **Appendix A: The Leadership Quality Standard**

Alberta Education  
Leadership Quality  
Standard



# Leadership Quality Standard

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## Whereas

Alberta's teachers, students, parents, educational leaders, and members of the public have a strong will to ensure all Alberta students have access to quality learning experiences that enable their achievement of the learning outcomes outlined in programs of study.

## Whereas

the success of all members of the school community requires inclusive environments in which diversity is respected and members of the school community are welcomed, cared for, respected, and safe.

## Whereas

principals and school jurisdiction leaders play a fundamental role in establishing and supporting the conditions under which the learning aspirations and the potential of First Nations, Métis and Inuit students will be realized.

## Whereas

principals and school jurisdiction leaders have an important role in fostering collaboration, engagement and empowerment of all partners in the education system to enable all students to achieve their potential.

## Whereas

principals and school jurisdiction leaders in Alberta schools are accomplished teachers able to create the conditions within which quality teaching and optimum learning can occur and be sustained.

## Whereas

the *Leadership Quality Standard* provides a framework to support the professional growth, supervision and evaluation of all principals and school jurisdiction leaders.

## Whereas

students, parents and other partners in education should be confident that Alberta principals and school jurisdiction leaders demonstrate the *Leadership Quality Standard* throughout their careers.

## Whereas

it is important to recognize the value of a consistent standard of professional practice for all principals and school jurisdiction leaders in the province.

# Leadership Quality Standard

## 1. In the context of this document:

- (a) **“competency”** means an interrelated set of knowledge, skills, and attitudes developed over time and drawn upon and applied to a particular leadership context in order to support quality leadership, teaching and optimum learning as required by the *Leadership Quality Standard*;
- (b) **“inclusive learning environment”** means a classroom, school, on-line learning environment or other educational setting structured to anticipate, value and respond to the diverse strengths and needs of all learners.
- (c) **“indicators”** means actions that are likely to lead to the achievement of a competency and which, together with the competency, are measurable and observable;
- (d) **“leader”** means a principal or school jurisdiction leader;
- (e) **“local community”** means community members who have an interest in education and the school community, including neighbouring Métis settlements, First Nations and other members of the public;
- (f) **“principal”** means, for the purposes of this standard, principal as defined in the *School Act*, assistant principal, associate principal, vice principal;
- (g) **“reconciliation”** means the process and goal of creating societal change through a fundamental shift in thinking and attitudes, increasing inter-cultural understanding to build a better society through learning about First Nations, Métis and Inuit perspectives and experiences, including residential schools and treaties;
- (h) **“school authority”** means a public school board, separate school board, Francophone regional authority, charter school operator or accredited private school operator;
- (i) **“school community”** means the staff of the school authority, along with students, parents/guardians and school council members;
- (j) **“school council”** means a school council established under the *School Act*, or a parent advisory council established under the *Private Schools Regulation*;
- (k) **“school jurisdiction”** means a public school board, separate school board, Francophone regional authority, or charter school operator;
- (l) **“school jurisdiction leader”** means a central office staff member, other than the superintendent or chief deputy superintendent, required by their leadership position to hold an Alberta teaching certificate;
- (m) **“staff”** means all certificated and non-certificated persons whose role in the school is to provide educational and support services to students;
- (n) **“student”** means, for the purposes of this standard, an individual enrolled in a school or required by law to attend, and includes a child younger than 6 years of age who is enrolled in an early childhood services program;
- (o) **“superintendent”** means a superintendent appointed by a board pursuant to the *School Act* and the chief deputy superintendent, if any, as referred to in the *Teaching Profession Act*; and
- (p) **“teacher”** means an individual who holds a certificate of qualification as a teacher issued under the *School Act*.

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## 2. The *Leadership Quality Standard*:

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

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**3.** The *Leadership Quality Standard* applies to all leaders employed in a school authority. All leaders are expected to meet the *Leadership Quality Standard* throughout their careers. Principals as defined under the *School Act* are accountable for the demonstration of all the competencies. Other leaders are responsible for the demonstration of competencies directly related to their assigned role. In any given context, reasoned professional judgment must be used to determine whether the *Leadership Quality Standard* is being met.

