

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

**Regular Board Meeting Agenda
Thursday, November 30th, 2017 – 1:00 p.m.**

Auditor’s Presentation - Financial Statement

A – Action Items

A.1 Agenda	
A.2 Minutes of Regular Board Meeting held Wednesday, October 25, 2017	ENCLOSURE 1
A.3 November 2017 Payment of Accounts Summary	ENCLOSURE 2
A.4 Auditor Presentation of the Audited Financial Statement (<i>handout</i>)	
A.5 2017-2018 Budget Fall Update (<i>handout</i>)	
A.6 Policy for First Reading: GA – Hiring of Personnel	ENCLOSURE 3
A.7 Policy for First Reading: GAA – Employee Conflict of Interest	ENCLOSURE 4
A.8 Policy for First Reading: HGADA – Off Campus Education	ENCLOSURE 5
A.9 Policy for First Reading: HIC – Extra-Curricular Activities	ENCLOSURE 6
A.10 Policy for First Reading: JBA – Public Interest Disclosure	ENCLOSURE 7
A.11 Policy for Second & Final Reading: EBCB – Fire Drill	ENCLOSURE 8
A.12 Policy for Second & Final Reading: FD – Disposal of Property	ENCLOSURE 9
A.13 Policy for Second & Final Reading: GBK – Tobacco Free Environment	ENCLOSURE 10
A.14 Policy for Second & Final Reading: GCAA – Central Office Administrators	ENCLOSURE 11
A.15 Policy for Second & Final Reading: GK – Sales Personnel on School Premises	ENCLOSURE 12
A.16 Policy for Second & Final Reading: HND – Remembrance Day	ENCLOSURE 13
A.17 Policy for Second & Final Reading: IE – Student Attendance	ENCLOSURE 14
A.18 Policy for Second & Final Reading: IECB – International Students	ENCLOSURE 15
A.19 Policy for Second & Final Reading: IED – Independent Student	ENCLOSURE 16
A.20 Policy for Second & Final Reading: IFH – Formal Parent/Student Appeal	ENCLOSURE 17
A.21 Policy for Second & Final Reading: II - Student Awards and Scholarships	ENCLOSURE 18
A.22 Policy for Second & Final Reading: IO – Student Records	ENCLOSURE 19
A.23 Policy for Second & Final Reading: JMA – School Council	ENCLOSURE 20
A.24 Delete Policy: DFH – School Generated Funds	ENCLOSURE 21
A.25 Three Year Education Plan & AERR	ENCLOSURE 22

D – Discussion Items

D.1 IMR Plan	
D.2 Christmas Concerts	ENCLOSURE 23

I - Information Items

I.1 Superintendent’s Report – Wilco Tymensen	ENCLOSURE 24
I.2 Trustee/Committee Reports	
• I.2.1 Zone 6 ASBA Report – Marie Logan	
• I.2.2 November Administrator’s Meeting Report – Rick Anderson	
• I.2.3 November Facilities Committee Report – Bruce Francis	
I.3 Associate Superintendent of Finance and Operations Report – Phil Johansen	
I.4 Associate Superintendent of Learner Services – Amber Darroch	ENCLOSURE 25
I.5 Associate Superintendent of Programs and Human Services Report – Anita Richardson	ENCLOSURE 26
I.6 Teaching Indigenous Cultures in Schools	ENCLOSURE 27
I.7 Statement of Disclosure	ENCLOSURE 28

C-Correspondence

- C.1 New Release – Teaching Indigenous history, cultures in schools
- C.2 Capital Plan
- C.3 New Legislation to Support Gay-Straight Alliance
- C.4 News Release: Municipalities get relief on uncollectable tax
- C.5 Bill 28 – School Act Amendments
- C.6 Proposed cannabis legislation focuses on safety

ENCLOSURE 29

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, October 25, 2017 beginning at 1:00p.m. in the Eric Johnson Room.

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

ALSO PRESENT: Dr. Wilco Tymensen, Superintendent of Schools
Phil Johansen, Associate Superintendent of Finance & Operations
Anita Richardson, Associate Superintendent of Programs and Human Services

Cole Parkinson, Taber Times
Sheila Laqua, Recording Secretary

REGRETS: Amber Darroch, Associate Superintendent of Learning Services

ACTION ITEMS

- | | | |
|-----|--|------------------------------------|
| A.1 | Moved by Blair Lowry that the Board approve the agenda with the following additions: | AGENDA APPROVED |
| | A.5 – Policy BCE – Board Organizations and Committees
A.6 – Policy BD – Board Meetings
A.7 – Reserve Funding for Facilities Building
A.8 – Changes to SiPP
D.2 – Board School Tours | |
| | Carried Unanimously | 139/17 |
| A.2 | Moved by Jennifer Crowson that the Board approve the Board minutes for September 26, 2017 as provided by Enclosure 1 of the agenda. | BOARD MEETING MINUTES APPROVED |
| | Carried Unanimously | 140/17 |
| A.3 | Moved by Derek Baron that the Board approve the October 2017 Payment of Accounts report in the amount of \$3,566,465.18 as provided in Enclosure 2 of the agenda. | PAYMENT OF ACCOUNT APPROVED |
| | Carried Unanimously | 141/17 |
| A.4 | 2017-2018 IMR Projects was postponed to November 30, 2018 board meeting. | |
| A.5 | Moved by Jennifer Crowson that the Board approve the first reading of Policy BCE – Board Organizations/Committees to remove the committee that are no longer needed as per the discussion in the organizational meeting. | POLICY BCE FIRST READING APPROVED |
| | Carried Unanimously | 142/17 |
| | Moved by Bruce Francis that the Board approve the second reading of Policy BCE – Board Organizations/Committees with recommended changes. | POLICY BCE SECOND READING APPROVED |
| | Carried Unanimously | 143/17 |

- Moved by Bruce Francis that the Board approve the final reading of Policy BCE – Board Organizations/Committees with recommended changes. POLICY BCE FINAL READING APPROVED
- Carried Unanimously 144/17
- A.6 Moved by Blair that the Board approve the first reading of Policy BD – Board Meetings, to delete the mention of an ‘annual meeting’. POLICY BD FIRST READING APPROVED
- Carried Unanimously 145/17
- Moved by Rick Anderson that the Board approve the second reading of Policy BD – Board Meetings, to delete the mention of an ‘annual meeting’. POLICY BD SECOND READING APPROVED
- Carried Unanimously 146/17
- Moved by Jennifer Crowson that the Board approve the final reading of Policy BD – Board Meetings, to delete the mention of an ‘annual meeting’. POLICY BD FINAL READING APPROVED
- Carried Unanimously 147/17
- A.7 Moved by Bruce Francis that the Board approve \$70,000 from Board Reserves to reflect the increased cost for upgrading the Facilities Department up to code. \$70,000 FROM BOARD RESERVES FOR FACILITES BUIDING UPGRADE APPROVED
- Carried Unanimously 148/17
- A.8 Moved by Derek Baron that the Board approve the changes to SiPP as per the letter provided by the SiPP Governance Board. SiPP CHANGES APPROVED
- 149/17
Carried Unanimously

DISCUSSION ITEMS

D.1 Policy JG – Community Use of Schools

The Board of Trustee revisited Policy JG- Community Use of Schools. The Board discussed the rental fee structures and the requirement to submit fees and decided against making any changes to the policy at this time. The Board will revisit the policy in one year's time (at their October 2018 Board Meeting).

D.2 – Board School Visits

Horizon School Division’s Board of Trustee will visit several schools and colonies over the 2017-2018 school year. The schedule is as follows:

2017-2018	
February 15, 2018 Enchant School Enchant Colony Lomond Colony Lomond School Armada Colony	June 14, 2018 Delco Fairlane Hillridge Oaklane Prairie Home

INFORMATION ITEMS

I.1 ASBA Trustee Handbook

The ASBA Trustee Handbook was shared with the Board of Trustees and included as Enclosure 4 in the agenda.

I.2 Superintendent's Report

Wilco Tymensen's October report to the Board included the following:

Educational Leadership and Student Welfare

- Start-up meetings and dialogue between schools and division office are ongoing. Conversations/topics typically focus on processes that ensure student safety and well-being, financial management, instructional leadership. This month they also included budgeting, staffing, facility use, transportation, off-campus excursions, and Alberta Education requirements.
- Met with ATA representation related to the "Classroom Improvement Fund" stemming from the recently ratified provincial Memorandum of Agreement. \$50,000 worth of innovative projects were reviewed and approved.
- Attended a two (2) day training session for Violence Threat Risk Assessment (VTRA)
- Principal meetings have commenced to discuss administration professional growth planning and school Three Year Education Plans, and annual education results
- School visits this month included: Taber Christian School, Taber Mennonite School, Dr. Hamman School, Lomond School, Chamberlain School, Barnwell School, W.R. Myers High School, Vauxhall High School, D.A. Ferguson Middle School
- Planning for summer 2018 CASSIX Waterton conference is ongoing

Personnel Management

- Three new principals (Hays, W.R. Myers, and Chamberlain) are being evaluated this year. Teaching observations have occurred.
- Review of five hundred (500) self-declaration submissions related to vulnerable sector checks and police information checks
- Facilitated a new principal orientation which focused predominantly on financial and human resource practices

Policy and Strategic Planning and Reporting

- Policy committee met to review five (5) policies.

Fiscal Responsibility, Organizational Leadership and Management

- Preparation for ATA Collective Bargaining regarding local table matters is ongoing. First meeting is scheduled for November 15, 2017.
- DAF/WRM modernization meetings are ongoing. Review and ranking of request for qualifications (RFQ) scheduled for completion by the end of October.
- Legal regarding upcoming changes to Employment Standard Code and Labour Relations Code
-

Communications and Community Relations

- A number of meetings and celebrations were attended over the last month. These include but are not limited to
 - Administrator Meeting
 - Division Office staff meeting
 - Senior Administrative Leadership Team meeting
 - ATA Induction banquet
 - Alberta Infrastructure meeting
 - Vauxhall High School awards night
 - D.A. Ferguson Middle School awards night
 - W.R. Myers high School awards night
 - Taber Adult Learning 45th anniversary celebration

I.3 Trustee/Committee Reports

I.3.1 Zone 6 ASBA Report

Marie Logan, Zone 6 representative shared the following with the Board:

- The Zone 6 General Meeting is scheduled for November 8, 2018, 10:00 a.m. at the Palliser Board Office
- Nomination forms for the new Zone Executive will be forthcoming

I.3.2 Administrator's Meeting Report

Blair Lowry reviewed the highlights of the October 10th, 2017 Administrator's meeting.

Highlights included:

- Morning Professional Development - Learning Committee Groups
- Assessment Information
- Emergency School Closures
- PowerSchool – Booking Subs
- PAT/Diploma Results
- Support Team Reports
- Inclusive Learning Update
- Policy JG – School Use of Facilities

I.3.3 Facilities Report

Bruce Francis, Facilities Committee Chair, provided a report to the Board on the work undertaken for the month of October 2017 within the Facilities Department and included the following highlights:

- Capital Projects:
 - o Barnwell – The Barnwell Capital Project is complete with the Library and Community portion of shelving and millwork being undertaken by Horizon forces and contract staff. Anticipated completion is prior to the end of October.
 - o Warner – Completion of the facility will carry over into the 2018 year.
 - o DAF - The Alberta Infrastructure run D.A. Ferguson Modernization is continuing at the design stages and has reached the tender drawing threshold. RFQ has been posted with an anticipated Bid Closing date in November 2017.
 - o
- The 2018 IMR preliminary draft was shared.
- Board Reserves requested to bring Maintenance Shop up to code.

I.4 Associate Superintendent of Finance and Operations Report

Phil Johansen provided an October 2017 update to the Board with highlights as follows:

- Focus on budget
- Enrollment numbers are consistent with the Spring projections.
- Auditor are currently on site
- Barnwell Project is complete with the last invoices processed. Statement of Final Costs will be submitted to AB Infrastructure
- Contract with the Barnwell Library Board is complete with split operating costs with the facility.
- Elections were held with all of the Trustees in by acclamation.

I.5 Associate Superintendent of Learner Services

Amber Darroch, Associate Superintendent of Learner Services, shared the following October 2017 report 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

- Learner Services team members are welcoming opportunities to model a recommended practice in a

teacher's own classroom. Demonstrating things like how to conduct a universal assessment in literacy with students, teaching a lesson on "making words" in Language Arts, or using effective classroom management strategies helps teachers observe the positive impact of that identified practice with their students, as well as see how they can implement it directly themselves.

- October 19th was the first division-wide professional learning day of this school year. All teachers, leaders and educational support staff participated in a morning session with Charlene Bearhead focussed on building foundational knowledge and historical perspectives of indigenous peoples. Afternoon sessions provided specific professional development topics, opportunities for teachers to connect with subject area or grade level teams, and the launch of our "Teachers Learning through Collaboration" (TLC) groups for this year.
- The division Assessment Coach, Sharon Skretting, has been working one on one and with small groups of teachers in schools helping them plan assessments which align best with the curricular outcomes being taught. She is providing tools and resources to help teachers navigate this work.
- Robbie Charlebois, Director of Learning, completed school visits with Coral James to provide clarity about her role and how she can support students, teachers and schools. As Learner Success Coach, Coral has already visited many classrooms and is serving as a resource to individual teachers and staffs. Coral is specifically visiting all classrooms of teachers on probationary contracts this year to offer direct supports to beginning teachers.
- Amber Darroch, Associate Superintendent, led the the Learner Services team of Terri, Robbie, and the three instructional coaches in a strategic planning session and the group attended a full day presentation by author/speaker Dylan Wiliam, put on by the Alberta Assessment Consortium. These activities helped the team clarify its direction and goals for the year, as well as ensuring all are aligning their efforts.
- Amber presented an introduction to the Middle Years Math Project to the Alberta Research Network's provincial meeting in Edmonton on October 4 and 5.

KEY ACTION AREA #2:

Response to Instruction and Intervention Framework to improve literacy and numeracy proficiency

- Terri-Lynn Duncan, Director of Learning, and Robbie met with administrators at WR Myers school to discuss best practices and direction for assessing literacy in high school and the direction for struggling readers in grades 9-12. Fountas and Pinnell Assessment testing, the use of Levelled Literacy, Reading 15 and literature circles are identified as effective practices.
- Crystal McGregor, Secondary Literacy & English Language Learner Coach, is working across many schools supporting comprehensive literacy instruction and success for our ELL students.
- As the school year has been underway and teachers are becoming closely acquainted with the significant needs and challenges some of their students face, Robbie is consulting and supporting individualized program planning. All schools worked together to develop Instructional Support Plans (ISPs) and English Language Learner Benchmarks for identified students on our division-wide day on September 29th.
- Robbie has been working with Laura Elliott to ensure behaviour support plans are updated and current strategies are working with students who need this level of support. Laura's position has been increased to 1.0 FTE through the use of Classroom Improvement Funds this year, and her time continues to be in very high demand.
- Terri-Lynn and Crystal visited Hays school to discuss literacy resources and talk to administration to see how they could be of assistance in supporting students who are struggling in literacy.
- All Horizon schools are implementing a pyramid of intervention and using a collaborative response model to address student needs. Robbie has attended a number of collaborative team meetings at various schools

to support facilitation of the framework and model effective meeting strategies. Six schools are piloting the use of an added module of the Dossier software to monitor and track responses for individual students.

- During the 2016-17 school year, a group of teachers and administrators representing all schools participated in an “Inclusive Practices Cohort”. This group shared their priorities with at the Administrators’ Committee meeting in October and will go on to make the same presentation to each school staff. The goal is to develop a cohesive vision for inclusive practice in Horizon schools and keep moving forward strategically.

KEY ACTION AREA #3:

Stakeholder engagement impacts student success

- Level 1 Violent Threat Risk Assessment (VTRA) training was offered to 33 participants on October 11 and 12, and a refresher was extended to an additional five on October 13. Angela Miller, Clinical Team Lead led the training in partnership with Glenn Jankowiak and Sergeant Howie Kehler. All school administrators are kept up to date in VTRA practices should the need for this protocol arise in any school. Some external participants joined from organizations including Child & Family Services, Alberta Health Services Addiction & Mental Health, Safe Haven, and Grasslands School Division.
- Terri-Lynn met with the Health Promotion Coordinators from Alberta Health Services to discuss an Inter-jurisdictional Staff Wellness Day that will be held with Holy Spirit School Division Health Champions and Horizon School Division Health Champions on November 29th, 2017 in the Eric Johnson Boardroom.
- Terri-Lynn, Tammy Reiling and seven students from Vauxhall Elementary attended the Healthy Active School Symposium in Lethbridge where students went through the day of activities in physical fitness, mental health, healthy eating and planning what the focus would be for their school this year and what they already are currently doing.
- Terri-Lynn attended the Comprehensive School Health meeting in Medicine Hat with Alberta Health Services, Be Fit for Life, Ever Active Schools and other school Jurisdictions. Terri-Lynn led the group through the “Core Story of Brain Development,” the “Brain Game- Building a Healthy Brain.”

LEADERSHIP PRACTICES

- Amber is joining Wilco Tymensen and Anita Richardson for principal meetings to discuss each school’s goals and each principal’s professional growth plan.

Terri-Lynn Duncan, Director of Learning presented highlights from the 2016-2017 PAT/Diploma Exams. [Click here](#) to view the presentation.

I.6 Associate Superintendent of Programs and Human Services Report

Anita Richardson, Associate Superintendent of Programs and Human Services, shared the following October 2017 report with the Board:

Human Resources

- Still working through Atrieve implementation with ATA staff
- Probationary Teacher evaluation process underway

Leadership Practices

- Leadership Cohort has 10 participants this year – mix of principals, vice/assistant principals and teachers
- Request for JSET participants has been sent to schools
- Working with ATA to host one or more professional learning sessions/socials for our substitute teachers

Stakeholder Engagement

- Training to use data for the schools who used OurSchool Survey last year occurring in November
- Implementing SOSQ student survey with 7 schools this year; training will also occur in November

First Nations, Metis, Inuit

- Oct. 19 Professional Learning Day – Presentation from Charlene Bearhead for all staff in the am, “Speaking to the Heart – The Importance of Understanding the First Nations, Metis, and Inuit Perspective for School Communities” and two breakout sessions in the afternoon – one for support staff and one for First Nations Champions. Of feedback received so far, 78% agreed or strongly agreed it was an excellent day overall.

- Indigenous Committee meeting monthly
- Indigenous Culture Champions have had the first session – participated in the Blanket Exercise
- Interest from many schools to host a Blanket exercise for their staff

I.7 Proposed Alberta Cannabis Framework

Proposed Alberta Cannabis Framework Released

For more information : <https://www.alberta.ca/cannabis-framework.aspx>

Albertans are invited to provide feedback on the government’s draft framework to manage cannabis legalization in the province.

The Alberta Cannabis Framework proposes who will be able to buy and use cannabis once it is legal, where they will be able to buy it and where they will be allowed to use it.

The framework supports four policy priorities for legalization: keeping cannabis out of the hands of children, promoting public safety on roads, in workplaces and in public spaces, protecting public health and limiting the illicit market. – *Kathleen Ganley, Minister of Justice and Solicitor General*

I.8 Vauxhall Bus Bylaw

A brief discussion was held on the Vauxhall Bus Bylaw.

CORRESPONDENCE

No Discussion items came forward from the Correspondence as provided by Enclosure 5 of the agenda.