**4.** The *Leadership Quality Standard* is described by the following competencies and indicators:

## Fostering Effective Relationships

**1.** A leader builds positive working relationships with members of the school community and local community.

Achievement of this competency is demonstrated by indicators such as:

- (a) acting with fairness, respect and integrity;
- (b) demonstrating empathy and a genuine concern for others;
- (c) creating a welcoming, caring, respectful and safe learning environment;
- (d) creating opportunities for parents/guardians, as partners in education, to take an active role in their children's education;
- (e) establishing relationships with First Nations, Métis and Inuit parents/guardians, Elders/knowledge keepers, local leaders and community members;
- (f) demonstrating a commitment to the health and well-being of all teachers, staff and students;

- (g) acting consistently in the best interests of students;
- (h) engaging in collegial relationships while modeling and promoting open, collaborative dialogue;
- (i) communicating, facilitating and solving problems effectively; and
- (j) implementing processes for improving working relationships and dealing with conflict within the school community.

## Modeling Commitment to Professional Learning

**2.** A leader engages in career-long professional learning and ongoing critical reflection to identify opportunities for improving leadership, teaching, and learning.

Achievement of this competency is demonstrated by indicators such as:

- (a) engaging with others such as teachers, principals and other leaders to build personal and collective professional capacities and expertise;
- (b) actively seeking out feedback and information from a variety of sources to enhance leadership practice;
- (c) seeking, critically reviewing and applying educational research to inform effective practice;
- (d) engaging members of the school community to build a shared understanding of current trends and priorities in the Education system.

## Embodying Visionary Leadership

### 3. A leader collaborates with the school community to create and implement a shared vision for student success, engagement, learning and well-being.

Achievement of this competency is demonstrated by indicators such as:

- (a) communicating a philosophy of education that is student-centred and based on sound principles of effective teaching and leadership;
- (b) recognizing the school community's values and aspirations and demonstrating an appreciation for diversity;
- (c) collaborating with other leaders and superintendents to address challenges and priorities;
- (d) supporting school community members, including school councils, in fulfilling their roles and responsibilities;
- (e) promoting innovation, enabling positive change, and fostering commitment to continuous improvement; and
- (f) accessing, sharing and using a range of data to determine progress towards achieving goals.

## Leading a Learning Community

### 4. A leader nurtures and sustains a culture that supports evidence-informed teaching and learning.

Achievement of this competency is demonstrated by indicators such as:

- (a) fostering in the school community equality and respect with regard to rights as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*;
- (b) creating an inclusive learning environment in which diversity is embraced, a sense of belonging is emphasized, and all students and staff are welcomed, cared for, respected, and safe;
- (c) developing a shared responsibility for the success of all students;
- (d) cultivating a culture of high expectations for all students and staff;
- (e) creating meaningful, collaborative learning opportunities for teachers and support staff;
- (f) establishing opportunities and expectations for the positive involvement of parents/guardians in supporting student learning;
- (g) creating an environment for the safe and ethical use of technology;
- (h) collaborating with community service agencies to provide wrap-around supports for all students who may require them, including those with mental health needs; and
- (i) recognizing student and staff accomplishments.

## Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit

### 5. A leader supports the school community in acquiring and applying foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

Achievement of this competency is demonstrated by indicators such as:

- (a) understanding the historical, social, economic, and political implications of:
  - treaties and agreements with First Nations;
  - legislation and agreements negotiated with Métis; and
  - residential schools and their legacy;
- (b) aligning resources and building the capacity of the school community to support First Nations, Métis and Inuit student achievement;
- (c) enabling all school staff and students to gain a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit; and
- (d) pursuing opportunities and engaging in practices to facilitate reconciliation within the school community.

## Providing Instructional Leadership

### 6. A leader ensures that every student has access to quality teaching and optimum learning experiences.

Achievement of this competency is demonstrated by indicators such as:

- (a) building the capacity of teachers to respond to the learning needs of all students;
- (b) implementing professional growth, supervision and evaluation processes to ensure that all teachers meet the *Teaching Quality Standard*;
- (c) ensuring that student instruction addresses learning outcomes outlined in programs of study;
- (d) facilitating mentorship and induction supports for teachers and principals, as required;
- (e) demonstrating a strong understanding of effective pedagogy and curriculum;
- (f) facilitating the use of a variety of technologies to support learning for all students;
- (g) ensuring that student assessment and evaluation practices are fair, appropriate, and evidence-informed;
- (h) interpreting a wide range of data to inform school practice and enable success for all students; and
- (i) facilitating access to resources, agencies and experts within and outside the school community to enhance student learning and development.