Next Board Meeting will be held on Thursday, November 30, 2017

ADD UPCOMING EVENTS

COMMITTEE ITEMS

Moved by Jennifer Crowson that the Board meet in Committee.	COMMITTEE
Carried Unanimously	/17
Moved by Blair Lowry that the meeting reconvene.	RECONVENE
Carried Unanimously	/17
Moved by Derek Baron that the meeting adjourn	MEETING
Carried Unanimously	ADJOURNED
	/17

Marie Logan, Chair

Sheila Laqua, Executive Secretary

PAYMENT OF ACCOUNTS REPORT
Board Meeting November 30, 2017

General	October 25/17		473953.15
General	October 31/17		1068565.43
U.S.	October 31/17		5974.60
General	November 3/17		50
U.S.	November 3/17		1034.93
General	November 7/17		197870.53
General	November 14/17		153607.42
General	November 20/17		378616.3
U.S.	November 22/17		78.02
"A" Payroll	October 2017	Teachers	1,709,129.97
	October 2017	Support	544,260.48
"B" Payroll	October 2017	Casual	11,571.15
	October 2017	Subs	65,135.34
Total Accounts			2,330,096.94
Board Chair _____			
PJ:dd			
November 23, 2017			

Horizon School Division October 2017 U.S. Accounts

	U.S. Funds	Canadian Fund
Transfinder Corporation	4550.00	5974.60
Total U.S. Accounts	4550.00	5974.60

JM:dd
October 31, 2017

Horizon School Division November 2017 U.S. Accounts
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	U.S. Funds	Canadian Fund
Surpass Software LLC	795.00	1034.93
Total U.S. Accounts	795.00	1034.93

JM:dd
November 3, 2017

Horizon School Division November 2017 U.S. Accounts
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	U.S. Funds	Canadian Fund
Vocabulary Spelling	59.95	78.02
Total U.S. Accounts	59.95	78.02

JM:dd
November 22, 2017

POLICY

~~THE BOARD OF TRUSTEES OF THE HORIZON SCHOOL DIVISION RECOGNIZES THAT THE QUALITY OF EDUCATION IN THE DIVISION IS LARGELY DEPENDENT UPON THE QUALITY OF THE STAFF MEMBERS IN THE DIVISION AND SCHOOLS. TO THIS END, THE BOARD WILL ENDEAVOR EXPECTS EMPLOYEES TO UTILIZE A SYSTEMATIC AND JUSTIFIABLE PROCESS AT ALL TIMES, TO HIRE THE BEST QUALIFIED INDIVIDUALS FOR EACH POSITION THROUGH A SYSTEMATIC AND JUSTIFIABLE PROCESS TO HIRE THE BEST QUALIFIED INDIVIDUALS FOR EACH POSITION.~~

GUIDELINES

- ~~1. 1.—The Superintendent shall be hired by the Board. Division employees with input from staff representatives and School Councils shall be provided an opportunity to contribute to the profile used as part of the hiring process.~~
- ~~2. 2.—Central Office administrators acting as assistants to the Superintendent shall be hired by the Board on the recommendation of the Superintendent and with input from the Board staff representatives. The senior administrative leadership team and school principals shall be provided an opportunity to contribute to the profile used as part of the hiring process.~~
- ~~3. 3.—Associate Superintendent of Finance and Operations shall be hired by the Board on the recommendation of the Superintendent of Schools. Wherever required by provincial regulation, the Associate Superintendent of Finance and Operations shall be considered the jurisdiction Secretary Treasurer.~~
- ~~4. 4.—Principals shall be hired by the Board Superintendent in consultation with the Superintendent with input from the Board staff representatives and School Council. School employees and School Councils shall be provided an opportunity to contribute to the profile used as part of the hiring process.~~
- ~~5. 5.—Individuals occupying the Vice-Principal or Assistant Principal position shall be appointed by the Superintendent of Schools using a process determined by in consultation with the principal of the school as approved by the Superintendent.~~
- ~~6. 6.—Teachers shall be hired by the Superintendent of Schools on the recommendation of the school Principal with input from staff representatives and School Council. School employees and School Councils shall be provided an opportunity to contribute to the profile used as part of the hiring process.~~
 - ~~6.1. Principals shall work under the direction of the Associate Superintendent of Programs and Human Services when recruiting and filling teacher positions.~~

~~7.~~ ~~7.~~ School Support staff shall be hired by the Superintendent ~~of Schools or administrative designate~~ on the recommendation of the school Principal.

~~8.~~ ~~8.~~ Non-school support staff shall be hired by the Superintendent ~~of Schools or administrative designate~~ on the recommendation of the immediate supervisor.

~~9.~~ ~~9.~~ Substitutes or casual staff shall be ~~pre-hired~~ approved by the Superintendent. ~~School Principals, or in the case of central office, the immediate supervisor~~ may utilize pre-approved substitutes or casual staff as needed.

HORIZON SCHOOL DIVISION NO. 67
Policy GA - Hiring of Personnel – Continued

HORIZON SCHOOL DIVISION NO. 67
Policy GA - Hiring of Personnel – Continued

HORIZON SCHOOL DIVISION NO. 67
Policy GA – Hiring of Personnel – Continued

~~10.~~ ~~10.~~—Contract staff shall be hired by the Superintendent of Schools or administrative designate on the recommendation of the immediate supervisor, ~~with input from appropriate stakeholders~~

REGULATIONS

~~1.~~—In the following regulations, the term "Advisory Selection Committee" will be the group indicated in the above guidelines who is responsible the employee or contract worker.

~~2.~~—The Advisory Selection Committee shall follow the procedures outlined in the Horizon School Division *Staff Recruitment and Selection Guide* when filling a vacant position within the jurisdiction.

~~1.~~ The principal or immediate supervisor in the case of non-school staff shall work with the Superintendent or designate to identify and define required positions.

~~2.~~ The principal or immediate supervisor in the case of non-school staff shall work with the Superintendent or designate to develop a profile, which shall include ~~3.~~—The establishing of criteria upon which the selection will be based, ~~is the responsibility of the Advisory Selection Committee.~~

~~—The principal or immediate supervisor in the case of non-school staff shall work with the Human Resources department to advertise~~~~4.~~ Advertising for the position shall be done:

~~3.~~

~~3.1.~~ ~~—(a)—locally, in the schools of the Division; and~~ ~~as per the Collective Agreement;~~
~~and~~

~~3.2.~~ ~~—(b)—in local or regional papers at the discretion of~~ ~~principal or immediate supervisor in the case of non-school staff~~ ~~the hiring body;~~ and

~~3.3.~~ ~~(c)—on the Horizon School Division website and any applicable on-line recruitment provider deemed appropriate~~ ~~for the position~~

~~4.~~ The principal or immediate supervisor in the case of non-school staff shall ~~5.~~—~~s~~Screening shall be carried out ~~candidates, either by the~~ ~~The principal or immediate supervisor in the case of non-school staff,~~ ~~hiring body or a~~ ~~may include members of the interview committee to assist in screening~~ ~~established by that group (individual).~~

~~4.1.~~ Screening shall ~~which shall~~ include:

~~4.1.1.~~ collection of data and reference checks; and

~~4.1.2.~~ ~~—(a)—preparation of~~ a short list of candidates; ~~and~~

~~—(b)—collect data and check references.~~

~~5.~~ ~~6.~~—Interviewing of all short-listed candidates shall be carried out by the ~~hiring body or~~

HORIZON SCHOOL DIVISION NO. 67
Policy GA - Hiring of Personnel – Continued

~~an interview committee selected by them.~~

~~6. Employment offers will be made to teachers by the Associate Superintendent of Programs and Human Services with Superintendent approval.~~

~~7. Employment offers will be made to support staff by the principal or immediate supervisor in the case of non-school staff with final approval being provided by Superintendent.~~

~~7.1. 7.——Before final confirmation of employment, the successful candidate shall be required to provide a security clearance Police Information eCheck performed by law officials.~~

~~7.1.1. Any costs incurred for this security check will be the responsibility of the employee.~~

~~Principals shall work under the direction of the Associate Superintendent of Programs and Human Services when recruiting and filling teacher positions.~~

~~8.——The Board shall be kept informed of all staff hiring.~~

HORIZON SCHOOL DIVISION NO. 67**Policy Code:** GAA**Policy Title:** Employee Conflict of Interest**POLICY HANDBOOK****Cross Reference:** JBB: Canadian Anti-Spam Legislation

Legislation, Freedom of Information and Protection of Privacy Act, Canadian Code of Ethics for Psychologists and Canadian Counselling and Psychotherapy Association

Legal Reference: School Act, Canadian Anti-Spam**Adoption Date:** November 27, 1996**Amendment or Re-** October 21, 2001,**affirmation Date:** April 15, 2014

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT EMPLOYEES HAVE AN ETHICAL RESPONSIBILITY TO AVOID SITUATIONS THAT CONSTITUTE A CONFLICT OF INTEREST.

DEFINITION

Conflict of interest: any situation in which an individual is in a position as an employee of the Division to exploit a professional or official capacity in some way so as to create a financial benefit for him/herself or one that benefits an immediate family member or relative.

Immediate family member or relative: includes the following relatives of the employee or his/her spouse, including common-law spouse, spouse, child, parent, grandparent, grandchild, sister, brother, aunt, uncle, niece, nephew, sister-in-law, brother-in-law, daughter-in-law, son-in-law, father-in-law, mother-in-law, or other relative who is a member of the employee's household.

REGULATIONS

1. Each employee shall voluntarily declare any conflict of interest that may arise and remove themselves from the conflict of interest situation.
2. Conflict of interest includes but is not limited to the following:
 - 2.1. participation in the hiring, supervision and/or evaluation suspending, dismissing, promoting, or transferring of an immediate family member or relative;
 - 2.1.1. The appointment of an immediate family member or relative to any contractual assignment, where that employee shall be in direct administrative supervision of a immediate family member or relative will not be allowed.
 - 2.1.2. When the marriage of two employees places an individual in direct administrative supervision of an immediate family member or relative, one of the employees may be transferred within the Division.
 - 2.1.3. Except under circumstances where no other suitable substitute is available, Division administrators, coordinators, managers, or teachers, shall not request immediate family members as substitutes.

- 2.2. receiving personal economic benefit from selling or promoting the sale of goods or services to the students or their parents where the knowledge of the employee's relationship to the division is in any way utilized to influence the sale;
 - 2.3. using the resources of one's employing institution for purposes not agreed to: such as receiving referrals from the school district for private practice,
 - 2.4. soliciting in any manner clients of the division for private practice;
 - 2.5. using the division for purposes not agree to: such as Counsellors refraining from recruiting or accepting as clients in their private practice individuals for whom they may have professional obligations.
 - 2.6. participating in any way in the selection of materials or equipment, for use in the District, when the item(s) under consideration were developed by or authored (in whole or in part) by the employee or a member of his/her immediate family or relative;
 - 2.7. using the Divisions communication system (inter-school mail, telephone, email, etc.) to promote sales of a product in which an employee has a financial interest:
 - 2.8. using or providing an employee or student directory for use in promoting sales of a product or service;
 - 2.9. using Division material, equipment and/or facilities for purposes not directly related to the individual's work-related duties and responsibilities or for personal gain;
 - 2.10. other activities including a business in which the individual has a personal vested interest beyond that which arises out of his/her work.
3. Individuals will refrain from prohibited practices as per the Canadian Anti-Spam legislation and policy JBB: Anti-Spam.
 4. Individuals contravening this policy may be subject to discipline.

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

Policy Code:	HGADA
Policy Title:	Off Campus Education
Cross Reference:	HICA
Legal Reference:	<u>School Act 37, AB.</u> Learning Policy 1.4.3, AB. Bulletin Education Program 1.6.2, Employment Standards Code, Labour Relations Code (AB), The Occupational Health and Safety (OHS) Act, Regulation and Code and related regulations including Workplace Hazardous Materials Information System (WHMIS), local and provincial health, safety and building standards, as well as the applicable sections of the Young Offenders Act, the Freedom of Information and Protection of Privacy (FOIP) Act and the Student Record Regulation
Adoption Date:	August 24, 1995
Amendment or Re-	June 19, 2001
affirmation Date:	September 17, 2013

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION SUPPORTS THE OPPORTUNITY FOR OFF-CAMPUS EDUCATION FOR JUNIOR AND SENIOR HIGH SCHOOL STUDENTS TO EXPLORE AND EXPAND THEIR CAREER OPPORTUNITIES, INTERESTS, SKILLS AND KNOWLEDGE AND TO GAIN PRACTICAL EXPERIENCE RELATED TO WORK AND OTHER LIFE ROLES.

DEFINITION

THE TERM “OFF-CAMPUS EDUCATION” IS INTENDED TO COVER THE FOLLOWING EXPERIENTIAL LEARNING UNDER THE COOPERATIVE SUPERVISION OF AN OFF-CAMPUS COORDINATOR AND THE EMPLOYER’S ON-SITE REPRESENTATIVE:

- A) **WORK STUDY:** Short term and part-time experiential learning integrated with a regular junior or senior high school course where no additional credit is given beyond that awarded for the course(s) of which the work study is an integral part.
- B) **WORK EXPERIENCE:** Experiential learning undertaken by a senior high school student 15 years of age or older, as part of a planned school program, where the activity constitutes a separate course based on credit allocation as defined by Alberta Education.
- C) **WORKPLACE READINESS/PRACTICUM:** Experiential learning integrated with a junior or senior high school knowledge and employability course, with the intent of providing hands on experience to help the student relate schooling to everyday life in the workplace and community, based on credit allocation as defined by Alberta Education.

POLICY HGADA – Off-Campus Education, Cont’d.

~~POLICY HGADA – Off-Campus Education, Cont’d.~~

- D) REGISTERED APPRENTICESHIP PROGRAM: Experiential learning undertaken by a senior high school student 15 years of age or older, as part of a planned school program based on credit allocation as defined by Alberta Education that meets the statutes and regulations relating to apprenticeship training.
- E) GREEN CERTIFICATE: Experiential learning undertaken by a senior high school student 15 years of age or older, as part of a planned school program based on credit allocation as defined by Alberta Education, that is in partnership with a representative of Alberta Agriculture and Rural Development, where the student is involved in agriculture-related work activities.
- F) CAREER INTERNSHIP: Experiential learning undertaken by a senior high school student 15 years of age or older, as part of a planned school program based on allocation as defined by Alberta Education where the student is involved in trade, technology or medical related work activities.

REGULATIONS

1. Students shall comply with the age requirements under the *Employment Standards Code, S.A., 2000, Chapter E.9* in order to participate in work experience education.
2. Off-campus education shall be cooperatively coordinated with the employer where the school’s supervision, guidance and evaluation is carried out by a certified teacher, as approved by the Principal.
3. The off-campus education teacher/coordinator shall specify learner expectations, except for the Registered Apprenticeship Program, where the apprenticeship board specifies expectations for each student in consultation with the student and employer.
4. The off-campus education teacher/coordinator shall meet the requirements as set out in the Guide to Education and adhere to the procedures and processes as defined and delineated in the *Off-Campus Education Handbook*.
5. Selected Career Transition modules from the Career and Technology Studies program are components of Work Experience 15, 25, 35, Registered Apprenticeship Program and the Green Certificate Program as follows:
 - 5.1 HCS 3000: Workplace Safety Systems is a required component of the first work experience course taken by a student; students enrolled in Knowledge and Employability courses may use Workplace Readiness 10-4 in lieu of HCS 3000.
 - 5.2 CTR 1010: Job Preparation is a recommended pre-requisite course for the second off-campus education program taken by the student.

POLICY HGADA – Off-Campus Education, Cont’d.

~~5.15.3~~ CTR 3010: Preparing for Change is a recommended pre-requisite of the third work experience —course taken by the student.

~~5.25.4~~ HCS 3010: Workplace Safety Practices is a recommended pre-requisite course for students —enrolling in the Registered Apprenticeship Program.

~~5.35.5~~ AGR 3000: Agriculture Safety is a pre-requisite course for students enrolling in the Green —Certificate Program.

~~POLICY HGADA – Off-Campus Education, Cont’d.~~

6. The off-campus education teacher/coordinator shall determine that a work site/station is acceptable as indicated in Section 2 of the Off-Campus Education Handbook including but not limited to:

~~6.1~~ Annual inspection and approval of all workplaces as indicated in Section 5 of the Off-Campus Education Handbook; and

~~6.16.2~~ Ensure that safety provisions as indicated in Section 8 of the Off-Campus Education Handbook are met.

7. The off-campus education policy shall be made available to students, parents and other stakeholder groups.

~~8.~~ Off-campus education for junior high school students, aged 12 and up to 15, shall take place between 8:30 a.m. and ~~44~~:30 p.m. Monday through Friday and for senior high school students, aged 15 and older, between ~~76~~:00 a.m. and ~~1011~~:00 p.m., Monday through Sunday. ([Employment Standards Regulation, Part 5, Section 53](#))

~~8-9.~~ A student enrolled in an off-campus learning experience cannot work more than 8 hours a day, and shall not work more than 40 hours per week.

~~9-10.~~ In the case of a student working after school and/or on weekends, the teacher/coordinator shall make available to students and employers, a telephone number where someone responsible for the program can be reached.

PROCEDURES

The Board shall:

1. Pass a motion approving the involvement of students in off-campus education activities including the Registered Apprenticeship Program and Green Certificate Program.

2. Ensure that each school offering an off-campus education program inspects and approves all worksites/stations before any students commence the program at that worksite/station.

~~3.~~ Carry adequate insurance to cover:

~~3.~~

POLICY HGADA – Off-Campus Education, Cont’d.

3.1 Board owned equipment at a work site;

~~4.~~

~~Board owned equipment at a work site;~~

3.2 Liability for Board, employees, students and third parties;

~~4.13.3~~ Indemnify and hold harmless the employer, its employees and agents from any and all claims, demands, actions and costs whatsoever that may arise out of the negligent acts or omissions of the school authority, its employees, students or agents in their performance of this agreement, unless such negligent acts or omissions are at the direction of or occasioned by the employer, its employees or agents.

~~5.4.~~ Direct each school to inform all parents, students and employers that students are covered by Workers’ Compensation during the off-campus experience and that an employer cannot be sued.

~~6.5.~~ An annual report combining the information from each school’s annual evaluation of the Off-Campus Education Program shall be prepared by the Superintendent or designate and provided to the School Board.

~~POLICY HGADA – Off-Campus Education, Cont’d.~~

The School shall:

1. Establish ~~policies~~ procedures which shall cover the details of:

1.1 -Student attendance, in partnership with the employer;

1.2 -Student transportation;

1.3 -Requirements for successful completion of program; and

~~1.1.4~~ -Provision for employer notification if a student is to be absent.

~~2.~~ Appoint a certified teacher responsible for the off-campus program whose responsibility shall include:

~~2.~~

2.1. -Ensuring work placements provide a safe and caring learning environment and allow for progressive development of occupation-related knowledge and skills;

2.2. -Student registration, including parental permission where required;

2.3. -Ensuring that parents/guardians are aware of the parameters and expectations of their child’s off-campus program;

POLICY HGADA – Off-Campus Education, Cont’d.

2.4. ~~-Practicing due diligence with regard to ensuring the health and safety of students in off-campus programs;~~

2.5. ~~Submission to the Associate Superintendent of Learner Services or designate the following for approval within 30 days of students commencing their off-campus placement:~~

2.5.1. ~~A list of school approved worksites/placements. Copies of the “Application for Approval of Work Sites/Stations” can be found in the Off-Campus Education Handbook;~~

2.5.2. ~~Names of the worksite/placement;~~

~~Contact information for the employers’ on-site representative;~~

2.5.3.

~~-Submission to the Associate Superintendent of Learner Services or designate Curriculum and Instruction the following for approval within 30 days of students commencing their off-campus placement:~~

~~A list of school approved worksites/placements. Copies of the “Application for Approval of Work Sites/Stations” can be found in the Off-Campus Education Handbook;~~

~~Names of the worksite/placement;~~

~~Contact information for the employers’ on-site representative;~~

2.1.1-2.5.4. ~~Dates of all safety inspections;~~

2.1.2-2.5.5. ~~Names of the off-campus students; and~~

2.1.3-2.5.6. ~~General role description for the off-campus placements.~~

2.6. ~~-Communicating with the Registered Apprenticeship Board and Alberta Agriculture and Rural Development as needed;~~

2.2.2.7. ~~-Frequent as necessary monitoring and visiting the student at the work site (recommendation is a monitoring ratio of contact every 25 hours that the student is in the off-campus placement) to ensure and enhance the learning experience for the student and to assess:~~

2.2.1-2.7.1. ~~Progress;~~

2.2.2-2.7.2. ~~Student/employer relations;~~

2.2.3-2.7.3. ~~Attendance;~~

2.2.4-2.7.4. ~~Student Behaviour;~~

2.2.5-2.7.5. ~~Learning environment; and~~

2.2.6-2.7.6. ~~Appropriate record keeping.~~

2.3.2.8. ~~-Ensuring that the competencies/learning plans learner outcomes are addressed and followed as indicated in Section 6 of the Off Campus Education Handbook, and a plan of instruction is in place; ~~and a plan of instruction is in place~~~~

2.4.2.9. ~~-Maintaining dated, anecdotal records of each visit;~~

~~POLICY HGADA – Off-Campus Education, Cont’d.~~

2.10. ~~Student evaluation that allows for input from the employer and the student, and is in accordance with student evaluation policies;~~

2.11. ~~-Inform employers when students end the off-campus placement and are no longer covered~~

POLICY HGADA – Off-Campus Education, Cont’d.

by Alberta Education’s WCB.