## Developing Leadership Capacity

### 7. A leader provides opportunities for members of the school community to develop leadership capacity and to support others in fulfilling their educational roles.

Achievement of this competency is demonstrated by indicators such as:

- (a) demonstrating consultative and collaborative decision-making that is informed by open dialogue and multiple perspectives;
- (b) identifying, mentoring and empowering teachers in educational leadership roles;
- (c) promoting the engagement of parents in school council(s) and facilitating the constructive involvement of school council(s) in school life;
- (d) creating opportunities for students to participate in leadership activities and to exercise their voice in school leadership and decision making; and
- (e) promoting team building and shared leadership among members of the school community.

## Managing School Operations and Resources

### 8. A leader effectively directs operations and manages resources.

Achievement of this competency is demonstrated by indicators such as:

- (a) identifying and planning for areas of need;
- (b) applying principles of effective teaching and learning, child development, and ethical leadership to all decisions;
- (c) aligning practices, procedures, policies, decisions, and resources with school and school authority visions, goals and priorities;

- (d) following through on decisions made by allocating resources (human, physical, technological and financial) to provide the learning environments and supports needed to enable and/or improve learning for all students;
- (e) facilitating access to appropriate technology and digital learning environments; and
- (f) ensuring operations align with provincial legislation, regulations and policies, and the policies and processes of the school authority.

## Understanding and Responding to the Larger Societal Context

### 9. A leader understands and appropriately responds to the political, social, economic, legal and cultural contexts impacting schools and the school authority.

Achievement of this competency is demonstrated by indicators such as:

- (a) supporting the school community in understanding the legal frameworks and policies that provide the foundations for the Alberta education system;
- (b) representing the needs of students at the community, school authority and provincial levels;
- (c) engaging local community partners to understand local contexts;
- (d) demonstrating an understanding of local, provincial, national, and international issues and trends and their implications for education; and
- (e) facilitating school community members' understanding of local, provincial, national, and international issues and trends related to education.





Alberta Education, Office of the Registrar  
2nd Floor, 44 Capital Boulevard Building  
10044 - 108 Street  
Edmonton, Alberta T5J 5E6

SCHOOL	DATE	TIME	PLACE	Board/SALT
VHS	Friday, May 10	Banquet 5:30 PM Ceremony 7:30 pm	Mennonite Brethren Church Vauxhall Community Hall	
Enchant (Gr. 9)	Friday, May 24	Dinner 6:30 Program to follow	Enchant Community Hall	
Warner	Friday, May 31	6:00 pm	Warner School Gym	
WRM	Friday, May 24 Saturday, May 25	Ceremony 4:00 Banquet 5:00 PM	Taber Ice Arena Taber Ice Arena	
ERHS	Friday, June 7	Banquet 5:00 pm Ceremony 7:30 pm	Milk River Civic Center Erle River Gymnasium	
Horizon MAP	Friday, June 7th	Dinner TBD Program TBD	Vauxhall Community Hall	
Lomond	Friday, May 17th	Dinner - 6:30 pm Ceremony - 8:00 pm	Lomond Multi-Purpose Facility	
TMS	Friday, June 7	Dinner - 5:30 pm Ceremony - 7:00 pm	Taber Civic Center	
ATL/Chamberlain	Saturday, June 8	Ceremony 11:00 am Dinner 6:00 pm	Chamberlain Gym Grassy Lake Community Hall	
ACE Place	Tuesday, June 25	Doors open 5:00 pm Dinner 6:00 pm Ceremony 7:15 pm	Heritage Inn - Taber	

# STATEMENT OF SUPPORT TO STOP THE REPEAL OF IMPORTANT LEGISLATION TO PROTECT THOUSANDS OF ALBERTA YOUTH FROM THE HAZARDS OF TOBACCO, SMOKING AND VAPING

## DEAR PREMIER:

Five years have passed since the Legislative Assembly approved life-saving tobacco legislation—the *Tobacco Reduction Amendment Act* (2013). This legislation received all-party support in the Assembly including backing from your Caucus members.

As you know, several important sections of this bill remain unproclaimed and are now at risk of being permanently revoked under the requirements of the *Statutes Repeal Act*. The Repeal Act stipulates that any legislation (or sections thereof) not proclaimed into force within five years must be repealed unless the sections are proclaimed into force within one year of the five-year deadline.

The following sections of the tobacco legislation are now on the **chopping block** and will be permanently repealed in 2019 unless they are proclaimed into force beforehand:

- A ban on flavoured waterpipe tobacco (shisha tobacco), which has become increasingly popular among Alberta youth. Almost 5,000 Alberta youth reported smoking shisha tobacco in 2017.
- A ban on waterpipe use in indoor establishments. No one should be forced to breathe secondhand smoke in public establishments. Many of these establishments allow minors to enter.
- A ban on e-cigarettes and vaping in public establishments. Vaping among Alberta high school students almost tripled in Alberta between 2015 and 2017 and has become epidemic in scope. There are now over 35,000 youth vapers in Alberta. Kids must be protected from all forms of nicotine addiction.

Your Cabinet can rescue these outstanding sections in just *one meeting* by simply proclaiming them into force. If your government is truly committed to protecting Alberta youth from the deadly consequences of tobacco use, then you must rescue this important legislation from the chopping block. The health of Alberta youth should not be subject to political stalling and shenanigans.

## SIGNED:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Print name

\_\_\_\_\_  
Organization

\_\_\_\_\_  
Title

\_\_\_\_\_  
Phone number

\_\_\_\_\_  
Email address

\_\_\_\_\_  
Date

Several more sections of the tobacco law have been proclaimed but remain unimplemented including:

- Mandatory training for all tobacco retailers.
- Mandatory carding of any tobacco purchaser who appears to be under 25.
- Prohibiting minors from selling tobacco. Minors as young as 13 can legally sell tobacco due to an unjustified exemption. Only properly trained adults should be allowed to sell harmful drugs.

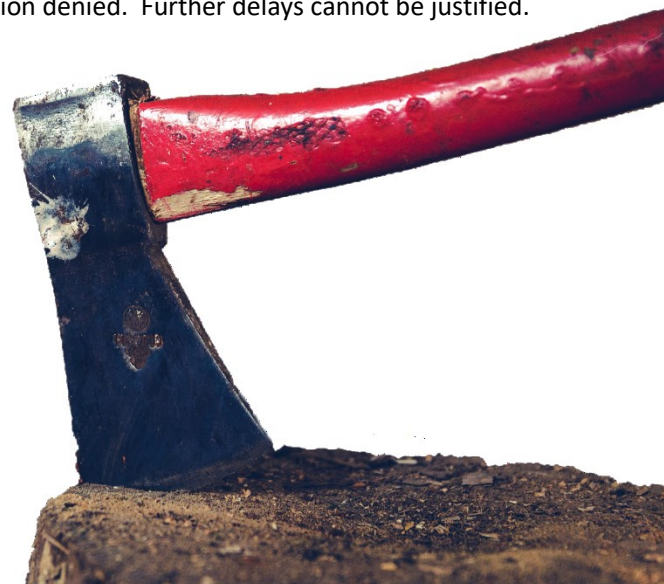
Ironically, parallel requirements presently apply to *every* alcohol and cannabis retailer in Alberta. Retailers who sell the deadliest drug on the planet are not subject to the same rules as those who sell cannabis and alcohol. This deadly double standard cannot be justified.

Tobacco kills 3,800 Albertans annually and there are 27,000 school-aged youth tobacco users in Alberta. The tobacco legislation is intended to provide children and youth with effective protection from the ravages of tobacco use and to help them remain tobacco-free for life.

As you know, the tobacco lobby has mounted a *full-court press* of 12 registered lobbyists who are now working the political backrooms, trying to derail important tobacco policy measures including those referenced above. Tobacco companies and their lobbyists cannot be allowed to dictate public health in Alberta.

We urge you and your Cabinet to move swiftly to protect Alberta youth by rescuing the tobacco legislation from the chopping block and by fully implementing this critical life-saving law.

Alberta youth deserve first-class protection from the ravages of tobacco use and addiction. Protection delayed is protection denied. Further delays cannot be justified.