~~2.5.2.12.~~ –Immediate reporting of all accidents to the Associate Superintendent of Learner Services or designate, Curriculum and Instruction.

3. Maintain on file, a copy of signed approval/consent of parent/guardian, employer and participating student forms. Samples of the “Agreement for Off-Campus Education Program” can be found in Section 5 of the Off-Campus Education Handbook.

4. Ensure that annual site approvals are submitted to the Associate Superintendent of Learning Services or designate accurately and punctually with the assurance that:

~~3.1.~~—

4.1. Space is provided for number of students enrolled;

4.2. The work site is annually approved prior to the placement of a student;

4.3. Facilities/equipment make it possible to achieve program objectives;

4.4. Equipment used by the student meets Canadian Standards Association standards or an equivalent\ industry standard;

4.5. Student does not replace a regular worker;

4.6. –Adequate supervision is provided as specified in Section 7 of the Off-Campus Education Handbook;

4.7. A variety of learning experiences are offered relating to curriculum;

4.8. RAP Programs, work stations and sites are approved by the local office of the Apprenticeship and Industry Training Division of Alberta Education;

~~3.2.4.9.~~ –Applicable federal, provincial and municipal legislation is followed, including, but not limited to, the *Employment Standards Code*, the *Labour Relations Code (Alberta)*, the *Occupational Health and Safety (OHS) Act, Regulation and Code* and related regulations including *Workplace Hazardous Materials Information System (WHMIS)*, local and provincial health, safety and building standards, as well as the applicable sections of the *Young Offenders Act*, the *Freedom of Information and Protection of Privacy (FOIP) Act*, and the *Student Record Regulation*.

5. Submit an annual evaluation report to the Associate Superintendent of Learner Services or designate Curriculum and Instruction by June 30th that contains:

~~3.3.~~—

5.1. –Student enrollment figures and CEU’s generated for all off-campus programs;

5.2. –Problems encountered and methods used to deal with them;

POLICY HGADA – Off-Campus Education, Cont’d.

5.3. -Student assessment practices;

5.4. -Employer feedback;

5.5. -Dates of all site visitations;

3.4.5.6. -Descriptions of school program/work site integration.

HORIZON SCHOOL DIVISION NO. 67

POLICY HANDBOOK

Policy Code:

HIC

Policy Title:

Extra-Curricular Activities

Cross Reference:

HICA, GCAGB, EEACAA

Legal Reference:

School Act, Sect. 13

Adoption Date:

November 27, 1996

Amendment or Re-

June 19, 2001

Affirmation Date:

February 19, 2011

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION RECOGNIZES, ENCOURAGES AND SUPPORTS STUDENT EXTRA-CURRICULAR ACTIVITIES AS THEY MAY CONTRIBUTE TO A STUDENT'S EDUCATIONAL PROGRAM.

DEFINITION:

Extra-curricular activities can be defined as all clubs, sports teams, intramurals, or other programs that are school sport activities outside of regular curriculum that are outside of and co-curricular activities and activities associated with alternate programs such as sport academies.

GUIDELINES:

1. Extra-curricular activities should be scheduled so as not to detract from the regular school program.
2. ~~Cost-Fees shall remain within the approved school fee schedule of extra-curricular activities should be kept to a level that will not inhibit student participation.~~
3. Use of staff members as coaches, leaders and supervisors is encouraged, but it is recognized that staff participation in extra-curricular activities is on a volunteer basis.
4. The Board recognizes that coaches, leaders or supervisors for extra-curricular programs may be parent or community volunteers.
5. Schools with secondary level athletics are encouraged to collaborate with stakeholders to develop a school athletic handbook that delineates school philosophy regarding athletics, processes for selection of coaches, protocols for conduct of coaches, parents and athletes, school processes, and identification of Division policy related to athletics.

REGULATIONS

1. Principals are responsible for ensuring that volunteers are made aware of and follow the following policies related to extra-curricular activities and any other policies that administration determines relative to the activity:
 - EEACAA School-Purchased Vehicles, Private Vehicles and Volunteer Drivers
 - Policy EEACAB Division-Owned Co-Curricular/Extra Curricular Activity Vehicles
 - GFA Volunteers
 - HICA Off-Site Activities
 - IFC Student Conduct
 - IFCH Illicit Substances
 - IG Student Discipline
 - IHCD Medication to Students/Medical Conditions

- IHCE Student Illness/Injury
- ~~Principals are responsible for ensuring that Volunteers are made aware of and follow the following policies related to extra-curricular activities: Policy GFA Volunteers, HICA Off-Site Activities, EEACAA Use of Non-Divisional Vehicles and Volunteer Drivers, IFC Student Conduct, IFCH Student Use of Alcohol or Drugs, IG Student Discipline, IHCD Medication to Students/Medical Conditions, IHCE Student Illness/Injury, IHCF Supervision of Students, and any other policies that administration determines relative to the activity.~~

~~Policy HIC—Extra-Curricular Activities, Cont’d.~~

Policy HIC – Extra-Curricular Activities, Cont'd.

- IHCF Supervision of Students

~~1.2.~~ In the event that a school team or participant, supervised by a non-teaching coach reaches zone or provincial competitions, the principal shall ensure that assignment of volunteers are in place to satisfy supervision expectations from ~~satisfies~~ the Alberta Schools' Athletic Association regulations. ~~[from Policy GCAB Volunteer Coaches and Supervisors].~~

3. The following schedule restrictions apply for the purpose of keeping disruption to the regular school program reasonable:

~~1.13.1~~ League and exhibition games shall not be scheduled to commence before regular school dismissal.

~~1.23.2~~ Teams travelling may be dismissed early to provide reasonable time for travel.

~~1.33.3~~ League tournaments for elementary or junior high shall not be scheduled during instructional time.

~~1.43.4~~ School time used for participating in invitational tournaments and for participating in trips will be limited to a maximum of three days for each sport for senior high students, with the exception of zone playoffs and provincial finals, with the exception of sports academies.

~~1.5~~ Teams earning the right to participate in Provincial finals at the high school level shall be partially reimbursed for expenses.

~~1.63.5~~ Sports days or track and field days may be scheduled as one instructional day for a school activity and one instructional day for a Division meet.

HORIZON SCHOOL DIVISION NO. 67
POLICY HANDBOOK

Policy Code: JBA
Policy Title: Public Interest Disclosure
Cross Reference: JB – FOIP
Legal Reference: Public Disclosure (Whistle Blower Protection Act)
Adoption Date February 25, 2014
Amendment or Re-affirmation Date:

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT EMPLOYEES SHOULD FEEL PROTECTED WHEN REPORTING WRONGDOING AS OUTLINED IN THE PUBLIC INTEREST DISCLOSURE ACT. THE BOARD ENCOURAGES EMPLOYEES TO COMPLY WITH THEIR RESPECTIVE CODE OF ETHICS IN MAKING GOOD FAITH REPORTS OF ANY UNLAWFUL OR IMPROPER CONDUCT WITHOUT THE FEAR OF RETALIATION.

GUIDELINES

1. Wrongdoings to which this policy applies include:

1.1. a contravention of an Act,

1.2. a contravention of a regulation made pursuant to an Act,

1.3. an act or omission that creates

~~1.1.1.~~ 1.3.1. a substantial and specific danger to the life, health or safety of individuals other than a danger that is inherent in the performance of the duties or functions of an employee, or

1.3.2. a substantial and specific danger to the environment;

1.4. gross mismanagement, including an act or omission that is deliberate and that shows a reckless or willful disregard for the proper management of

1.4.1. public funds or a public asset,

1.4.2. delivery of a public service; or

1.4.3. employees, by a pattern of behavior or conduct of a systemic nature that indicates a problem in the culture relating to bullying, harassment, or intimidation.

~~1.2.1.5.~~ 1.5. knowingly directing or counselling an individual to commit a wrongdoing mentioned in clauses ~~(a)~~1.1 to ~~(e)~~1.4.

REGULATIONS

~~1. An employee should promptly report any such wrongdoing to his/her supervisor, or alternatively to the superintendent, or board chairman, or his/her designate.~~

~~1. The employee may also make the disclosure to the Public Interest Commissioner (as appointed by the Legislative Assembly) and advise the Commissioner that the disclosure has been made to the employee's supervisor, the superintendent, board chairman, or his/her designate for the purposes of commencing an investigation.~~

~~All complaints will be handled with sensitivity, discretion and confidentiality to the extent allowed by the circumstances and the law.~~

~~Adverse personnel action or reprisals will not be taken against an employee for the reporting of information pursuant to this policy, provided the reporting employee has acted reasonably and in good faith.~~

POLICY JBA - Public Interest Disclosure, Cont'd.

REGULATIONS

1. An employee should promptly report any such wrongdoing to his/her supervisor, or alternatively to the superintendent, or board chairperson, or his/her designate.

1.1. Teachers shall continue to comply with their [WTI] code of professional conduct.

2. The employee may also make the disclosure directly to the Public Interest Commissioner (as appointed by the Legislative Assembly) and advise the Commissioner that the disclosure has not been made to the employee's supervisor, the superintendent, board chairman, or his/her designate for the purposes of commencing an investigation.

3. All complaints will be handled with sensitivity, discretion and confidentiality to the extent allowed by the circumstances and the law.

4. Adverse personnel action or reprisals will not be taken against an employee for seeking advice from their supervisor, related to reporting, and/or for reporting of information pursuant to this policy, provided the reporting employee has acted reasonably and in good faith

~~1.~~—This policy does not immunize an employee from the consequences of his/her own actions, if such actions do not constitute reasonable and good faith disclosure in filing his/her report.

~~2.5.~~

~~POLICY JBA -- Public Interest Disclosure, Cont'd.~~

6. Reports of wrongdoing must be in writing and must include, if known:

6.1. a description of the wrongdoing;

6.2. the name of the individual or individuals alleged to have committed (or about to commit) the wrongdoing;

6.3. the date of the wrongdoing;

~~2.1-6.4.~~ whether a disclosure in respect of a wrongdoing has been made pursuant to the procedures established under section 5 by the department, public entity or office of the Legislature and whether a response has been received, and if so, a copy of the response;

~~2.2-6.5.~~ any additional information that may reasonably be require in order to investigate the matters set out in the disclosure; and

~~2.3-6.6.~~ any other information prescribed in the regulations.

~~3.7.~~ Reports of wrongdoing must be signed by the individual making a complaint. Anonymous communications will not be responded to.

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

Policy Code: EBCB
Policy Title: Fire Drills
Cross Reference: IHCE
Legal Reference: Alberta Fire Code 55
2.8.32(b)
Adoption Date: November 26, 1996
**Amendment or Re-
affirmation Date:** May 15, 2008

POLICY

THE BOARD ~~OF TRUSTEES OF THE HORIZON SCHOOL DIVISION BELIEVES THAT FIRE DRILLS ARE AN ESSENTIAL PART OF ALL SCHOOL SAFETY PROGRAMS. THE BOARD THEREFORE~~ DELEGATES TO THE PRINCIPAL THE RESPONSIBILITY OF ESTABLISHING, IN ACCORDANCE WITH ~~THE~~ LEGISLATIVE AND CODE REQUIREMENTS AND IN CONSULTATION WITH THE LOCAL FIRE DEPARTMENT, APPROPRIATE PROGRAM AND PROCEDURES FOR THE SAFE AND ORDERLY EVACUATION OF STUDENTS DURING A FIRE DRILL, AN ACTUAL FIRE, OR OTHER EMERGENCY.

REGULATIONS

1. The principal shall ensure that each teaching area in the school is posted with an appropriate fire drill sign indicating the normal evacuation route.
2. During the first week of school, employees and students shall be instructed how to proceed during an evacuation.
3. A fire drill shall be held at least three times during the fall semester and three times during the spring semester, as per code.
4. The principal shall maintain a record of all fire drills and evacuations including the following information:
 - (a) date and time of exercise;
 - (b) evacuation time
 - (c) comments and recommendations.
5. A copy of fire drill procedures shall be included in the School Safety Plan.

HORIZON SCHOOL DIVISION NO. 67
POLICY HANDBOOK

Policy Code: FD
Policy Title: Disposal of Division Property
Cross Reference:
Legal Reference: School Act Sec. 200, 201, Disposition of Property Regulation 3/2001
Adoption Date: December 18, 1996
Amendment or Re-affirmation Date: September 29, 2009

POLICY

THE BOARD OF TRUSTEES OF THE HORIZON SCHOOL DIVISION BELIEVES SHALL FOLLOW THE PROCEDURES OF THIS POLICY WHEN THAT PROCEDURES THAT ARE FOLLOWED TO DISPOSING OF SURPLUS, UNSERVICEABLE, AND/OR OBSOLETE REAL OR PERSONAL PROPERTY BELONGING TO THE SCHOOL DIVISION MUST BE FAIR TO THE PUBLIC AND TO THE DIVISION.

~~THE BOARD BELIEVES THAT WHEN PERSONAL PROPERTY OF HORIZON SCHOOL DIVISION IS SURPLUS TO THE NEEDS OF ONE FACILITY, IT SHOULD ENDEAVOR TO EXTEND ITS USEFULNESS THROUGH INTERNAL TRANSFER OF THE ITEM(S) PRIOR TO THE FINAL DISPOSITION.~~

~~PERSONAL PROPERTY SHOULD BE DISPOSED OF IN SUCH A MANNER AS TO OBTAIN REASONABLE RETURN OR IN THE MOST COST EFFECTIVE MANNER.~~

DEFINITIONS

Real Property:

Permanent and immovable property such as land or a building or an object that has become permanently affixed to land or a building.

Personal Property:

Property other than Real Property that is movable, including furniture and equipment that is not an affixed to a building, vehicles, etc.; whose ownership belongs to the Division.

Obsolete/unserviceable:

to classify items including equipment, furniture and books as obsolete and/or unserviceable individuals must seek the opinion and approval of the Superintendent of Finance and Operations or designate with regard to whether the items can no longer be kept in service without excessive repair costs, or changing conditions or programs make them unsuitable for further use.

GUIDELINES

1. When personal property is surplus to the needs of one school/facility, the division will endeavor to extend its usefulness through internal transfer of the item(s) prior to the final disposition.

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2. Every attempt shall be made to dispose of surplus property at “fair market value.”

2.1. Where property has no “fair market value” it shall be disposed of in the most efficient and cost effective manner.

3. No Horizon owned material or equipment may be directly sold or disposed of by any school, or the maintenance department because

3.1. all goods that are purchased or received as donations by a school/jurisdiction are the legal property or responsibility of the Horizon Board of Trustees; and

3.2. the authority to dispose of these items is vested in the Superintendent of Finance and Operations or designate.

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Policy FD: Disposal of Division Property – Cont'd

- 4. The sale of all property will comply with Alberta Disposition of Property Regulation.
- 5. The Board shall consider negotiating a right of first refusal option in the sale of any real property. Such right shall provide that the Board will have first option to purchase back the property if it is ever offered for sale by the owner

REGULATIONS

- ~~Real Property that has a value of less than \$50,000.00~~
- 1. ~~4. The~~ The disposition/sale of real property over \$50,000 and personal property that has a value of more than \$10,000 shall be undertaken by the Associate Superintendent – Finance and Operations subject to Alberta Disposition of Property Regulation. following steps will be followed in disposing of real property
 - 2. The following steps will be followed in disposing of real property that has a value of less than \$50,000.:
 - 2.1. ~~(a) Seek and obtain~~ Sale will be conducted by the approval of the Associate Superintendent – Finance and Operations; ~~(b)~~
 - 2.2. ~~Obtain a~~ At least two or more current independent appraisals of the market value of the property is required;
 - 2.3. ~~(c) Request~~ Property must be sold via tenders or arrange for a public auction;
 - 2.4. ~~(d) Advertise~~ The disposal of the real property must be advertised at least twice in one newspaper circulating in the Division;
 - 2.5. The Associate Superintendent – Finance and Operations will only ~~(e)~~ accept a high tender if it is sufficient having regard to the appraisals received;
 - and
 - ~~(f) Disposition of the receipts shall be in harmony with Alberta Education regulations.~~
 - 3. ~~2. Real~~ Personal p Property that has a value of more-less than \$5010,000.00 may be disposed of/sold in consultation with the Associate Superintendent – Finance and Operations and with final approval of the Associate Superintendent – Finance and Operations. The following steps will be taken by the school administrator, department manager/supervisor/coordinator to dispose of personal property:
 - 3.1. If under \$1,000.00 estimated value:
 - 3.1.1. A process for sale or disposition of the personal property, and the finalization of transactions, shall be determined in consultation with the Associate Superintendent – Finance and Operations
 - 3.1.1.1. Books classified as obsolete/unserviceable may be donated to charitable organizations or disposed of through recyclers to the maximum extent possible.
 - 3.1.1.2. Equipment and furniture classified as obsolete/unserviceable shall be disposed of in as efficient, practical and environmentally friendly manner as possible.

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Policy FD: Disposal of Division Property – Cont'd

Arrange for the sale of surplus real property through the Associate Superintendent – Finance and Operations subject to Alberta Regulation 3/201 – Disposition of Property Regulation.

3. The Board shall consider negotiating a right of first refusal option in the sale of any real property. Such right shall provide that the Board will have first option to purchase back the property if it is ever offered for sale by the owner.

Personal Property that has a value of less than \$10,000.00

When personal property is surplus to the needs of one facility, it should endeavor to extend its usefulness through internal transfer of the item(s) prior to the final disposition.

The following steps will be taken by the school administrator, department manager/supervisor/coordinator to dispose of personal property:

1. If under \$1,000.00 estimated value:

A process for sale or disposition of the personal property, and the finalization of transactions, shall be determined in consultation with the Associate Superintendent – Finance and Operations.

2. If under \$5,000.00 estimated value is between \$1,000.00 and \$10,000:

3.2.1. (a) Seek and obtain approval of the Associate Superintendent – Finance and Operations to dispose/sell;

3.2.2. (b) Advertise within the Division the item(s) for disposal stating the estimated value;

3.2.3. (c) If not disposed of within the Division, advertise publicly requests for sealed tenders or arrange for a public auction;

3.2.4. (d) Highest bid need not necessarily be accepted or if auctioned, reserve bid may be established;

3.2.5. (e) Credit of the funds obtained through the disposition will be determined in conjunction with the Associate Superintendent – Finance and Operations.

3.2.6. Seek permission of the Associate Superintendent – Finance and Operations to finalize disposal/sale. Division

3. If over \$5,000 estimated value:

(a) Obtain an appraisal of value and follow 2 (a) to (e) above.

4. Revenues generated from the sale or disposal or division real property and personal property over \$10,000 shall be returned to the Capital Reserve Account.

4.1. Revenues generated from the sale or disposal or division personal property with a value less than \$10,000 shall be credited to the school via their decentralized account.

~~Personal property that has a value of more than \$10,000.00:~~

~~Arrange for the sale of surplus personal property through the Associate Superintendent – Finance and Operations subject to Alberta Regulation 3/201 – Disposition of Property Regulation.~~

~~Exemption:~~

~~These regulations will not apply to personal property used as a trade in for capital purchases.~~

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Policy FD: Disposal of Division Property – Cont'd

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

Policy Code: GBK
Policy Title: Tobacco-free Environment
Cross Reference: IG
Legal Reference:
Adoption Date: February 26, 1997
Amendment or Re-affirmation Date: February 12, 2002, April 19, 2007

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION RECOGNIZES ITS RESPONSIBILITY TO ENSURE A TOBACCO-FREE ENVIRONMENT FOR THE HEALTH AND WELFARE OF EMPLOYEES AND STUDENTS. IT THEREFORE DECLARES ALL DIVISION PREMISES AND PROPERTY TO BE TOBACCO-FREE ENVIRONMENTS WITH THE EXCEPTION OF CEREMONIAL ACTIVITIES RELATED TO INDIGINOUS CULTURES.

REGULATIONS

1. ~~1.~~—All Division premises shall be tobacco-free environments on a 24 hour per day basis.
2. ~~2.~~—Principals and managers shall be responsible for implementing the Tobacco-free Environment Policy.
3. ~~3.~~—Board approved "No Smoking" signs may be posted throughout all Division premises.
4. ~~4.~~—New employees and contractors shall be advised of this policy at the time of hiring.
5. ~~5.~~—Staff, students and visitors in any Division premises shall adhere to the policy and regulations.
6. ~~6.~~—Students in violation of the Tobacco Free Environment Policy – in possession or using tobacco products whether smoked or chewed, including the possession or use of electronic cigarettes in school or on school grounds, are subject to immediate confiscation and will face appropriate disciplinary consequences.
7. ~~7.~~—Community groups or users of rental or leased space in schools shall be notified by the Principal of this policy. Failure to comply will result in cancellation of user privileges.
8. ~~8.~~—Principals may apply to the Superintendent to designate an outdoor area where staff may smoke if smoking off school property creates a safety concern or concern regarding respect for neighbors' property.
9. With principal approval tobacco may be brought onto school premises for gifting to Indigenous people.
10. With principal approval smudging may occur on school premises as part of Indigenous ceremonies.



HORIZON SCHOOL DIVISION NO. 67

POLICY HANDBOOK

Policy Code: GCAA
Policy Title: Central Office Administrators
Cross Reference: GC
Legal Reference:
Adoption Date: February 26, 1997
Amendment or Re-affirmation Date: June 12, 2008

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POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION SHALL EMPLOY OR CONTRACT INDIVIDUALS WHO SHALL ASSIST THE SUPERINTENDENT IN ADMINISTRATIVE AND EDUCATIONAL RESPONSIBILITIES, AND THE COORDINATION AND SUPERVISION OF ALL ASPECTS OF MAINTENANCE AS IT APPLIES TO THE FACILITIES WITHIN THE DIVISION.

GUIDELINES

1. 1. ~~Individuals~~ Central office administrators ~~who are assigned to~~ assisting the Superintendent (e.g. Associate Superintendents, Directors, Facilities Manager) shall assume responsibilities under the direction of the Superintendent ~~and the Board or designate.~~

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2. 2. Job descriptions shall be developed for ~~each central office administrative positions~~ ~~individual acting as an assistant to the Superintendent.~~

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3. 3. An evaluation of the performance of each ~~central office administrator~~ ~~individual acting as an assistant to the Superintendent~~ shall be conducted a minimum of once every contract term. ~~For individuals assigned designations within the A.T.A. collective agreement, and evaluation shall be conducted every three to five years.~~

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3.1. Evaluations shall be based on the responsibilities outlined in each individual's job description.

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4. 4. Contract positions that are outside the scope of collective agreements shall have a maximum term of five years.

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HORIZON SCHOOL DIVISION NO. 67

Policy Code: GK
Policy Title: Sales Personnel on School Premises

POLICY HANDBOOK

Cross Reference:
Legal Reference: School Act, Sec. 21(2)
Adoption Date: February 26, 1997
Amendment or Re-affirmation Date: May 15, 2008

POLICY

~~THE BOARD OF TRUSTEES OF THE HORIZON SCHOOL DIVISION PROHIBITS NO PERSONS FROM SHALL CANVASSING, SELLING OR OFFERING TO SELL GOODS, SERVICES, OR MERCHANDISE TO A TEACHER OR A STUDENT ON SCHOOL PREMISES WITHOUT PRIOR CONSENT OF THE BOARD OF HORIZON SCHOOL DIVISION.~~

REGULATIONS

~~1. 1.~~ Consent of the Board may be given by the Superintendent of Schools or by the Principal of the school.

~~1.1. 2.~~ Written consent is preferable, but verbal consent is acceptable.

~~2. 3.~~ The Principal is authorized to have sales personnel without the above consent removed from the school premises.

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HORIZON SCHOOL DIVISION NO. 67

POLICY HANDBOOK

Policy Code: HND
Policy Title: Remembrance Day
Cross Reference:
Legal Reference: Remembrance Day Act
Adoption Date: April 25, 1997
Amendment or Re-affirmation Date: May 15, 2008

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION DEEMS ~~IS-IT~~ APPROPRIATE THAT STUDENTS ACQUIRE AN UNDERSTANDING AND AN APPRECIATION OF THE EVENTS SURROUNDING REMEMBRANCE DAY.

REGLUATIONS

1. Schools in the Horizon School Division shall be closed on November 11th so that students and staff members may participate in ~~any~~ community Remembrance Day services ~~held~~.
2. On ~~a~~ the school day ~~immediately preceding prior to~~ Remembrance Day, each school shall arrange for a Remembrance ~~Day~~ ceremony that will encompass at least ~~five minutes~~ the time period from 11:00 a.m. to 11:05 a.m., or ensure the observance of two ~~(2)~~ minutes of silence from 11:00 a.m. to 11:02 a.m.
 - ~~1. Additionally, schools may:~~
 - ~~3. Schools may allow~~ the sale of poppies in ~~their school~~ facilities.
 - ~~b) Schools are encouraged to have students p~~
 - ~~e) Participate in literary and/or poster contests sponsored by the Legion; and/or o~~
 - ~~4. Organize lessons~~ related to the theme of Remembrance Day.
5. All pupils shall either attend the ceremony or remain in the school, silent, during the ceremony.
 - ~~3-5.1.~~ Students who, because of personal conviction request to be non-participants in any of the above activities, shall be excused without prejudice.
- ~~4-6.~~ A Canadian flag ~~of Canada~~ shall be displayed as part of a Remembrance Day ceremony.

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

Policy Code: IE
Policy Title: Student Attendance
Cross Reference: BFD,IC,IED,IGD
Legal Reference: Education School Act
(S)1,4,7,8,13,14,27,(D)7

Adoption Date: April 23, 1997
**Amendment or Re-
affirmation Date:** March 21, 2017

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION RECOGNIZES THAT THE ROLES AND RESPONSIBILITIES OF PARENTS, STUDENTS, TEACHERS, AND PRINCIPALS WITH REGARD TO STUDENT ATTENDANCE ARE SPECIFIED IN THE EDUCATION SCHOOL ACT. THE BOARD BELIEVES THAT THERE IS A STRONG CORRELATION BETWEEN REGULAR ATTENDANCE AND STUDENT LEARNING. AS SUCH, THE BOARD OF TRUSTEES EXPECTS ALL STUDENTS TO ATTEND SCHOOL REGULARLY AND PUNCTUALLY AND EXPECTS PARENTS AND STUDENTS TO BE ACCOUNTABLE FOR THE DAYS WHEN STUDENTS ARE ABSENT.

DEFINITIONS

The preamble of the Education School Act states that parents have a right and responsibility to make decisions respecting the education of their children.

1. The definition of “parent” and “student” is as defined under the School Act

~~**PARENT** The definition of parent is set out in section 1(1)(r), 1(2) of the Education Act, 2012, as amended~~
~~**STUDENT** Section 1(1)(n), (w), and (hh) of the Education Act, 2012, as amended defines a “student”~~

2. While parents provide the reason for the absence, it is the school that determines whether the absence is excusable or inexcusable.

2.1. **EXCUSABLE ABSENCES** means an absence as defined in Section 4-13(5) of ~~t~~the School Alberta Education Act, 2012, as amended:

~~1.1.1.2.1.1.~~ Illness or other such unavoidable cause;

~~1.1.2.2.1.2.~~ Religious holidays of the denomination to which the student belongs;

~~1.1.3.2.1.3.~~ An imposed suspension is in place;

~~1.1.4.2.1.4.~~ The student has been expelled and has not yet been enrolled in another education program;

and

~~1.1.5.2.1.5.~~ Other as approved by school administration.

~~1.2.2.2.~~ **INEXCUSABLE ABSENCES** shall include all other reasons for being absent and may be referred to as truancy.

REGULATIONS

1. Students are required to attend school regularly and punctually unless excused under the provisions of the School Education Act.

1.1. The definition of regular and punctual may vary depending on school and/or program and shall be defined by the school in relation to active participation in learning.

No person shall

~~1.1.1. disturb or interrupt the proceedings of a school,~~

~~1.1.2. disturb or interrupt the proceedings of a school meeting, or~~

~~loiter or trespass in a school building or on property owned by a board.~~

~~1.3 Students not registered in the school may not partake in classroom activities without principal approval (this means friends and relatives of students who are not enrolled in the school shall not be approved to attend classes)~~

Policy IE – Student Attendance, Cont’d.

1.2. No person shall

1.1.1. disturb or interrupt the proceedings of a school,

1.1.2. disturb or interrupt the proceedings of a school meeting, or

1.1.3. loiter or trespass in a school building or on property owned by a board.

1.3 Students not registered in the school may not partake in classroom activities without principal approval (this means friends and relatives of students who are not enrolled in the school shall not be approved to attend classes)

~~1.2.~~ Each school is responsible to establish and publicize an attendance policy that reflects the general guidelines of this policy.

~~2. Schools shall make students and parents aware of their responsibility for regular and punctual student attendance and of consequences that may result from truancy.~~

Policy IE – Student Attendance, Cont’d.

3. Schools shall have attendance policies and procedures in place which include a process for,

3.1. tracking student attendance,

3.2. keeping parents informed of student attendance issues,

3.3. students and/or parents to notify the school of student absences, and

~~2.1.3.4.~~ consequences that may result from truancy

~~4. Schools shall make students and parents aware of their responsibility for regular and punctual student attendance and of consequences that may result from truancy.~~

~~3.5.~~ Teachers shall keep accurate attendance records for each of their students using the Student Information System and report attendance to the principal and/or parents in accordance with school policies.

~~4.6.~~ Students and parents shall account for student attendance absences including tardiness in a manner satisfactory to the school.

~~5.7.~~ School administrators, consistent with the ~~School Education~~ Act, shall determine whether absences are excusable or inexcusable based upon reasons and rationale communicated by the student and/or parent(s).

8. When students are inexcusably absent they are not automatically excused from classroom work or assessments they miss.

~~5.1.8.1.~~ Students excusable absent may or may not be excused from missed classroom work and/or assessments at the discretion of the teacher.

~~6.9.~~ Parents and school staff should work collaboratively to enforce student attendance.

10. When in the judgment of the principal or designate a student’s absence record becomes a concern, the principal or designate shall initiate one or more of the following actions:

10.1. encourage through discussion with the student;

Policy IE – Student Attendance, Cont’d.

10.2. hold a conference with the parent(s), student and/or school administration;

~~10.1.~~10.3. adjust a program or schedule;

~~10.2.~~10.4. provide counselling;

10.5. deny school privileges;

~~10.3.~~10.6. impose a suspension;

~~10.4.~~10.7. recommend for expulsion; and/or

~~10.5.~~10.8. other action deemed appropriate by the school administration.

11. When, in the judgment of the principal, a student is in repeated violation of the attendance provisions of the ~~School Education~~ Act, and/or the school, the Attendance Officer is to be consulted.

~~6.1.~~11.1. If ~~an~~the attendance officer has reasonable and probable grounds to believe that a student is not attending school in accordance with section ~~7-14~~ of the ~~School Education~~ Act, the attendance officer may ~~as per section 8 of the Education Act~~ enforce compulsory attendance up to and including: making an ex parte application to a judge or justice of the peace.

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION RECOGNIZES THAT THE INCLUSION OF STUDENTS FROM FOREIGN COUNTRIES ENHANCES THE LEARNING EXPERIENCES OF RESIDENT STUDENTS. THE DIVISION APPROVES OF PROGRAMS THAT FOSTER GOODWILL, PROMOTE GLOBAL AWARENESS AND EDUCATION AND, CULTIVATE AN APPRECIATION FOR DIVERSITY. ADMISSION OF FOREIGN STUDENTS IS SUBJECT TO THE CONDITION THAT FACILITIES AND RESOURCES ARE AVAILABLE TO ACCOMMODATE SUCH STUDENTS.

DEFINITIONS:

- ~~1. International Student is defined as a student who is not:~~
 - ~~a) A citizen of Canada, or~~
 - ~~b) A landed immigrant, or~~
 - ~~c) A child of a person admitted to Canada for permanent or temporary resident; and~~
 - ~~d) Who has a student visa or a study permit from Citizenship and Immigration Canada does not have a right of access to education under Section 8 of the School Act.~~
2. An exchange student is an international student who is part of a reciprocal arrangement which allows a student from Horizon School Division to temporarily reside in the exchange student's province or country, either in the same school year or subsequent school year.

REGULATIONS:

1. Division Office in consultation with the ~~The~~ principal shall be responsible for determining if facilities and resources exist within ~~the requested schools.~~
- ~~2. The number of visiting and exchange students permitted in any one school shall be determined by~~
Division Office in consultation with the principal.
- ~~2. the principal of that school community.~~
- ~~3.~~
- ~~4. International s~~Students, not eligible for Alberta Education funding shall typically be assessed a tuition fee ~~which equates equals to the cost per pupil to educate the students of the division~~ Alberta Education funding for resident students. The annual fee will be determined by the Superintendent or designate.
Division Office and communicated to schools by April 30th for upcoming fall tuition.
- ~~3.~~
- ~~5.4.~~ Where an international exchange student is part of a reciprocal exchange agreement and is approved for full student funding by Alberta Education, a tuition fee shall not be assessed.
- ~~6. International students shall be assessed the same school fees that resident students are required to pay.~~
- ~~5.~~ International students who want to attend school in Horizon School Division, may apply in one of three ways:

5.1. Horizon School Division International Student Program application Form, available on our website.

5.1.1. The decision to accept or reject an application rests with the Superintendent or designate and is subject to consideration of the individual circumstances of the applicant and his/her suitability for a program in the Division;

5.2. Outside agency International Student Programs as reviewed and approved by the Superintendent or designate.

Policy IECB, International Students, Cont'd.

5.3. Directly to a school as part of Alternative Program with procedures reviewed and approved by the Superintendent.

6. Complete the following application procedures steps:

6.1. Registration form, homestay application and student and parent contract.

6.2. Statement of reason for application, the nature and extent of the program expected.

6.3. Personal student information (gender, age, language, home contact, study permit/student visa, custodial parent or guardian in Canada where applicable).

6.4. Academic records to assist with educational programming.

6.5. Fees are to be forwarded to the school division 2 weeks prior to the students arrival.

6.6. In the case of an exchange student, documentation required for full funding by Alberta Education.

6.7. Immigration records documenting proof of measles immunity or any other immunity the health region identifies and communicates as important for the overall health of the school.

6.8. In the case of international students admitted directly through the school, a copy of the application is to be forwarded to Division Office (to the attention of the Superintendent).

Policy IECB, International Students, Cont'd.

PROCEDURES

- ~~1. International students who want to attend school in Horizon School Division, may apply in one of three ways:
 - ~~a) Horizon School Division International Student Program application on our International Web site at www.horizon.ab.ca/International%20Students.php procedures delineated in the Horizon International Student Handbook. The decision to accept or reject an application rests with the Associate Superintendent of Programs and Services or designate and is subject to consideration of the individual circumstances of the applicant and his/her suitability for a program in the Division;~~
 - ~~b) Outside agency International Student Programs as reviewed and approved by the Associate Superintendent of Programs and Services or designate;~~
 - ~~e) Directly to a school as part of Alternative Program with procedures reviewed and approved by the Associate Superintendent of Programs and Services.~~~~
- ~~2. All avenues of application procedures as delineated in 1.0 must include the following:
 - ~~— Complete registration form, homestay application and student and parent contract;~~
 - ~~a) Statement of reason for application, the nature and extent of the program expected;~~
 - ~~b) Personal student information (gender, age, language, home contact, study permit/student visa, custodial parent or guardian in Canada where applicable);~~
 - ~~e) Academic records to assist with educational programming;~~
 - ~~d) Homestay placement and Fees are to be forwarded to the school division 2 weeks prior to the students arrival;~~
 - ~~e) Medical Insurance will be purchased by the school division on behalf of the international student;~~
 - ~~f) Tuition fees, payment schedule or i~~n the case of an exchange student, documentation required for full funding by Alberta Education;~~~~
 - ~~g) Immigration records documenting proof of measles immunity or any other immunity the health region identifies and communicates as important for the overall health of the school;~~~~

Policy IECB, International Students, Cont'd.

- ~~h) Procedures for reviewing and communicating acceptance or decline of applicant;~~
- ~~i) In the case of international students admitted directly through the school (procedure 1c), a copy of the application is to be forwarded to Division Office (to the attention of the Associate Superintendent of Programs and Services.~~



~~HORIZON SCHOOL DIVISION NO. 67~~

~~VISITING STUDENTS TUITION ASSESSMENT
(2004-2005)~~

	SITE	DIVISION	
Per Pupil Grant	\$4,963.00		
ESL Support	\$1,020.00		
Learning Resources	\$11.00		
O & M		\$490.00	
Technology		\$45.00	
AISI		\$123.00	
Sparsity/Distance		\$600.00	
Add 5% Admin.		\$363.00	
TOTALS	\$5,994.00	\$1,621.00	\$7,615.00

7. Medical Insurance will be purchased by the school division on behalf of the international student.

Minimum Tuition: \$7,615.00

Submitted to School Division: \$1,621.00

School retains remaining tuition collected from student

NOTE:

- ~~▪ Visiting students will not be counted in staffing~~
- ~~▪ Visiting students will not be counted in decentralized budgets~~
- ~~▪ All necessary learning resources, support and services will be provided by the school~~

HORIZON SCHOOL DIVISION NO. 67

POLICY HANDBOOK

Policy Code: IED
Policy Title: Independent Student
Cross Reference: IFC, IE
Legal Reference: School Act, Sec. 8(1)(m)
Adoption Date: April 23, 1997
Amendment or Re-affirmation Date: June 12, 2008

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION RECOGNIZES THAT A STUDENT MAY BE LEGALLY DEFINED AS "INDEPENDENT" ~~UPON REACHING THE AGE OF 16 AND ENTITLED TO EXERCISE ALL THE RIGHTS AND POWERS AND RECEIVE ALL THE BENEFITS AND IS SUBJECT TO ALL THE OBLIGATIONS UNDER THE SCHOOL ACT THAT THE PARENT IS ENTITLED TO EXERCISE OR RECEIVE OR IS SUBJECT TO, AND THE STUDENT'S PARENT SHALL NOT EXERCISE THOSE RIGHTS, RECEIVE THOSE BENEFITS OR BE SUBJECT TO THOSE OBLIGATIONS.~~

DEFINITION:

Independent Student means a student who is

- i. 18 years of age or older, or
- ii. 16 years of age or older and
 - a. Who is living independently, or
 - b. Who is a party to an agreement under Section 57.2 of the Child, Youth and Family Enhancement Act

REGULATIONS:

GUIDELINES:

1. In determining the independence of a student, the following will be considered:
 - a) 1.1. Student's residence; and
 - b) 1.2. Means of support.
- ~~2. It is the responsibility of the student to inform the principal and initiate the process in order to be declared an independent student.~~
- ~~2.1. The school administration shall attempt to verify the student's status.~~
3. The independent status of a student may be revoked by the school principal if the student returns to live with his/her parents/guardians.

~~4. An independent student is entitled to exercise all the rights and powers to receive all of the benefits and is subject to all of the obligations under the School Act that the student's parent is entitled to exercise or receive. This entitlement is contingent upon the student's parents choosing not to exercise those rights, receive those benefits or be subject to those obligations.~~

REGULATIONS:

~~1. A student who wishes to be declared independent shall inform the school administration. The school~~

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| ~~administration shall attempt to verify the student's status.~~

HORIZON SCHOOL DIVISION NO. 67

Policy Code: II
Policy Title: Student Awards and Scholarships

POLICY HANDBOOK

Cross Reference:
Legal Reference:
Adoption Date: June 25, 1997
Amendment or Re- March 9, 2006
affirmation Date: February 24, 2015

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION SUPPORTS THE RECOGNITION OF STUDENT ACHIEVEMENT THROUGH THE PROVISION OF STUDENT AWARDS.