**PLEASE SCAN THE COMPLETED DOCUMENT AND EMAIL TO  
[INFO@SMOKEFREEALBERTA.COM](mailto:INFO@SMOKEFREEALBERTA.COM) AND IT WILL BE DELIVERED TO THE PREMIER.**

# Superintendents Progress Report

## April, 2019

### **Educational Leadership and Student Welfare**

- Meetings and dialogue between schools and division office are ongoing. Conversations/topics typically focus on processes that ensure student safety, well-being, and conduct; financial management; and instructional leadership. This month they also included instructional and assignable time, staffing, short listing, transportation, off-campus excursions, student and staff conduct and discipline, and guidance with regard to student and parental concerns.
- Professional growth meetings with principal have concluded. Discussions utilized the Leadership Quality Standard as the basis for dialogue.
- School visits since the last Board meeting included: Central School, D.A. Ferguson Middle School, Milk River Elementary School, Vauxhall Elementary School, W.R. Myers High School, and Warner School

### **Personnel Management**

- The principals of Vauxhall Elementary School and the principal and vice principal of D.A. Ferguson Middle School have communicated their intention to retire at the end of the 2018-2019 school year. The recruitment process has resulted in an ongoing domino effect as successful candidates have come from within Horizon.
  - Meetings with staff and parents have occurred in order to build an accurate profile
  - Interviews have taken place
  - Meetings with staff to announce the successful candidate have also taken place.
  - For the 2018-2019 school year the following schools will have new leadership:
    - D.A. Ferguson Middle School – Principal and Vice Principal
      - Darryl Moser and Kim Hutzel
    - Vauxhall Elementary School – Principal
      - Sharon Skretting
    - Central School – Principal
      - David LeGrandeur
    - Warner School - Principal

### **Policy and Strategic Planning and Reporting**

- No policy meetings have occurred this month given the upcoming election.

### **Fiscal Responsibility, Organizational Leadership and Management**

- Instructional and assignable time templates have been shared with principals.
- The Board met with the ATA local as part of the collective bargaining process

### **Communications and Community Relations**

- A number of meetings and celebrations were attended over the last month. These include but are not limited to
  - Division Office staff meeting
  - Senior Administrative Leadership Team meeting
  - DAF/WRM modernization meeting
  - CASS Director of Wellness meeting
  - RCSD VTRA meeting
  - Student Vote: political candidate forum
  - Kanai Board of Superintendent meeting

**Associate Superintendent, Learner Services**  
**Report to the Board of Trustees – April 18, 2019**

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Learner Services lead team members:

Amber Darroch, Associate Superintendent  
Terri-Lynn Duncan, Director of Learning (Curriculum & Instruction)  
Robbie Charlebois, Director of Learning (Inclusive Education)  
Angela Miller, Clinical Team Lead

---

**KEY ACTION AREA #1:**

**Strong core instruction that develops student competencies**

- Ten teachers joined Terri-Lynn at Dr. Hamman school for a Friday afternoon for beginning to plan for the new curriculum. Terri-Lynn is calling these Curriculum Coffee Houses and supporting teachers by answering questions and providing some planning templates.
- Amber had the opportunity to visit AB Combs Elementary School with Franklin Covey, the organization affiliated with the Seven Habits of Highly Effective People. There were many lessons learned through the visit as to how we can tap in to student voice and the individual contributions every single learner can have in their community. She will be working with schools to frame our efforts to promote student success with strategies to promote not only student-centred learning but student voice and agency.
- Two schools' Indigenous Champions and Amber attended the CASS 4th Annual Indigenous Gathering in Edmonton Apr 10-12. The sessions and keynotes focussed on system leadership and indigenous foundational knowledge, the highlight being an address from Justice Murray Sinclair, Chair of the Truth & Reconciliation Council. He is the person who said (of residential schools), "Education got us into this mess and education will get us out."

**KEY ACTION AREA #2:**

**Response to Instruction and Intervention**

- Horizon is offering Developmental Check-ups (previously called screening) to all children in Horizon School Division entering Early Childhood Programs (Early Learning and Kindergarten). These will run at various locations throughout the month of April.
- Central school invited Terri-Lynn to their weekly CRM meetings at the beginning of April to have a Literacy focus and to brainstorm with teachers strategies and interventions for struggling readers.
- Robbie has met with every school to discuss student needs and 2019-20 Educational Assistant allocations for students with significant needs and challenges.

- Three schools attended the CRM Conference (collaborative response model) in Edmonton April 3-5 (Dr Hamman, Barnwell, and Taber Christian).

## LEADERSHIP PRACTICES

- Terri-Lynn went on a tour with 3 Principals from Palliser Regional Schools to our three Low German Mennonite outreach programs. The Principals from Palliser were interested in how each school meets the needs of their students and how they schedule High School courses for students who are working and going to school.
  - Terri-Lynn along with all learning directors in zone six met via Google Hangout to talk about what each division is doing in terms of Curriculum and sharing best practices and resources. This meeting was decided at the past February CASSIX zone meeting, the curriculum and instruction group discussed having a monthly meeting would be beneficial along with the three CASSIX zone meetings. March 28 was the first meeting and another one will be scheduled in late April early May.
  - Horizon's new webservice provider, Box Clever, was on site on Monday, April 8th to go over the design requirements for our new division website as well as to consult on concepts related to HSD #67 logo re-design. There are no prototypes available yet, but an update will be shared as soon as we have those.
-

## **Associate Superintendent, Programs and Human Services Report to the Board of Trustees – April 18, 2019**

### **Building Effective Relationships**

- Participating in local bargaining process ongoing.
- Career Transitions – Chair of the board.
- Spring staffing meetings concluded
- Attended University of Lethbridge PSIII open house

### **Modeling Commitment to Professional Learning**

- Attend CASS Professional Learning Events
- Enrolled in Weaving Ways: Indigenous Ways of Knowing in Classrooms and Schools 5 part (8hr) Webinar series.
- Enrolled in 5 part ATA Webinar series, 'Teacher Talks' to develop First Nations, Metis and Inuit Foundational Knowledge with several Horizon teachers
- Completed the SLQS certification

### **Visionary Leadership**

- Supporting school based planning for a Horizon Experiential Week in conjunction with LCC, Mount Royal University, University of Calgary, Livingstone Range, and Palliser School Division in May 2019.

### **Leading Learning**

- Ongoing support for Principals with staffing concerns.
- Continuing to instruct LQS training into the summer.

### **Supporting First Nations, Metis and Inuit Education for All Students**

- Indigenous Champions – sharing resources and professional learning opportunities.
  - Two champions attended each of two different experiential learning opportunities this month.
- Blanket Exercise
  - Scheduled Blanket Exercises:
    - Colony Teachers, May 30
  - Completed in 11 schools
- Partnership with University of Lethbridge -> First Nations, Metis, Inuit Mentorship Program for high school and middle school students partnered with university students. Began last week.
- Eagle Spirit Nest Community Association (ESNCA).
  - Board of directors comprised of representatives from: The Blood Reserve, Town of Taber, MD of Taber, Horizon, Holy Spirit, Taber Special Needs, Taber Times, Taber Chamber of Commerce, and a Cree elder
  - Received status as a registered society
  - Pursuing grant funds to initiate a community center in Taber



- Attended 'Teaching and Learning from Indigenous Insights' session in Lethbridge
- Hosted professional learning for the admin team in regards to TQS, Applying Foundational Knowledge about First Nations, Metis and Inuit and LQs, Supporting the Application of Foundational Knowledge about First Nations, Metis and Inuit.

#### **Sustaining Effective Instructional Leadership**

- Hosting Horizon Induction Program Sessions this year
- Evaluation Process for Probationary Teachers – 19 this year under evaluation; I am completing 14

#### **School Authority Operations and Resources**

- Finalizing spring staffing adjustments
- Participating in principal hiring
- Developing jurisdiction approach to Indigenous resource purchases and dispersion through heading a working committee.

## Google Summit goes this week in Barnwell

By Cole Parkinson  
Taber Times

cparkinson@tabertimes.com

After last year's successful Google Summit at Barnwell School, Horizon School Division is looking forward to the sequel this weekend.

While this is truly the third southern Alberta summit, it is the second year in a row where it will be held in the Village of Barnwell as the first iteration was located in Lethbridge.

Experience gained from last year's summit is being poured into this year's edition and Horizon is eager to hear the keynote speakers featured at the event.

"We are excited to host speakers from a national and international level this year. One of our keynote speakers, Kim Pollishuke, comes from York Region District in Ontario and promotes how to create confident, innovative, digital citizens. Jeff Heil is another keynote and he is a digital learning innovator for the San Diego

County Office of Education, an adjunct professor of educational technology for California State University San Marcos, and a Google Certified Innovator and Education Trainer. His bio says, "His mission in life is to spread the love of technology as a tool to transform student learning across the globe." The Google Summit schedule offers teachers "launchpad" sessions where they can roll up their sleeves and put their new learning right into lesson plans to follow in the coming weeks and months," said Amber Darroch, associate superintendent of learner services.