REGULATIONS

- ~~1. 1.~~—The Division shall provide financial support through the provision of an annual sum of:
 - ~~1.1. \$250 per school as a base amount.~~
 - ~~1.1.1. For the purposes of this policy colony schools shall be considered as one aggregate school.~~
 - ~~1.2. \$1.50 per student decentralized to each school based on September 30 grade 1 to 12 enrollment.~~
 - 1.1. \$100 for each grade 12 student with an average of 80% or higher ~~and \$50 for each grade 12 student with an average of 75% to 79%.~~
 - 1.1.1. These awards shall be based on obtaining a high school diploma with an average of 80% or higher in 10 credits in any 30-level courses in addition to a 30-level English Language Arts, and a 30-level Social Studies~~the four Core academic subjects necessary for high school graduation.~~
 - ~~1.3. 1.1.2.~~ For diploma exam subjects the blended mark shall be used.
 - 1.2. \$50 for each grade 12 student with an average of 75% to 79% in 10 credits in any 30-level courses in addition to a 30-level English Language Arts, and a 30-level Social Studies.
 - 1.3. \$100-50 for each student receiving a Certificate of School Completion who meets the qualifications criteria as per the Guide to Education.
 - ~~1.4.~~ ~~with severe special needs who enters into a post-secondary transitional program and \$50 for each student with severe special needs who completes at least three years of high school.~~
- ~~2.~~ ~~The Division may, at its discretion, adjust the amounts provided for student awards.~~
2. 3. The Division, may at its discretion, adjust the amounts provided for student awards.
3. Local trustees shall be invited to present Division sponsored awards.

Policy Code:	IO
Policy Title:	Student Records
Cross Reference:	IFH, JB
Legal Reference:	School Act 23 <u>FOIPP Act</u> ; <u>Youth Justice Act</u> ; <u>Alberta Learning Regulations 225/2006</u> ; <u>Public Health Act</u>
Adoption Date:	June 25, 1997
Amendment or Re-	Feb. 10/98, Nov. 26/99,
Affirmation Date:	Apr. 19/07

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION ~~BELIEVES THAT ACCURATE AND UP-TO-DATE RECORDS CAN BE OF ASSISTANCE IN PROMOTING THE EDUCATIONAL WELFARE OF STUDENTS.~~

~~THE BOARD EXPECTS PRINCIPALS AND DISTRICT ADMINISTRATORS TO PROVIDE FOR THE APPROPRIATE MANAGEMENT AND STORAGE OF AN OFFICIAL STUDENT RECORD FOR ALL STUDENTS.~~

~~THAT MATTERS PERTAINING TO THE GENERATION AND MAINTENANCE OF STUDENT RECORDS SHALL CONFORM TO THE FOLLOWING BASIC PRINCIPLES:~~

- ~~1. DATA COLLECTED ON A STUDENT MUST MAINTAIN THE HIGHEST STANDARDS OF INTEGRITY AND CONFIDENTIALITY.~~
- ~~2. IF DATA IS COLLECTED AND RECORDED FOR THE PURPOSE OF PROMOTING THE EDUCATIONAL WELFARE OF THE STUDENT, THEN THOSE WHOSE TASK IT IS TO PROMOTE THE WELFARE MUST HAVE ACCESS TO THE DATA.~~
- ~~3. IN ADDITION TO THE RIGHT OF ACCESS, THE STUDENT AND/OR HIS PARENT/GUARDIAN HAVE A RIGHT TO PROFESSIONAL INTERPRETATION OF THE DATA CONTAINED IN THE RECORD.~~

REGULATIONS

Record Content

- The Principal shall be responsible for maintaining accurate and complete records for each student and for ensuring that policies and procedures established by the Board relating to student records and the FOIPP Act are complied with.
- The student record of a student must contain all information affecting the decisions made about the education of the student that is collected or maintained by a Board, regardless of the manner in which it is maintained or stored, including
 - ~~(a)~~ 2.1. the student's name as registered under the *Vital Statistics Act* or, if the student was born in a jurisdiction outside Alberta, the student's name as registered in that jurisdiction, and any other surnames by which the student is known;
 - ~~(b)~~ 2.2. the student identification number assigned to the student by the Minister and any student identification number assigned to the student by a Board;

Policy IO—~~Students Records, Cont'd.~~

~~(e)~~2.3. the name of the student's parents;

~~(d)~~2.4. a copy of any separation agreement or court order referred to in section 23(2)(c) of the Act;

~~(e)~~2.5. the birth date of the student;

~~(f)~~2.6. the sex of the student;

~~(g)~~2.7. the addresses and telephone numbers of the student and of the student's parents;

~~(h)~~2.8. the board of which the student is a resident student;

Policy IO – Students Records, Cont’d.

~~(i)~~2.9. the citizenship of the student and, if the student is not a Canadian citizen, the type of visa or other document pursuant to which the student is lawfully admitted to Canada for permanent or temporary residence, and the expiry date of that visa or other document;

~~(j)~~2.10. the names of all schools attended by the student in Alberta and the dates of enrolment, if known;

~~(k)~~2.11. _____ an annual summary or a summary at the end of each semester of the student’s achievement or progress in the courses and programs in which the student is enrolled;

~~(l)~~ _____ the results obtained by the student on any:

2.12.

~~(i)~~ _____ diagnostic test, achievement test and diploma examination conducted by or on behalf of the Province; and

2.12.1.

~~(ii)~~2.12.2. _____ standardized tests under any testing program administered by the board to all or a large portion of the students or to a specific grade level of students.

2.13. the results of any application under the *Student Evaluation Regulation* (AR 177/2003) for special provisions or directions;

2.14. in relation to any formal intellectual, behavioural or emotional assessment or evaluation administered individually to the student by a board

2.14.1. the name of the assessment or evaluation,

2.14.2. a summary of the results of the assessment or evaluation,

3. _____ the date of the assessment or evaluation

2.14.3.

2.14.4. the name of the individual who administered the assessment or evaluation,

2.14.5. any interpretive report relating to the assessment or evaluation, and

4.2.14.6. _____ any action taken as program planning as a result of the assessment, evaluation or interpretive report,

~~(m)~~ _____ either:

~~(i)~~ _____ In relation to the name of any formal intellectual, behavioural or emotional assessment or evaluation administered individually to the student by a Board, a summary of the results of the assessment or evaluation, the date of the assessment or evaluation and the name of the person who administered the assessment or evaluation;

~~(ii)~~ _____ any interpretive report relating to the assessment or evaluation. and any action taken as program planning as a result of the assessment, evaluation or interpretive report;

~~(n)~~2.15. _____ In relation to any independent formal intellectual, behavioural or emotional assessment or evaluation requested by the student’s parent and administered to the student by an independent party.

2.15.1. the name of the assessment or evaluation,

2.15.2. a summary of the results of the assessment or evaluation,

2.15.3. the date of the assessment or evaluation,

2.15.4. the name of the individual who administered the assessment or evaluation,

2.15.5. any interpretive report relating to the assessment or evaluation, and

2.15.6. any action taken as program planning as a result of the assessment, evaluation or interpretive report,

Policy IO – Students Records, Cont’d.

~~Policy IO – Students Records, Cont’d.~~

~~(i) — A Summary of the results of the assessment or evaluation, the date of the assessment or evaluation and the name of the person who administered the assessment or evaluation.~~

~~(ii) — Any interpretive report relating to the assessment or evaluation or interpretive report.~~

2.16. ~~(p)~~ — any health information that the parent of the student or the student wishes to be placed on the student record;

2.17. ~~(q)~~ — an annual summary of the student’s school attendance;

~~(r)~~ — information about any suspension of more than one day or expulsion relating to the student or the student’s rights pursuant to the Act, which must be recorded and retained on the student record for ÷

~~(t)~~2.18. a minimum period of one year and a maximum period of 3 years following the date of the suspension or expulsion after which the information must be removed from the student’s record.

2.19. ~~(s)~~ — if the parent of the student is eligible to have the student taught in the French language pursuant to section 23 of the *Canadian Charter of Rights and Freedoms*, a notation to indicate such and a notation to indicate whether the parent wishes to exercise that right.

~~(v)~~2.20. if the parent or the student wishes to provide information that the student is of aboriginal ancestry, a notation indicating whether the student is Status Indian/First Nations, Métis or Inuit.

3. ~~A board may include in a student record any information referred to in regulation 5.1 that in the Board’s opinion would clearly be injurious to the student if disclosed, where inclusion of the information in the student record would, in the opinion of the Principal, Director of Learning, or Family School Liaison Program Clinical Team Leader, be~~

3.1. ~~in the public interest; or~~

3.2. ~~necessary to ensure the safety of students and staff.~~

5.4. If an individualized program plan is specifically devised for a student, the current plan and any amendments to the plan must be placed on the student record of that student in addition to all previous school year end individualized program plans.

5. ~~4.~~ ~~(a)~~ ~~Information~~ A student record must not include:

5.1. ~~Any information contained in~~ ~~not to be included in student record:~~

~~(i)~~ — notes and observations prepared by and for the exclusive use of a teacher, teacher’s assistant, counsellor or principal, and that are not used in program placement decisions;

5.1.1.

~~(ii)~~ — a report or an investigation record relating to the student under the *Child, Youth and Family Enhancement Act*; or

Policy IO – Students Records, Cont’d.

5.1.2.

~~(iii)~~ 5.1.3. _____ counselling records relating to the student that is or may be personal, sensitive or embarrassing to the student, unless regulation 3 ~~Regulation 6~~ of of this policy applies.

~~(b)~~ 5.2. Any information that identifies a student as a young person as defined in the *Youth Justice Act* or the *Youth Criminal Justice Act (Canada)* and all information relating to the student in that capacity.

~~Policy IO – Students Records, Cont’d.~~

~~5.~~ 5. _____ Notwithstanding regulation ~~2, 3 and 4~~, the Principal, ~~Student Services Supervisor~~ Director of Learning, or Family Liaison Program Clinical Team Leader may exclude from a student record a test instrument or any part of it, but where there is an appeal before the board with respect to a test, a test result or an evaluation of a student based on a test or a test result, the persons referred to in section 23(2) of the School Act may review a test instrument as if it were part of the student record.

~~6.~~ _____ A board may include in a student record any information referred to in Section 4(a)(i) that in the Board’s opinion would clearly be injurious to the student if disclosed, where inclusion of the information in the student record would, in the opinion of the Principal, Student Services Supervisor, or Family School Liaison Program Clinical Team Leader

~~(a)~~ _____ in the public interest; or

~~(b)~~ 6. _____ necessary to ensure the safety of students and staff.

~~7.~~ 7. _____ The Principal shall ensure that the information referred to in ~~regulation 2 and 4~~ this section is updated annually.

Student Transfer

~~8.~~ 8. _____ If a student transfers to another school in Alberta, the Board from which the student transfers shall, on receipt of a written request from that school (see attachment A - sample request for cum file), send the original student record containing the information referred to in regulation 2 and ~~3-4~~ to that school.

~~9.~~ 9. _____ If a student transfers to a school outside Alberta, the Board from which the student transfers shall, on receipt of a written request from that school, send a copy of the student record containing the information referred to in regulations 2 and ~~3-4~~ to that school.

Record Transfers and Retention

~~10.~~ 10. _____ A school shall keep a student record containing the information referred to in regulations 2 and ~~3-4~~ for 7 years after the student ceases to attend a school operated by the Board or until the student record has been forwarded to another school.

_____ If a student transfers from a school in Alberta to a school outside Alberta, the Board that operates

Policy IO – Students Records, Cont’d.

the school from which the student transfers shall keep the student record for at least 7 years after the date the student could be expected to have completed grade 12 if the student had not transferred from the school

11.

~~11. If a student transfers from a school in Alberta to a school outside Alberta, the Board that operates the school from which the student transfers shall keep the student record for at least 7 years after the date the student could be expected to have completed grade 12 if the student had not transferred from the school.~~

~~12. A board may choose to keep a student record for longer than 7 years if a longer retention period is authorized by resolution of the board.~~

Disposal and Destruction of Student Record

~~12. 13.~~ The school Principal shall dispose of or destroy student records that are no longer required to be kept under regulation 10 and 11.

~~13. 14.~~ Student records shall be disposed of or destroyed in a manner that maintains the confidentiality of the information in the record.

~~14. A board shall dispose of information referred to in regulation 5 relating to a student in the same manner as student records are to be disposed of under regulation 13.~~

~~Policy IO – Students Records, Cont’d.~~

Access to Student Record

~~15. 15.~~ The Principal shall ensure that a student, the student’s parent and any other person who has access to the student under a separation agreement or an order of a court are informed of their entitlement under section 23 of the School Act to review the student record of that student.

Disclosure of Information

~~16. The Principal shall ensure that the contents of a student record are only disclosed shall ensure that the information referred to in this section is disclosed in accordance with the *Freedom of Information and Protection of Privacy Act*; and~~

~~6.16.~~

~~(a) any one of the following:~~

~~in accordance with sections 23, 40, 41, and 43 of the School Act;~~

~~16.1.~~

~~(i) to an employee of the Board if the information is necessary for the performance of the duties of the employee;~~

~~16.2.~~

~~(ii) to the Minister if the information is necessary for the performance of the duties of the Minister;~~

~~16.3.~~

Policy IO – Students Records, Cont’d.

~~(iii)~~16.4. _____ with the written consent of

~~(A)~~—the parent if the student is under 16 years of age, or

16.4.1.

~~(B)~~16.4.2. _____ the student or the parent if the student is 16 years of age or older;

~~(iv)~~—in accordance with ~~section 8~~regulation 8 and 9 of this Regulation;

16.5.

16.6. in accordance with any other regulation under the Act.

~~(v)~~16.7. _____ in accordance with the Freedom of Information and Protection of Privacy Act.

17. ~~17.~~—A Principal shall disclose information contained in a student record to the Department of Justice and or to the Department of the Solicitor General and Public Security or its designate when requested by either the Department or that Department’s or its designate for the purpose of administering the *Youth Justice Act or the Youth Criminal Justice Act (Canada)* or carrying out any program or policy under either Act.

~~18.~~—A principal shall, at the written request of a medical officer of health as defined in the *Public Health Act* or the medical officer of health’s designate, disclose

~~(a)~~—a student’s name, address, birth date, sex and school; and

~~(b)~~—the name, address and telephone number of the student’s parent or guardian, to the medical officer of health or to a person designated by the medical officer of health for the purpose of contacting parents regarding voluntary health programs offered by the regional health authority, including immunization, hearing, vision, speech and dental health programs, and for the purpose of communicable disease control.

18. A medical officer of health may by notice in writing require a school board, an operator of a private school or of a charter school, an operator of an early childhood services program or a provider of a child care program to provide to the medical officer of health, in the form and manner and within the time specified in the notice, the information set out in regulation 18.1 that is in its custody or within its control, for the purpose of contacting a parent or guardian of a student or child, or contacting an independent student, regarding voluntary health programs, including immunization, hearing, vision, speech and dental health programs, and for the purpose of communicable diseases control.

18.1. For the purposes of regulation 18, a medical officer of health may require the following information to be provided:

18.1.1. the name, address, postal code, date of birth and sex, and the grade level, if applicable, of a student or child and the school, attended by the student;

18.1.2. the name, address, postal code, telephone number and electronic address

18.1.2.1. of the parent or guardian of a child or a student other than an independent student, or

18.1.2.2. of an independent student;

18.1.3. any other information prescribed in the regulations.

for the purpose of contacting a parent or guardian of a student, or contacting an independent student, respecting voluntary health programs, including immunization, hearing, vision, speech and dental health programs, and for the purpose of communicable diseases control.

Policy IO – Students Records, Cont’d.

7.18.2. A school who receives a notice under regulation 18 shall comply with it.

Policy IO – Students Records, Cont’d.

19. A board shall, at the written request of a Regional authority for a Francophone Education Region, disclosed,

19.1. (a) —the name, address, date of birth, sex and school of a student whose parent has been noted under ~~section 2(1)(s)~~regulation 2.19 as being eligible to have the student taught in the French language pursuant to Section 23 of the Canadian Charter of Rights and Freedoms, and

~~(e)~~19.2. _____ the name, address and telephone number of the student’s parent to the superintendent or to a person designated by the superintendent for the purpose of contacting the parent of the student and advocating for minority language education rights.

20. 20. —A board or an accredited private school supervising a home education program for a student shall notify the student’s resident board of

~~(a)~~20.1. _____ the student’s name, address, date of birth, sex and school, and

~~(b)~~20.2. _____ the name, address and telephone number of the student’s parent

to ensure that the resident board is aware that the student is attending a school.

~~21. — A Principal shall ensure that the information referred to in regulation 4 is disclosed only in accordance with the *Freedom of Information and Protection of Privacy Act*.~~

21. 22. —~~A person who is entitled to review a student record under 23 of the School Act~~ A parent and/or a student may review a student record only in the presence of a staff member.

22. A person who is entitled to review a student record under 23 of the School Act may request a copy of the student record from the school, and the school shall provide, or on request shall send, the copy to the person on receiving payment for it at the rate prescribed by the Board.

23. Where a student record contains

23.1. a test, a test result or an evaluation of a student that is given by a person who has a recognized expertise or training in respect of that test or evaluation, or

23.2. information relating to a test, test result or evaluation referred to in regulation 23.1, A person who is entitled to review a student record under 23 of the School Act are entitled to the things referred to in regulation 24.

24. If regulation 23 applies, a person who is entitled to review a student record under 23 of the School Act are entitled

24.1. to review the test, test result or evaluation referred to in regulation 23.1 or information referred to in regulation 23.3, and

24.2. to receive from a person who is competent to explain and interpret it an explanation and interpretation of that test, test result, evaluation or information.

Policy IO – Students Records, Cont’d.

25. If a person reviewing a student record referred to in regulation 23 so requests, the board shall ensure that a person who is competent to explain and interpret the test, test result, evaluation or information is available to explain and interpret that test, test result, evaluation or information.

If, on examining a student record, a person is of the opinion that the student record contains inaccurate or incomplete information, that person may request the board to rectify the matter.

~~23. If a parent and/or a student wishes to review a test, test result, evaluation or information, a person must be present who is competent to explain or interpret the test, test result, evaluation or information.~~

~~26.~~

~~24. If a parent and/or a student who has the right of access to a student record is of the view that information in the student record is inaccurate or incomplete or that appropriate access to the student record has not been provided, the parent or student may request the Principal, in writing, to rectify the matter.~~

~~26.1. 25. If the principal is of the view that the student record is accurate and complete and that appropriate access has been provided, he shall notify the parent or student, in writing, of his decision and of the right to appeal in accordance with policy IFH.~~

~~26. The student record is the property of the School Division and as such, the Division is not required to provide a copy to the parent/guardian or the student.~~

Information Sharing for Administrators, Classroom Support Teachers, Classroom Teachers, and Family School Liaison Counsellors

27. Student information may be shared among administrators, classroom support teachers, classroom teachers, and Family School Liaison Counsellors in order to support the successful academic, social/emotional and physical development and well-being of students. See the attached Protocol for Student Information Sharing.

Success in School for Children and Youth in Care

October 2010

Success in School for Children and Youth in Care – Provincial Protocol Framework (PPF) is a joint initiative between Alberta Education and Children and Youth Services (CYS) to support improved school outcomes and high school completion rates for children and youth in provincial government care. The PPF will guide the work of those involved with children and youth in care to support school success. Success plans are child focused, collaborative, flexible, and allow open communication between partnerships to support the needs of the child.