The two-day event starts at 8:30 a.m. on Friday and goes until 5:15 p.m., with Saturday starting at the same time and going until 4:15 p.m.

The event keynotes and breakout sessions will showcase themes of creating engaging, relevant learning, fostering creativity, problem-solving and communication on top of other things.

With the event being in southern Alberta, they expect a fair share of educators to come from the region, but they also know people from all over will be attending.

"We are expecting just under 100 representatives from across Southern Alberta and beyond. With returning to Barnwell after such a successful event last year, we have developed a bit of a following," continued Darroch.

Last year the event saw attendance from Calgary, Edmonton and Medicine Hat, as well as some other smaller markets.

While the event showcases southern Alberta, it also highlights Horizon schools and staff.

Another big benefit to the conference comes in the fact it offers Horizon staff easier access to a summit that can help with their roles within their own individual schools.

"Hosting the Southern Alberta Google Summit nestled right

here in one of our communities makes this excellent learning opportunity very accessible to teachers and saves the cost of travel and accommodations to attend a summit somewhere else. At the same time, it draws educators from near and far away to

visit us in Horizon and get a sense of the positive energy within our schools. Playing a key role in this national work maintains the innovative profile of the school division and our excellent teachers. Ultimately, educators' learning in this area

helps us affirm how to use appropriate technologies to create new and enriched learning opportunities for students," added Darroch.

The 2019 Southern Alberta Summit goes on Friday at Barnwell School starting at 8:30 a.m.

## Alberta School Boards Association - Opinion Editorial Election 2019



With the recent call of the Alberta election, all parties have—by this point—shared their education promises.

As President of the Alberta School Boards Association (ASBA), I am writing to Albertans today to ask them to read carefully through each political education platform, and to think very hard about the future we want for this province's next generation.

Yes, the economy is important. Because a strong economy means we have money to spend on education; however, it also works the other way around. A strong education system leads to a stronger economy, and prepares the next generation to meet the demands of a diversified future.

ASBA represents Alberta's 61 public, separate and francophone school boards, and our member school boards represent nearly 700,000 students across our province—that's almost 700,000 reasons to invest in our education system. I know times are tight for all of us. But even in times of fiscal restraint, education is not the place to cut, it's the place to invest, and investment is sorely needed. For example, of ASBA's 61, public, separate and francophone school boards:

- 74 per cent are reporting a facilities deficit;
- 81 per cent are reporting a transportation deficit; and,
- 79 per cent are reporting a deficit for special needs.

All these deficits mean money is being stripped from the classroom and used to pay for bussing, or to patch leaky roofs. But what choice do school boards have? Kids have to get to school, and that school needs to be safe, warm and dry. The truth is, Alberta's current funding model doesn't even come close to addressing the diverse needs of today's complex student systems.

All students deserve a world class education, and yet student populations are increasingly complex, diverse and are growing every year. School boards are expected to provide mental health and special needs supports, keep class sizes small, provide literacy, numeracy and English language learner interventions, and maintain aging buildings.

Now believe me, if asked, each and every locally-elected school board trustee in Alberta will tell you they absolutely want to meet the needs of all students. Because they deserve it. But to meet those needs, school boards need adequate, long-term, sustainable, flexible funding to be able to provide programs and services.

This election, whomever you vote for, whether you or someone you care about had children in the school system, have or has children or grandchildren in the school system, or are thinking about having children one day, please consider the needs of Alberta's students. They are the generation that will grow our economy. They are the generation that will make Alberta a better, stronger place, for each and every one of us.