“Working Together” Structure

1. Core team identification

- a. The school point person and the caseworker will identify a team, including the care provider and the child or youth in care to support and promote their educational achievement, while respecting the need for dignity and confidentiality.
 - i. Key point person’s role – to communicate and organize planning, and oversee effective implementation of the plan
 - ii. The core team will identify alternatives or interventions if there are signs the child or youth in care is at risk of being suspended, expelled, or of dropping out of school

2. Registration procedures

- a. The caseworker will provide the school with a minimum one-day notice before the child or youth in care attends. The school authority will place the student in an appropriate educational program within one week. Provisions for joint determination of temporary educational arrangements if exceptional circumstances delay school placements.
- b. Expectations for information sharing to facilitate appropriate educational programming
- c. An outline of individual and joint roles and actions that support positive transitions

3. Planning for and supporting school success

- a. The core team will meet to collaboratively develop and implement a holistic, strength-based and culturally appropriate Success in School Plan for each child and youth in care within eight weeks of registration or receiving in-care status.

Policy IO – Students Records, Cont’d.

- b. They will meet at least once more in the school year to review the effectiveness of the plan, make revisions as necessary and to celebrate accomplishments of the child or youth in care.
- c. The core team will communicate with each other in between meetings as necessary.
- d. The Success in School Plan is attached to any existing Instructional Student Plan (ISP), but also includes
 - i. Information to clarify roles and responsibilities of core team members
 - ii. Cultural supports as appropriate
 - iii. Goals and strategies across multiple domains, with reference made to other existing plans as appropriate and to avoid duplication

4. Transition Planning

- a. Placement moves (home and school) should be avoided or minimalized wherever possible. When moves must occur, the partners will work together to:
 - i. Engage in careful planning and timing of transitions to maintain educational program continuity for the student and preserve positive team working relationships
 - ii. Consider the educational needs of the the child or youth in care, as well as opportunities for farewells and closure.
 - iii. Provide advance notification of pending transitions, where possible

5. Celebrating Success

Encouragement and celebration play an important role in the educational success for all children and youth but are especially important for those in care.

6. Concluding in care status

A child or youth’s in-care status may end for a number of reasons, including the youth turning 18, the child or youth returning to the care of a parent or private guardian, or being adopted. The regional partners acknowledge that the determination to conclude in-care status of children/youth is the purview of the caseworker as directed by the Child, Youth and Family Enhancement Act.

Policy IO – Students Records, Cont’d.

The School Authority will:

- a. Continue with the Success in School Plan to the end of the school year as appropriate with transition planning for supporting future educational success
- b. Support youth in care turning 18 years of age to complete high school, and transition into the workforce or post-secondary opportunities
- c. Provide the youth in care information regarding the Advancing Futures Bursary program

For additional information, please visit

<https://education.alberta.ca/children-and-youth-in-care/?searchMode=3>

Guidelines for Educational Transitioning of Children in Care

March 2006

~~Best practice has shown us that transition planning is critical in optimizing a child’s success in a new school placement that may be necessitated by a change in care providers. Transition planning enhances academic, emotional, and social success for a child and will also positively influence a child’s success in a foster home environment. Placement of children in care is not always predictable and changes are inevitable. The resultant stress and anxiety produced can be minimized when the child’s needs are first and foremost in the picture. Outlined below are the critical components of an effective transition plan.~~

Guiding Principles

~~Educational transition planning is essential for all children in care but special attention should be given to those with high needs. **The greater the need of the child, the more careful and comprehensive the transition planning needs to be.** Guiding principles include:~~

- ~~● Child focused~~
- ~~● Open communication~~
- ~~● Thorough sharing of information~~
- ~~● Flexibility based on individual child’s needs~~
- ~~● Expediency~~

Transition Planning Team Members

- ~~● Child and Family Services Authority Case Worker~~
- ~~● Foster parent / care provider~~
- ~~● Sending school and / or central office administration~~
- ~~● Receiving school and / or central office administration~~
- ~~● Others as needed~~

Education Transition Plan Components

- ~~● Sending school placement~~
- ~~● Receiving school placement~~
- ~~● Start date~~

Policy IO – Students Records, Cont’d.

- ~~Required support(s)~~
- ~~Interim plan if circumstances necessitate the move but placement in the new school is not immediately possible~~
- ~~Transportation~~
- ~~Opportunity for closure for the child~~

Emergency Placements

~~At times, the apprehension of a child may necessitate placement in which educational transition planning happens very quickly. In these cases, it is still critical to develop an educational transition plan. **To facilitate an expedient plan the following needs to occur:**~~

- ~~The caseworker involved must contact the school principal of the new school~~
- ~~The student should not attend school until that contact has taken place~~
- ~~Information between school / districts has taken place~~

Policy IO – Students Records, Cont’d.

-
- ~~Temporary transition plan is developed~~
- ~~A meeting date, if required, is established for care givers, case workers, and school personnel.~~
-
- ~~All of this may take place within a day once communication between caseworker and school administration has occurred.~~

Signatures:

~~Southwest Alberta Child and Family Services
Authority: _____~~

~~Date: _____~~

~~Holy Spirit C.S.R.D. No.
4: _____~~

~~Date: _____~~

~~Horizon School Division No.
67: _____~~

~~Date: _____~~

~~Lethbridge School District No. 51:
_____~~

~~Date: _____~~

~~Livingstone Range School Division No. 68:
_____~~

~~Date: _____~~

~~Palliser Regional School
Authority: _____~~

~~Date: _____~~

~~Private School
Authority: _____~~

~~Date: _____~~

~~Westwind School Division:
_____~~

~~Date: _____~~

~~Attachment 1: Q & A
Attachment 2: Delegation of Authority~~

Q & A

Q. Describe the difference between the roles of the foster parent vs. that of the CFSA caseworker as it relates to communication with the school.

A. The CFSA caseworker has delegated authorities to act as the guardian of the child when temporary/permanent guardianship rests with the director. The caseworker must be involved in major educational decisions-specialized educational programming, expulsions, activities that require guardian consent etc.

The foster parent has sub delegated authority to be involved in day to day educational decisions and communication and is the primary regular contact for the school as it relates to the child’s challenges, conduct, and educational program.

Q. Describe the various legal statuses under the *Child, Youth and Family Enhancement Act* and the guardianship authority attached to each.

A. Involvement with children and families occurs in various ways under the *Child, Youth and Family Enhancement Act* as listed below:

- Permanent Guardianship – sole guardianship rests with the Director under the *Child, Youth and Family Enhancement Act* and is primarily carried out by the assigned caseworker within certain authorities delegated to a supervisory or management level.
- Temporary Guardianship – guardianship is shared between the Director and the parent for the term of the Temporary Guardianship Order. The caseworker will be the primary contact for guardianship consents/issues and may involve the parent in meetings and educational decisions.
- Custody Agreement with Guardian – although the Director has custody and provides a placement of a child, the parent is the guardian.
- Supervisions Order/Enhancement Agreement with Guardian – In the above noted legal statuses; the Director is involved providing supports and services to families where the child/youth remains in parental care and guardianship.
- Enhancement Agreement with Youth – for youth aged 16 – 18; the Director may enter into an Enhancement Agreement directly with the youth where it is deemed necessary and appropriate for the youth to live apart from their guardian. Normally this involves providing supports for independent living. The parent still remains the guardian.
- Support and Financial Assistance Agreement – this allows the Director to remain involved with and provide supports to youth aged 18 – 22 who was in the care/guardianship to the Director prior to their 18th birthday. (Primarily this would include financial and placement supports). As the youth is an adult, guardianship consent is no longer required.

Attachment A - Sample Request for Cum File

[Horizon school name]
[Horizon school address],
[Horizon school phone number], [Horiozn school fax number]
[Horizon school url]

[school name - from which student is coming]
[school address – from which student is coming],

RELEASE OF STUDENT RECORD

The purpose of sharing information is to better inform those who work with students, so that they may provide the best educational programs and services.

The following student(s) have transferred from your school into [school name], in [town], Alberta.

Student name Grade Date of Birth ASN
Horizon School Division No. 67 is requesting the release of the student record for:

Student Date of Birth

School

Horizon School Division No. 67 is formally requesting the release of the student record. Please send, as soon as possible, the cumulative records and any pertinent information and / or confidential files that may apply to the above student(s).

From: _____
Name of School Jurisdiction/System

Please Forward to: _____

Address: _____

Phone: _____

Fax: _____

Policy IO – Students Records, Cont’d.

I understand that the information is confidential and that the information is protected as outlined by the Freedom of Information Privacy and Protection Act.

Principal’s Signature

[principal name]

Date

In accordance with the Alberta Education Student Record Regulations,

~~_____~~ *“the student record of a student must contain all information affecting the*

~~_____~~ *decisions made about the education of the student that is collected or maintained*

~~_____~~ *by a board, regardless of the manner in which it is maintained or stored” [2(1)]*

~~_____~~ *“if a student transfers to another school in Alberta, the board from which the student transfers*

~~_____~~ *shall, on receipt of a written request from that school, send the original student record” [8(1)]*

~~_____~~ *“if a student transfers to a school outside Alberta, the board from which the student transfers*

~~_____~~ *shall, on receipt of a written request from that school, send a copy of the student record” [8(2)]*

~~HORIZON SCHOOL DIVISION NO. 67~~

~~6302—56 Street Taber, Alberta T1G 1Z9~~

~~Phone: (403) 223 3547 1 800 215 2398 FAX: (403) 223 2999~~

HORIZON SCHOOL DIVISION NO. 67

POLICY HANDBOOK

Policy Code: JMA
Policy Title: School Councils
Cross Reference: JG
Legal Reference: PIPA, ~~S.A. 2003~~
School Act, Sec. 22,
Alberta Education
Reg. 171/08 School
Councils Regulation
Adoption Date: June 25, 1997
Amendment or Re- Jan. 19/99, May 30/02
affirmation Date: Apr. 19/07

POLICY

~~THE BOARD RECOGNIZES THE VALUE OF PARENTAL-PARENTS AND THE COMMUNITY INVOLVEMENT IN ITS SCHOOLS AND MANDATES THAT EACH SCHOOL TO BE ENGAGED IN THE EDUCATION OF CHILDREN. AND EXPECTS SCHOOLS EXCEPT HUTTERIAN COLONY BRETHREN SCHOOLS, TO ESTABLISH A SCHOOL COUNCIL IN ACCORDANCE WITH THE SCHOOL COUNCILS REGULATIONS AND THIS POLICY. EXCEPTING HUTTERIAN COLONY BRETHREN SCHOOLS, SHALL HAVE A SCHOOL COUNCIL ORGANIZED AND FUNCTIONING IN HARMONY WITH ALBERTA LEARNING REGULATIONS AS WELL AS THE FOLLOWING GUIDELINES AND PROCEDURES.~~

GUIDELINES

1. School councils are an important forum through which members of school communities play an advisory role in school improvement planning.
 - 1.1. School councils are a structured group of parents, principals, teachers, secondary students and community representatives whose purpose is to advise the principal and the school board respecting matters relating to the school.
 - 1.2. The actual decision-making authority of the school council is limited to:
 - 1.1.1. determining the school council operating procedures
 - 1.1.2. setting policies to govern school council activities at the school level, as described in the School Act
 - 1.1.3. planning engagement activities that align with school council’s legislated purpose
 - 1.1.4. choosing to provide advice to the principal and school board
2. As the primary role of school councils is advisory, school councils are not eligible to incorporate as societies. It is not the primary intent of school councils to fundraise or lobby. Roles that are not to be taken on by a school council include:
 - 2.1. school governance
 - 2.2. employment issues
 - 2.3. school management

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2.4. listening to complaints

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Policy JMA – School Councils – Continued

REGULATIONS

1. For any school year, the first meeting of the school council must be held within 20 school days after the start of the school year or as specified in the bylaws of the school council.

1.1. If a quorum is not available for a meeting of a school council and the meeting has been re-scheduled on 2 or more occasions, the board may suspend the operation of the school council until the following year.

2. If a school has no school council, the school must hold an establishment meeting within 40 days after the start of the school year.

2.1. The Principal shall

2.1.1. give notice of the date, time location, and purpose of the meeting at least 10 days before the meeting

2.1.2. post in at least 2 or more locations that are accessible to the public in the area around the school, or

2.1.3. be advertised in a publication that is circulated to the general public i.

2.2. Those invited to the meeting shall include:

2.2.1. parents of all students enrolled in the school;

2.2.2. parents of ECS student enrolled at the school (if applicable);;

2.2.3. school staff; and

2.2.4. other members of the school community (at the Principal’s discretion).

2.3. If there are fewer than 5 parents in attendance at an establishment meeting or if an establishment meeting is not successful in establishing a school council, the principal may establish an advisory committee for that year to carry out one or more of the duties or functions of a school council.

3. Membership on School Councils shall at all times consist of a majority of parents of students in the school.

4. A school council must include the following members:

4.1. the principal of the school;

4.2. at least one person who is a teacher at the school, elected or appointed by the teachers at the school;

4.3. if the school includes a senior high school program, at least one person who is a student enrolled in the high school, elected or appointed by the students enrolled in the high school;

4.4. parents of students enrolled in the school.

5. The members of a school council may establish a process to appoint or elect as members of the school

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Policy JMA – School Councils – Continued

council one or more persons who are:

- 5.1. parents of children enrolled in an Early Childhood Services program at the school
- 5.2. not parents of students enrolled in the school but who have an interest in the school.

6. School councils or their members may not:

- 6.1. receive remuneration for services rendered;
- 6.2. be incorporated under the Societies or Companies Act; or
- 6.3. be charged a fee for the use of the school or school facilities for the purpose of holding a meeting of the school council.

7. School Councils are organizations subject to PIPA (Personal Information Protection Act) and, as such, must comply with the PIPA requirements for collection, use, and disclosure of personal information.

8. Each school council may make bylaws respecting the conduct of its business and affairs as per the School Councils Regulation.

8.1. Only persons who attend the establishment meeting and are (a) parents of students enrolled in the school, or (b) parents of children enrolled in an Early Childhood Services program at the school are entitled to vote on matters raised at the meeting.

8.2. A school council must retain at the school a copy of the minutes for each meeting of the school council for at least 7 years and make them available to the board or the public on request.

~~1. The primary function of a School Council shall be to advise and consult with the Principal on matters that affect the educational program within the school. Such items might include:~~

- ~~(a) student achievement;~~
- ~~(b) fiscal management in the school;~~
- ~~(c) school policies;~~
- ~~(d) public relations; and~~
- ~~(e) school programs.~~

~~2. School Councils shall be authorized to establish by laws approved by a majority vote of all parents in attendance at a special meeting called for that purpose. By laws shall deal with:~~

- ~~(a) format, frequency and location of council meetings;~~
- ~~(b) organization and role of officers;~~
- ~~(c) definition of quorum;~~
- ~~(d) election procedure; and~~
- ~~(e) conflict resolution;~~
- ~~(f) other items pertinent to the operation of the Council.~~

~~3. The Board, in relationship to School Councils in the Division:~~

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Policy JMA – School Councils – Continued

- (a) may, from time to time, delegate specific responsibilities to the council;
- (b) shall strike a committee to deal with any Council Principal conflicts that may arise;
- (c) shall provide insurance indemnifying School Councils from liability and damages;
- (d) shall receive an annual report from the Chair of each Council by September 30 of each year summarizing the Council's activities and including a financial statement; and
- (e) may request a copy of minutes for each meeting of the School Council (a School Council must retain at the school a copy of the minutes for each meeting and must retain minutes of each meeting for at least seven years).

~~HORIZON SCHOOL DIVISION NO. 67~~

~~Policy JMA – School Councils – Continued~~

4. Membership on School Councils shall at all times consist of a majority of parents of students in the school and have:
- 5.
- (a) ~~Elementary and Junior High School Councils~~ at least seven members including:
 - (i) ~~Principal;~~
 - (ii) ~~at least one teacher elected by the teachers;~~
 - (iii) ~~at least one person representing the public at large who is not a parent of a child attending the school;~~
 - (iv) ~~at least one parent of an ECS child (if school has ECS program);~~
 - (v) ~~parents of a student attending the school.~~
 - (b) ~~High School Councils~~ at least nine members including:
 - (i) ~~Principal;~~
 - (ii) ~~at least one teacher elected by the teachers;~~
 - (iii) ~~at least one person representing the public at large who is not a parent of a child attending the school;~~
 - (iv) ~~at least one student elected by the students; and~~
 - (v) ~~parents of a student attending the school.~~
6. Any member of the School Council is eligible to be elected as an officer of the School council.
7. School councils may not:
- (a) receive remuneration for services rendered;
 - (b) be incorporated under the Societies or Companies Act; or
 - (c) be charged rent for meeting space in schools.
7. School Councils are organizations subject to PIPA (Personal Information Protection Act) and, as such, must comply with the PIPA requirements for collection, use, and disclosure of personal information.

Page 1 of 3

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Page 5 of 3

Policy JMA – School Councils – Continued

REGULATIONS

1. A new School Council must be established not later than 60 days after the start of the next school year.

(a) Notice of meeting in consultation with any existing School Council the Principal shall advertise the date, time and location of the meeting:

- (i) _____ at least 21 days before the meeting;
- (ii) _____ in a publication circulated in the area; and
- (iii) _____ posted in at least 5 areas around the school area.

HORIZON SCHOOL DIVISION NO. 67

Policy JMA – School Councils – Continued

(b) Those invited to the meeting shall include:

- (i) _____ parents of all students in the school;
- (ii) _____ parents of ECS student (if applicable);;
- (iii) _____ school staff; and
- (iv) _____ other members of the public (at the Principal's discretion).

(c) Required attendance must be at least five in attendance, otherwise, meeting is to be recalled no later than September next.

(d) Business of meeting:

- (i) _____ Principal (in consultation with existing School Council) appoints Chair and secretary;
- (ii) _____ Agenda:
 - _____ size of Council,
 - _____ term of office,
 - _____ elect members.

(e) Voting can only be done by parents of students in the school (including ECS parents where applicable).

2. The first meeting of the Council must be held not later than 30 calendar days after the start of the school year or as specified in the by laws.

3. In the event that adequate support is not evident for the organization of a School Council, or the School Council does not have a quorum for operation in three consecutive meetings, the School Council shall be suspended in harmony with the regulations until the subsequent school year.

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Page 6 of 3

Policy JMA – School Councils – Continued

~~Notice of meetings and processes for annual reorganizations of School Councils shall be outlined in the by laws of each School Council.~~

9. School council s opportunity to provide advice on the development of the school’s

9.1. mission, vision and philosophy,

9.2. policies,

9.3. annual education plan,

9.4. annual results report, and

9.5. budget.

10. The chair of a school council must prepare and provide to the board by September 30 of each year a report

10.1. summarizing the activities of the school council in the previous school year, and

10.2. including a financial statement relating to money handled by the school council in the previous school year, if any, and how the funds were used

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

Policy Code:	DFH
Policy Title:	School Generated Funds
Cross Reference:	
Legal Reference:	
Adoption Date:	November 27, 1996,
Amendment or Re- affirmation Date:	February 24, 2015

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION SHALL COMPLY WITH ITS RESPONSIBILITY UNDER THE SCHOOL ACT AND THE FISCAL MANAGEMENT ACT AND SHALL ENSURE THAT SCHOOL GENERATED FUNDS ARE REPORTED AND ACCOUNTED FOR THROUGH THE FINANCIAL RECORDS OF THE SCHOOL DIVISION.

DEFINITION

School Generated Funds are funds raised in the school and community for activities that come under the control and responsibility of school management. They represent monies collected and retained at the school for expenditures which are charged against revenue in a school's account (e.g. year book sales, graduation fees, field trips, extra-curricular sports and monies received from non-registered parent advisory groups). In cases where school management and/or employees are accountable for these monies and are in roles whereby the activities of the organizations generating the funds are controlled by them (majority of directors, sole/bank signing authority, etc.), then the organization's activities are most likely School Generated Funds.

Textbook rentals, rent revenue, lease revenue, lunch program fees, and other funds collected at the school and remitted to central office for expenditures which are charged against the school budget but accounted for in central office are NOT considered to be School Generated Funds.