Lorrie Jess,

President, ASBA



## Horizon School Division No. 67

### Our Learning Community

#### BARNWELL

Barnwell School  
Phone: (403) 223-2902

#### ENCHANT

Enchant School  
Phone: (403) 739-3770

#### GRASSY LAKE

Arden T. Litt Centre for Learning  
(Outreach School)  
Phone: (403) 655-2211

Chamberlain School  
Phone: (403) 655-2211

#### HAYS

Hays School  
Phone: (403) 725-3755

#### HUTTERIAN BRETHREN SCHOOLS

Phone: (403) 223-3547

#### LOMOND

Lomond Community School  
Phone: (403) 792-3620

#### MILK RIVER

Erle Rivers High School  
Phone: (403) 647-3665

Milk River Elementary School  
Phone: (403) 647-3747

#### TABER

ACE Place Learning Centre  
(Outreach School)  
Phone: (403) 223-4761

Central Elementary School  
Phone: (403) 223-2170

D.A. Ferguson Middle School  
Phone: (403) 223-8971

Dr. Hamman Elementary School  
Phone: (403) 223-2988

L.T. Westlake Fine Arts  
Elementary School  
Phone: (403) 223-2487

Taber Christian Alternative School  
Phone: (403) 223-4550

Taber Mennonite School  
Phone: (403) 223-0179

W.R. Myers High School  
Phone: (403) 223-2292

#### VAUXHALL

Horizon MAP  
(Outreach School)  
Phone: (403) 654-4654

Vauxhall Elementary School  
Phone: (403) 654-2422

Vauxhall High School  
Phone: (403) 654-2145

#### WARNER

Warner School  
Phone: (403) 642-3931

March 29, 2019

Michael Walter  
Assistant Deputy Minister  
Program and System Support  
7<sup>th</sup> Floor, Commerce Place  
10155 – 102 Street  
Edmonton, AB T5J 4L5

RE: Project ID B4855A-0001 Taber High School (D.A. Ferguson / W.R. Myers) Solar Panel Installation

Dear Mr. Walter:

At the March 27, 2019 meeting of the Board of Trustees of Horizon School Division No. 67 the board unanimously voted to cancel its participation in Solar Technology System initiative as a part of the modernization of D.A. Ferguson and W.R. Myers. This decision was made as a result of the structural evaluation performed by MPE Engineering. Significant challenges were identified with the intended installation sites that would require a significant reduction in scope for the solar panels. This further reduction in scope would leave a marginal benefit to the school board at best.

Sincerely,

Marie Logan  
Board Chair

cc: Erin Owens, Director Capital Planning South  
Ross Newton, Manager Capital Planning South  
Pedro Mendonca, Senior Manager Capital Planning  
Maciej Kijak, Project Manager

# Horizon School Division undergoing branding change

By Cole Parkinson

Taber Times

cparkinson@tabertimes.com

Horizon School Division is heading towards an overhaul in terms of their logo and brand.

After several years of sporting the blue and yellow, the division is looking to shake things up and to modernize their logo as part of updating their website providers.

"Our Horizon website and all of the schools affiliated, are serviced by a provider by contract and that contract is coming up. We were looking at who would be our next service provider and have selected a company called Box Clever," said Amber Darroch, associate superintendent of learner services at the board's regular meeting on March 27.

"Part of what I was able to negotiate with them is a credit towards rebranding and redesigning our Horizon logo."

For prep of the new logo, Box Clever wanted some feedback of what the board would want to be incorporated into the logo.

A variety of different logos including a handful of other horizon named

companies provided some visuals for the board to draw from.

"What they seek is a bunch of feedback. They take our feedback and based on our thoughts, propose probably two or three key designs back to us. Then we can say 'we like this about this one and this about that one' and they formulate our feedback into a prototype that becomes our logo. The process is consultative and they listen to us and go do the work and the overall design before presenting it back to us," said Darroch.

In an exercise to see what trustees wanted incorporated into a new Horizon logo, they were able to submit a list of words they would want to be associated.

Some of the most mentioned words were bold, modern, clean, academics, family, simple and children.

"What we are aiming for is to have a log is representative of all of Horizon, our communities, staff, students, families and community members. Something we can brand and be recognizable which may or may not be closely related to our current logo design," added Darroch. "We want to do it right."

The board was also highly in favour of switching up the colours from the current blue and yellow for a variety of reason, including to distance themselves from the northern Saskatchewan Horizon School Division who also employs a similar colour scheme.

One idea was to include the division number 67 in the logo to differentiate from the other Horizon School Division.

With a switchover in the logo department, there was discussion on costs that would come from updating various items with the previous logo.

While there would be some relative costs, there wasn't a huge amount of items that would cost money to update.

"There's not a lot. There might be some stamps but just minor costs," said Wilco Tymensen, superintendent of schools, who added the highest cost would likely come from the sign outside of the division office.

With a meeting scheduled for early April, the hope is to have a prototype of some new logos within the next couple of weeks.

"The goal is to have everything lined up to start being able to publish by the end of May," stated Darroch.