REGULATIONS

1. It is the Principal's responsibility to develop and maintain appropriate procedures to provide assurance that monies related to School Generated Funds are safeguarded and proper records are maintained.
2. The Secretary-Treasurer and/or his/her designate shall perform a financial review of each school's financial records on a rotation basis. This review will be performed in a positive manner with recommendations made in the best interest of the school. The Secretary-Treasurer and/or his/her designate, as part of the review, will check that the following information is in good order:
 - 2.1. list of all School Generated Funds accounts
 - 2.2. signing authority on all accounts
 - 2.3. system for receipting revenue
 - 2.4. system for tracking corresponding expenditures
 - 2.5. reconciliation of students' fees
 - 2.6. cash (cheques, money orders) disbursements should be accompanied by an invoice, till slip, etc.
 - 2.7. bank reconciliation's
 - 2.8. reporting procedure, including opening balance, revenues, expenditures, a summary of transactions, and closing balance
 - 2.9. principal monthly review of bank reconciliations

Policy DFH - *School Generated Funds*, Cont'd.

3. Schools will provide an annual report to the Secretary-Treasurer on the School Generated Funds in order for the Secretary-Treasurer to prepare the information required for the Audited Financial Statements for the school division.

Horizon School Division No. 67

*Combined 2017-18 to 2019-20 Education Plan and
2016-2017 Annual Education Results Report*



*An inclusive learning community that engages
and empowers all learners for success.*

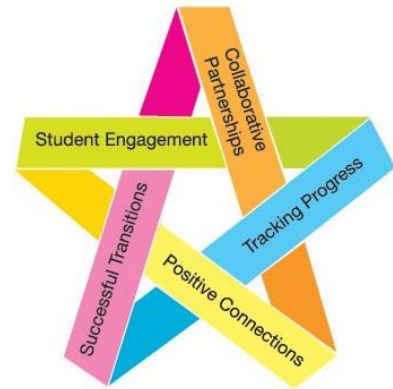
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Introduction

We believe all students can leave school and be competent contributing global citizens. As such, everything we do, including engaging and empowering all our learners, is grounded in building student competencies and enhancing student success. We believe that five core strategies engages children and motivates them to finish high school. We know, as you do, that those teachers that go beyond the duties normally expected of teachers create students that make life better for everyone, everywhere. This inspires us...to do what we do. To make a difference. We won't stop learning and improving, because we believe students matter. This is our calling. This is why we do what we do.



Message from the Board Chair

As a learning system, we receive substantial resources from Alberta Education that must be used effectively and efficiently. Our communities expect our schools to provide quality-learning opportunities including supports and services to children. The Three-Year-Plan outlines the priorities of Horizon School Division within the context of the goals of Alberta Education.

The Board of Trustees is very pleased with the accomplishments of our school jurisdiction and the achievement of our students. The support of parents, staff and other stakeholders is essential to our continued success. The results in this report illustrate a passion for learning, commitment to excellence and belief in welcoming, caring, respectful, and safe learning environments. As Trustees, we have every confidence that over the next three years we will build on our achievements and continue to provide quality learning for the students we serve.

We recognize that schools cannot do it alone. Together we can support all our children in preparing them for a successful future.

Marie Logan, Board Chair

Statement of Accountability

The Annual Education Results Report for the 2016-17 school year and the Education Plan for the three years commencing September 1, 2017 for Horizon School Division were prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Fiscal Planning and Transparency Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results. The Board approved this combined Annual Education Results Report for the 2016/2017 school year and the Three-Year Education Plan for 2017/2020 on November 28, 2017.

Marie Logan, Board Chair

Dr. Wilco Tymensen, Superintendent

Board of Trustees



Marie Logan
Board Chair



Bruce Francis
Vice-Chair



Jennifer Crowson
Ward 2



Rick Anderson
Ward 3



Blair Lowry
Ward 3



Derek Baron
Ward 4



Christa Runka
Ward 5

Did You Know?

*Alberta has over 600,000
K – 12 students and
35,000 teachers within
62 school authorities.*

Senior Administration



Wilco Tymensen
Superintendent



Phil Johansen
Associate Superintendent,
Finance and Operations



Anita Richardson
Associate Superintendent,
Programs and Human Services



Amber Darroch
Associate Superintendent,
Curriculum and Instruction

Horizon School Division at a Glance

Vision

Passionately engaged learners who confidently pursue continual improvement now and in the future as contributing global citizens.

Mission Statement

Horizon is a 21st century inclusive learning community that engages and empowers all learners for success.



Jurisdiction Profile

The Horizon School Division is a rural jurisdiction running from Coutts on the Canada/US border North to Lomond in the County of Vulcan. The Division provides education services to approximately 3500 students and consists of 15 schools of various grade configurations, one Christian Alternative School, and four Outreach schools in the communities of Barnwell, Enchant, Grassy Lake, Hays, Lomond, Milk River, Taber, Vauxhall, and Warner. Additionally, there are 19 Hutterian Brethren schools scattered throughout the Division as well as one elite sport academy (Vauxhall Baseball Academy).

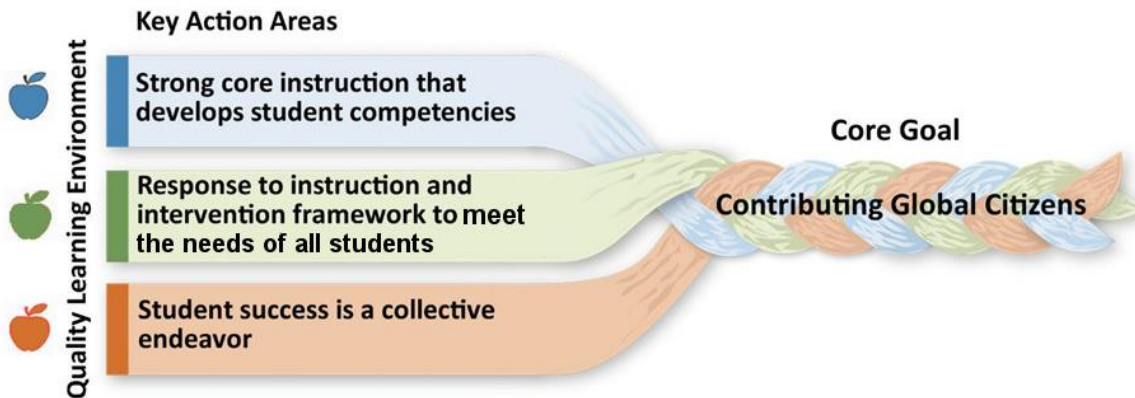
Our communities are supportive of their local school and are actively involved in promoting quality educational experiences for the young people who attend there.

Over the past fifteen to twenty years, a substantial population of Low German-speaking Mennonite families from Mexico and other Central American countries has moved into the jurisdiction. The Board is committed to working with parents to provide an education setting that respects their values and integrates parental values into children's' educational program.



Core Goal

Horizon is strongly committed to meeting the needs of students through the following key action areas which achieve our core goal.



What are Competencies?

Knowledge, skills and attitudes that students develop and apply for successful learning, living and working. They apply across all subject areas. Alberta's Kindergarten to Grade 12 curriculum promotes development of the following competencies.

- Critical Thinking
- Communication
- Problem Solving
- Collaboration
- Literacy
- Managing Information
- Cultural and Global Citizenship
- Creativity and Innovation
- Personal Growth and Well-being
- Numeracy

Accountability Pillar

Combined 2017 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Horizon Sch Div No. 67			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	93.5	93.7	93.2	89.5	89.5	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Good	Program of Studies	82.8	82.9	82.3	81.9	81.9	81.5	Very High	Maintained	Excellent
		Education Quality	92.6	92.8	92.9	90.1	90.1	89.6	Very High	Maintained	Excellent
		Drop Out Rate	5.2	3.0	3.6	3.0	3.2	3.3	Intermediate	Declined	Issue
		High School Completion Rate (3 yr)	83.2	81.2	81.8	77.9	76.5	76.1	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	Acceptable	PAT: Acceptable	75.7	75.8	76.2	73.4	73.6	73.2	Intermediate	Maintained	Acceptable
		PAT: Excellence	14.9	15.9	16.1	19.5	19.4	18.8	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	89.8	89.6	89.4	83.0	82.7	83.1	Very High	Maintained	Excellent
		Diploma: Excellence	16.3	18.1	19.9	22.2	21.2	21.5	Intermediate	Declined	Issue
		Diploma Exam Participation Rate (4+ Exams)	46.2	41.8	45.5	54.9	54.6	53.1	Intermediate	Maintained	Acceptable
		Rutherford Scholarship Eligibility Rate (Revised)	62.1	60.1	60.1	62.3	60.8	60.8	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	47.5	57.5	56.5	57.9	59.4	59.3	Intermediate	Declined	Issue
		Work Preparation	90.7	88.5	88.5	82.7	82.6	81.9	Very High	Improved	Excellent
		Citizenship	88.7	89.0	88.1	83.7	83.9	83.6	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	87.9	86.1	86.0	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	88.4	86.7	85.9	81.4	81.2	80.2	Very High	Improved Significantly	Excellent

Combined 2017 Accountability Pillar FNMI Summary

Measure Category	Measure Category Evaluation	Measure	Horizon Sch Div No. 67			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	10.4	0.0	4.7	5.8	6.1	6.7	Very Low	Declined	Concern
		High School Completion Rate (3 yr)	90.2	75.9	60.7	53.6	50.2	47.8	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	53.6	68.4	61.4	51.7	52.4	52.1	Very Low	Maintained	Concern
		PAT: Excellence	11.9	9.2	5.6	6.7	6.3	6.3	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	92.6	90.5	91.3	77.1	76.1	76.3	Very High	Maintained	Excellent
		Diploma: Excellence	11.1	14.3	8.5	10.7	10.2	10.2	Low	Maintained	Issue
		Diploma Exam Participation Rate (4+ Exams)	30.1	31.6	12.7	21.8	20.7	20.3	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate (Revised)	30.0	47.4	47.4	34.2	31.9	31.9	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	29.7	50.9	43.6	31.8	33.5	33.3	Very Low	Maintained	Concern

Provincial Outcomes

Provincial Desired Outcome One: Alberta's Students are Successful

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	75.3	77.1	75.8	75.8	75.7	76.0	Intermediate	Maintained	Acceptable			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	18.0	14.8	17.6	15.9	14.9	15.0	Intermediate	Maintained	Acceptable			

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	92.7	90.0	88.5	89.6	89.8	90.0	Very High	Maintained	Excellent			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	24.0	21.5	20.1	18.1	16.3	17.0	Intermediate	Declined	Issue	17.5	18.0	18.5



























Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	77.3	79.8	84.5	81.2	83.2	84.0	Very High	Maintained	Excellent			
Drop Out Rate - annual dropout rate of students aged 14 to 18	4.7	4.1	3.6	3.0	5.2	5.0	Intermediate	Declined	Issue	4.5	4.0	3.5
High school to post-secondary transition rate of students within six years of entering Grade 10.	66.0	58.0	54.0	57.5	47.5	48.0	Intermediate	Declined	Issue	49.0	50.0	51.0
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	60.1	62.1	63.0	n/a	Maintained	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	41.2	45.4	49.3	41.8	46.2	47.0	Intermediate	Maintained	Acceptable			

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	86.6	87.6	87.7	89.0	88.7	89.0	Very High	Maintained	Excellent			
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	86.5	88.7	88.2	88.5	90.7	91.0	Very High	Improved	Excellent			
Performance Measure	Results (in percentages)					Target	Evaluation			Targets		

	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	78.3	76.8	79.9	79.4	81.3	82.0	n/a	n/a	n/a			

Local Performance Measure	Results (in percentages)		
	N	Fall 2017 baseline	Target 2018
Percentage of students reading below grade level as per Fountas and Pinnell Universal Assessment	668	28%	25%
Percentage of students reading above grade level as per Fountas and Pinnell Universal Assessment	668	30%	33%

Key Strategies for Continued Success and Improvement:

-  Literacy
 -  Schools are implementing benchmark Assessments via Fountas and Pinnell with follow up Leveled Literacy Intervention
 -  A literacy framework is being developed and implemented with jurisdiction support to provide scaffolding for teachers as to what should be included in a literacy program
 -  Horizon is using the Classroom Improvement Fund to second a secondary literacy/English Language Learner teacher to work with schools and enhance strategic literacy instruction
-  Numeracy
 -  Developing teacher understanding of learning progression and explicit instructional strategies in division one
 -  UofL research project with a focus on the impact of a sustained instructional coaching at grade 6 to 9
-  Assessment
 -  An assessment coach has been seconded for 2016-2018 to assist and provide ongoing support to teachers as they shift their practices
 -  The assessment communication plan outlines key messages and background information to share with parents, community, students and staff on frequently asked questions about changes in assessment, evaluation and reporting
-  High School Redesign
 -  Schools have implemented advisory programs that focus on building relationships
 -  Taber has a high school completion liaison worker who supports students and creates bridges between the traditional high school and the outreach school
 -  High School prioritizes students' ability to access additional support and time to achieve success
 -  Opportunities for credit recovery exist as does opportunities for ongoing support via schools' implementation of personal learning time where students have more control over where, when, and what they learn (student centered and student-directed learning)
-  Learning and Technology Policy Framework
 -  Continue focus on LTPF Policy Directions #4 - Leadership
-  Collaborative Response
 -  Schools embed a response to instruction and intervention framework
 -  Horizon has established a learning support cohort to share best practices amongst schools
 -  Horizon is using the Classroom Improvement Fund to second a learning success teacher to work with schools and enhance interventions strategies
-  Collaborative Partnerships
 -  Teachers have opportunities to choose professional learning and collaborate with self-selected colleagues
 -  Teachers have access to a growing repertoire of approaches to learning via ongoing opportunities for collaboration and opportunities to work together to design and develop lessons
-  Early Learning
 -  Best practice based on current research in child development and early learning

Did you know?

Worldwide, more than 700 million adults are illiterate, and 72 million school age children are not in school.

Provincial Desired Outcome Two: The Achievement Gap between First Nations, Metis, and Inuit Students and all other Students is Eliminated

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	75.0	54.8	61.1	68.4	53.6	54.0	Very Low	Maintained	Concern	55.0	56.0	57.0
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	7.8	4.8	2.8	9.2	11.9	12.0	Low	Maintained	Issue	12.5	13.0	13.5
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	84.2	100.0	83.3	90.5	92.6	93.0	Very High	Maintained	Excellent			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	0.0	0.0	11.1	14.3	11.1	12.0	Low	Maintained	Issue	12.5	13.0	13.5

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	73.4	52.1	54.1	75.9	90.2	91.0	Very High	Improved	Excellent			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	6.8	11.8	2.3	0.0	10.4	11.0	Very Low	Declined	Concern	11.5	12.0	12.5
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	48.5	58.2	21.8	50.9	29.7	35.0	Very Low	Maintained	Concern	40.0	45.0	50.0
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	47.4	30.0	30.0	n/a	Maintained	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	18.3	6.5	0.0	31.6	30.1	31.0	Very Low	Maintained	Concern	31.5	32.0	33.0

Key Strategies for Continued Success and Improvement:

- Foundational Knowledge: First Nations, Inuit, and Metis (Indigenous People)
 - Indigenous committee develops a strategic action plan regarding the FNMI component of the Quality Standards
 - Encourage school participation in “Orange Shirt Day” a call for all Albertans to come together in the spirit of reconciliation, bring awareness to the experiences of residential school survivors, and to offer hope for generations of children to come
 - Promote and implement use of culturally appropriate resources and professional learning tools for educators to develop foundational knowledge of FNMI students’ ways of knowing and learning
 - Facilitate Kairos blanket activity for all Horizon teachers and junior/senior high students
 - Infuse culturally relevant FNMI literature into classrooms through the identification of specific novels for older readers and levelled reading materials for younger students
 - Senior administration will attend the annual CASS/Alberta Education FIRST NATIONS, MÉTIS & INUIT Education Symposium

- 🍎 Support additional professional learning regarding FNMI culture, tradition, history for teachers
- 🍎 First Nations, Inuit, and Metis (Indigenous People)
 - 🍎 examines current data and creates strategies for schools to maximize the success of FNMI students
 - 🍎 Identify specific culturally appropriate instructional strategies in numeracy and literacy for FNMI learners
 - 🍎 Utilize elders from the area in a variety of ways at a number of grade level
 - 🍎 Establish pilot project at D.A. Ferguson aimed at creating a greater sense of familiarity, understanding and belonging in their FNMI cohort
 - 🍎 Redefine role of FNMI liaison worker

"We are teaching students to be taught. We need to be teaching them to learn" - Santiago Rincon Gallardo

Provincial Desired Outcome Three: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	91.9	92.9	93.0	93.7	93.5	94.0	Very High	Maintained	Excellent			

Key Strategies for Continued Success and Improvement:

- 🍎 Early learning
 - 🍎 Best practice based on current research in child development and early learning
- 🍎 Collaborate Response
 - 🍎 Support each school in the development and implementation of a pyramid of intervention that identifies universal, targeted, and specialized supports and instructional strategies to help students be successful in the inclusive learning environment
- 🍎 Mental Health
 - 🍎 Staff training (e.g GotoEducator)
 - 🍎 Student conference (e.g. Headstrong)
- 🍎 Safe and caring
- 🍎 Student voice
 - 🍎 Schools will utilize a Division approved mechanism ("Our school/SOS-Q") to utilize student voice to better meet student needs.
 - 🍎 The jurisdiction has implemented a student engagement team to lend their voice to jurisdiction initiatives and promoting student leadership
- 🍎 Collaborate Partnerships
 - 🍎 Alberta Health Services and Addictions and Mental Health to ensure availability of therapeutic mental health interventions in Horizon's more remote communities

Did you know?
Worldwide, more than 700 million adults are illiterate, and 72 million school age children are not in school.

Provincial Desired Outcome Four: Alberta has Excellent Teachers, School, and School Authority Leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	80.9	81.6	82.3	82.9	82.8	83.0	Very High	Maintained	Excellent			

Key Strategies for Continued Success and Improvement:

- 🍎 Our core goal, key action areas, and supporting strategies have a direct correlation to the work we do to build our staff's capacity to meet the Superintendent, School Leader, and Teacher Quality Standards

Provincial Desired Outcome Five: The Education System is Well Governed and Managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	86.8	84.1	87.0	86.7	88.4	89.0	Very High	Improved Significantly	Excellent			
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	84.8	85.9	85.9	86.1	87.9	88.0	Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	91.9	92.5	93.5	92.8	92.6	93.0	Very High	Maintained	Excellent			

Key Strategies for Continued Success and Improvement:

- 🍎 Compose and disseminate regular communication (e.g. "Around Horizon", newspaper, website and social media) regarding Alberta Education and Horizon priorities so that stakeholders gain a deeper understanding of the vision of "Inspiring Education" (e.g. Curriculum Redesign, Learning Competencies, Inclusive Education, High School Redesign etc.)
- 🍎 Horizon is undergoing a budgetary review to ensure adequate and sustainable financial practices are in place.

Class Size Report

Jurisdiction Summary

ALL SUBJECTS

Jurisdiction: Horizon School Division No. 67 [A.1045]
 Number of Schools Reported: 16
 Total Number of Schools: 16

	K to 3			4 to 6			7 to 9			10 to 12		
	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
Barnwell School	17.4	17.4	20.9	24.0	23.7	22.5	20.8	23.3	24.7			
Chamberlain School	12.8	11.3	14.2	19.4	16.1	15.9	19.5	12.3	18.3			
D. A. Ferguson Middle School				23.2	24.3	24.8	25.4	23.7	24.4			
Dr. Hamman School	20.5	22.3	21.9	19.5	22.0	21.3						
Enchant School	11.7	9.8	7.6	19.3	22.8	14.5	15.0	13.5	16.7			
Erle Rivers High School				20.9	15.0		13.3	14.4	20.6	7.9	11.4	8.6
Hays School	8.4	8.3	5.1	17.3	18.0	6.9	13.8	15.9	7.2			
L.T. Westlake School	19.1	18.0	18.0	19.8	18.4	16.4						
Lomond Community School	19.5	20.6	15.7	23.3	21.5	22.3	10.0	13.7	17.0	10.7	12.0	13.1
Milk River Elementary School	17.4	16.7	13.7	17.1	15.3	15.0						
Taber Central School	22.1	17.5	18.5	24.8	23.6	24.3						
Taber Christian School Alternative Program	19.6	17.1	17.0	22.4	27.3	22.5	16.1	16.2	25.0			
Vauxhall Elementary School	19.2	16.2	17.5	22.0	22.8	23.3						
Vauxhall Junior Senior High School							23.6	24.5	23.2	14.5	18.4	15.3
W. R. Myers High School							22.2	22.4	22.2	19.0	19.6	17.8
Warner School	18.8	12.7	15.0	16.7	17.1	19.0	14.3	15.6	12.2	11.6	10.9	8.9
Total for Jurisdiction 1045	18.0	16.5	16.3	21.2	21.7	19.6	19.6	19.4	20.1	15.6	17.3	15.6

	2016-2017	2017-2018
Student Enrollment	3509	3489
Teachers (FTE)	211.3	207.8
Classroom Support Staff (FTE)	105.6	104.6

Did You Know?

The majority (33/41) of Horizon's school class size averages are below the Alberta Commission on Learning's (ACOL) class size guidelines, which are:

K to Gr. 3	17	Gr. 7 to 9	25
Gr. 4 to 6	23	Gr. 10 to 12	27

Financial Information

Budget Summary

When releasing the 2017-2018 provincial budget on March 16, 2017, the Government of Alberta stated that, "Education remains a top priority in Budget 2017."

Budget 2017 maintains funding for key public services such as education and funds enrolment growth. Horizon School Division projects revenue of \$47,061,850 for 2017-2018, with 95% of that funding coming from the Government of Alberta. Expenditures of \$48,562,985 are expected for the year which will lead to an operating deficit of \$1,501,135.

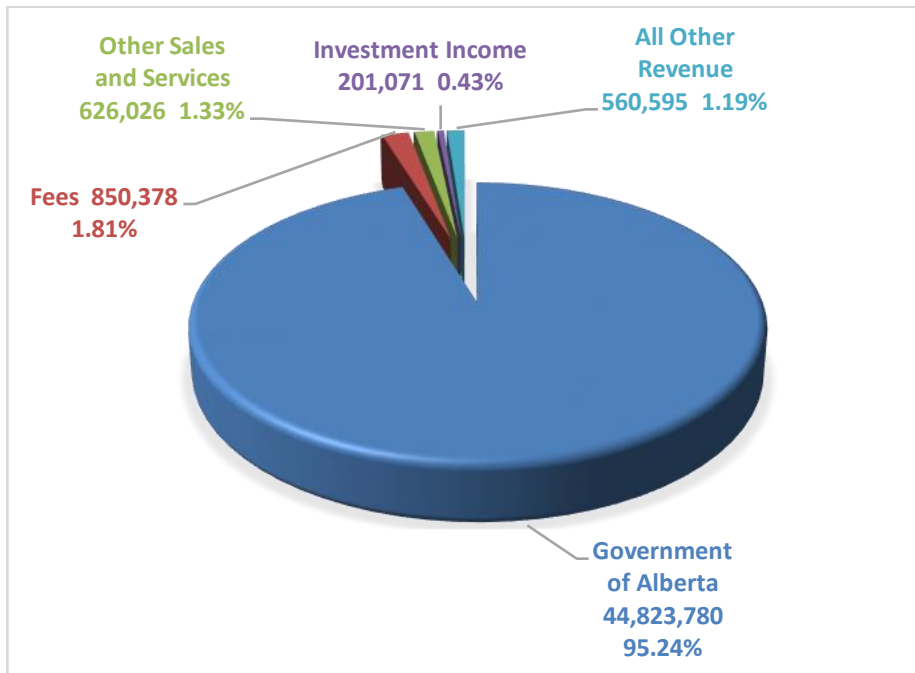
Horizon has had a tradition of fiscal conservatism that led to an accumulated surplus from operations of \$10,828,834 as of August 31, 2015. The board recognized a need to utilize those funds to improve facilities and to enhance instruction. In the spring of 2016, the board authorized approximately \$2,000,000 of expenditures to address deferred maintenance items and to improve the technology infrastructure at schools throughout the jurisdiction. Additional funds were allocated to the modernization of Barnwell School, Warner School and D.A. Ferguson Middle School. Horizon also experienced a significant and unpredictable decline in enrolment in 2016/2017. A significant portion of the population in Horizon's boundaries are migratory, making projections difficult. Additional competition from home schooling and congregated instructional sites further complicate enrolment projections. The board of Horizon School Division was able to maintain staffing and programming throughout the jurisdiction in both 2016/2017 and 2017/2018 because of its reserves. By the close of fiscal yearend August 31, 2018, Horizon's reserves will have been reduced to approximately \$4,900,000. A thorough review of the budget allocation model and operating practices is under way as the board attempts to maintain programming in small rural schools and adapt to fluctuating enrollments.

In the area of governance and administration, Horizon remains more efficient than the province requires. In 2011–2012, the province reduced allowable spending on governance and administration. Horizon spent \$442,500 less than the cap in 2016–2017, and is budgeted to be \$360,000 under the cap for 2017–2018. This efficiency allows for enhanced support in the classroom.

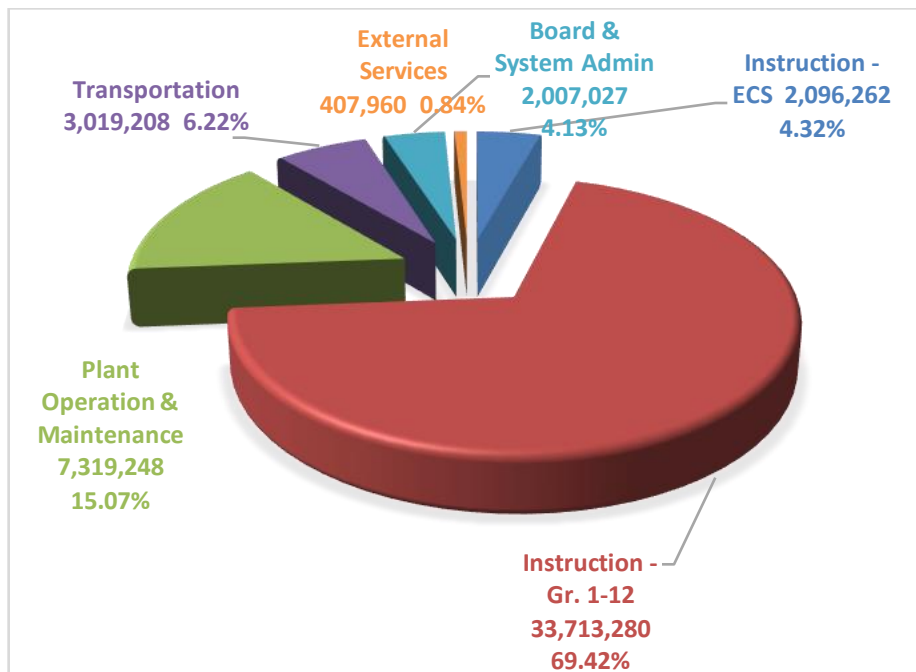
Key budget statistics are as follows:

	2015-2016 Budget (fall update)	2016-2017 Budget (fall update)	2017-2018 Budget (fall update)
Revenue	\$46,416,790	\$45,426,650	\$47,061,850
Expenses	\$47,900,430	\$48,177,451	\$48,562,985
Excess of Expenses over revenue	(\$1,483,640)	(\$2,750,801)	(\$1,501,135)
Includes: Unsupported amortization (non-cash)			
Accumulated operating reserves			
Beginning of year	\$10,828,834	\$9,791,745	\$6,906,839
End of year	\$9,345,194	\$6,587,172	\$4,878,614

2017 – 2018 Budget Revenues



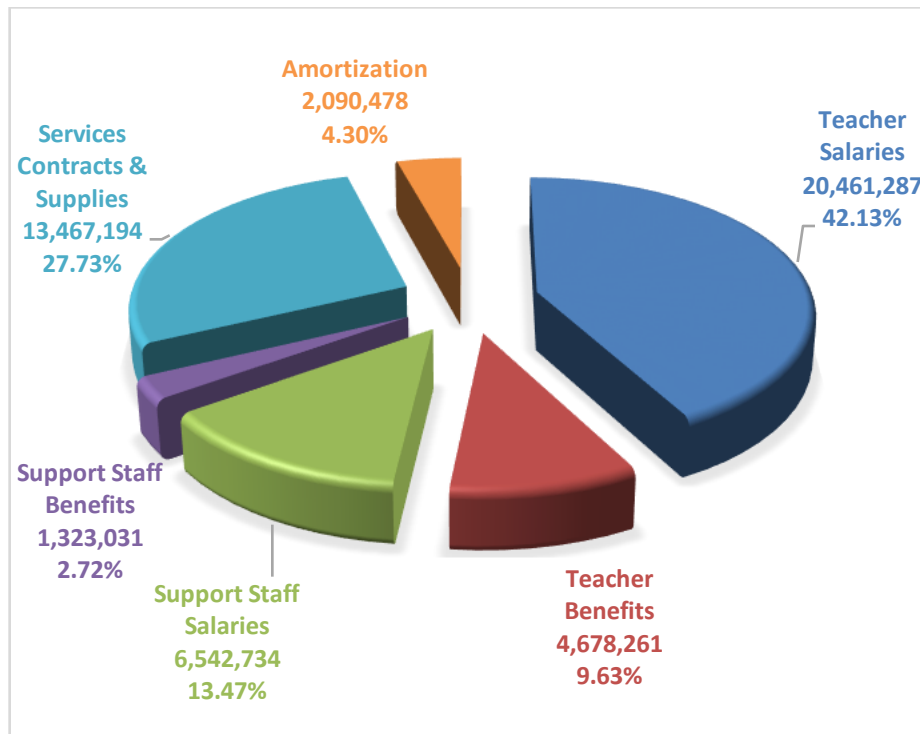
2017 – 2018 Budget Expense by Program



Did You Know?

Horizon School Division contracts out transportation to First Student, whose buses drive 1,500,000 km each year to safely transport our students to school.

2017 – 2018 Budget Expense by Object



Audited Financial Statement

The School Generated Funds (SGF) information is fully consolidated in the Audited Financial Statement (AFS). For provincial school jurisdiction comparative data of the Audited Financial Statements please see the Alberta Education Website:

<https://education.alberta.ca/financial-statements/combined-statements/>

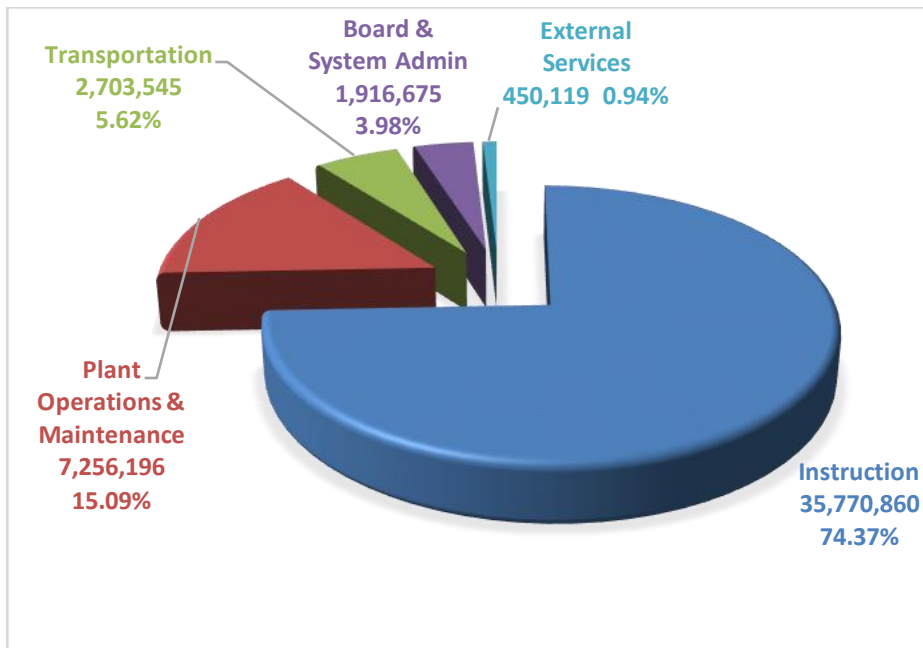
For the year ended August 31:

	Aug 31, 2016	Aug 31, 2017
Revenue	\$46,864,443	\$45,794,066
Expenses	\$48,036,893	\$48,097,395
Excess of Expenses over revenue	\$(1,172,450)	\$(2,303,329)
Includes: Unsupported amortization (non-cash)	\$528,078	\$1,477,392
Accumulated operating reserves		
Beginning of year	\$15,871,533	\$14,699,083
End of year	\$14,699,083	\$12,395,754

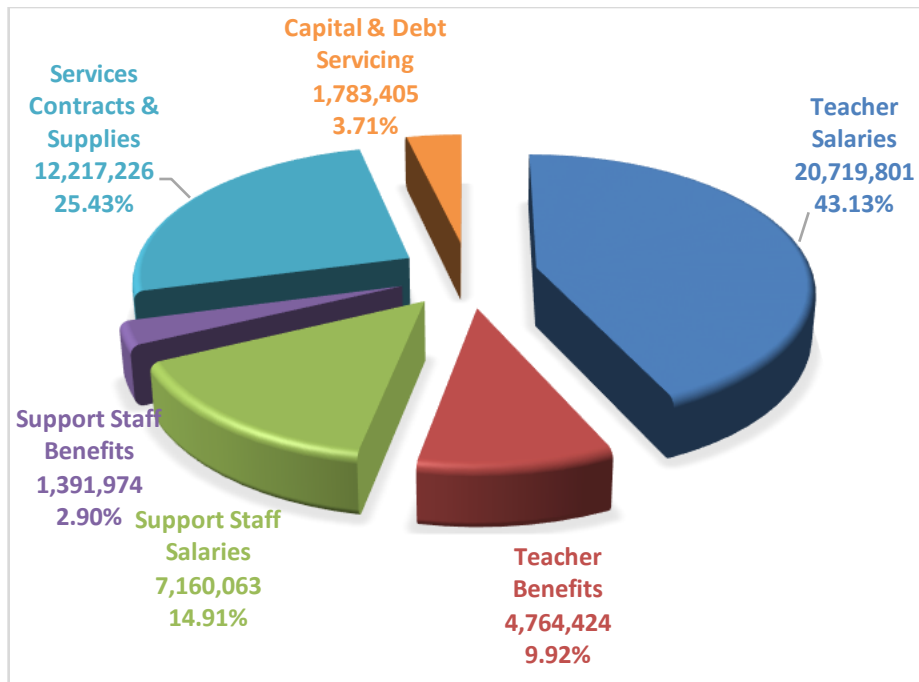
The Board's reserves as of August 31, 2017 are as follows:

Unrestricted Funds		\$53,463
Operating Reserves		
Decentralized (School based carry-over)	\$1,634,677	
School Generated Funds	\$767,561	
Colony Start-up	\$40,000	
Technology	\$1,039,296	
Division Office Equipment	\$31,842	
21 st Century Learners	\$500,000	
Transportation	\$2,000,000	
Inclusive Education	\$420,000	
English Language Learners	\$420,000	
Total Operating Reserves		\$6,853,376
Investment in Capital Assets		\$5,488,915
Accumulated Re-measurement Losses		\$2,084
Total Accumulated Surplus		\$12,397,838

2016 – 2017 AFS Expense by Program



2016 – 2017 AFS Expense by Object



Capital and Facilities Projects

Modernization announcement for the D.A. Ferguson/W.R. Myers complex (\$7M) was announced in October 2015 and construction commenced in the winter of 2017. Alberta Infrastructure is managing the project.



Two value management sessions for Erle Rivers High School have been undertaken (April, 2016, and December 2017). The modernization was included in a list of unfunded capital projects in the province's 2016 budget. The jurisdiction is waiting formal announcement from the government regarding final approval of this project.

The Barnwell School (K-9) and Warner School (K – 12) projects are being managed by Horizon School Division. Barnwell School (K-9) was completed in the summer of 2017 and Warner School is slated for completion in the Winter of the 2017-2018 school year.

Each year, all school jurisdictions submit an updated three-year Capital Plan to the Department of Education. Boards identify their No. 1 and No. 2 priority capital projects respectively. Alberta Education prioritizes these project requests by first considering school board priorities and then other criteria. The other criteria include health and safety of students and staff, enrollment projections, current utilization, facility condition and capacity for program delivery. High-priority projects from the provincial school capital plan are considered and approved when funds become available. Alberta Education's needs are looked at in the context of the infrastructure needs of all other government ministries combined. Horizon's top two priorities are Erle Rivers High School and phase two of the D.A. Ferguson/W.R. Myers complex modernization.

Summary of Facility and Capital Plans

The province provides school jurisdictions funding for facility and capital planning under three separate categories – Plant Operations & Maintenance (PO&M), Infrastructure Maintenance and Renewal (IMR) and Capital Projects. They provide technical support to school jurisdictions on matters related to development of capital plans, project management support, project design, tendering, cost analysis and review, and recommendation of IMR plans.

PO&M funding is provided for the on-going, day-to-day maintenance and operation of school buildings to ensure they are safe, comfortable and suitable learning environments for students. The Facilities and Maintenance Department is mandated by the Board to operate within the annual funds provided by the province. The major expenditure components of the PO&M budget are operations and maintenance staff, cleaning and custodial, utilities (electricity, heating, water, sewage and solid waste) and general maintenance.

PO&M funding is formula based on the full time equivalent weighted enrolment taken from the previous year's funded head count. The province has provided the following PO&M Funding to Horizon:

Year	Funding
2013 – 2014	\$3,667,382
2014 – 2015	\$3,553,299
2015 – 2016	\$ 3,638,767
2016 – 2017	\$3,686,718
2017 – 2018	\$3,820,008

These funds provide for the maintenance and operation of 19 board owned school buildings, 2 board owned non-school buildings (division office and maintenance shop).

The IMR program funds renovations and/or upgrades to a facility. Horizon's first priority for this spending is to ensure that health, safety and essential upgrading needs, including emergent priorities are met. The largest annual single expenditure component of the IMR funding is usually on roofing replacement. Other projects include replacement of failed hot water tanks/boilers and furnaces, flooring, washroom upgrades, fire and security systems, etc. IMR funding is formula based using the weighted enrolment taken from the previous year's funded head count. The following compares the provincial funding made available against the projected needs of the Division:

Year	Funding	Projected Need
2013 – 2014	\$528,048	\$1,099,500
2014 – 2015	\$1,387,583	\$1,472,583
2015 – 2016	\$528,437	\$1,767,777 (excludes schools that are approved for modernization)
2016 – 2017	\$1,153,018	\$1,952,600
2017 – 2018	\$1,279,598	\$1,735,094

Parental Involvement

Parents are involved in the process of planning at numerous levels. All schools have school councils that are part of the Alberta School Council Association and are actively engaged in decisions at the school level. School plans that inform the jurisdiction plan are developed with parental input. The Horizon School Division Council of School Councils is actively engaged at the division level and provides input via meetings throughout the year. Jurisdiction results are shared with the Council. Parents are part of key committees at a jurisdiction level including the Policy Committee and the Budget Committee. The jurisdiction also continues to keep parents in the loop with regular newspaper article, an annual "around Horizon" newspaper and regular facebook and twitter updates. The Board continues to provide opportunities to engage parents and incorporate their perspectives into Board decisions.

Whistleblower Protection

The Horizon School Division Public Interest Disclosure (Whistleblower Protection) policy was approved in February 2014. From September 2016 to August 2017, one disclosure was reported directly to the public interest commissioner.

Disclosures received	One (1)
Disclosures acted on	One (1)
Investigations commenced as a result of disclosures	One (1)
In cases where wrongdoing is found, description of wrongdoing and recommendations or corrective actions taken.	No wrongdoing was found

Timelines and Communication

The Board of Trustees reviews and approves the combined Annual Education Plan and Annual Education Results Report at the November Board meeting. The Education Plan is shared with local media, school administrators, and the Horizon Council of School Councils and can be picked up at Division Office or accessed through the division website.

Or refer to the following links:

Combined Three Year Education Plan and Annual Education Results Report
<http://horizon.ab.ca/documents/general/2017-2020EdPlanAERR.pdf>

Combined Three Year Education Plan and Annual Education Results One Page Summary Report
<http://horizon.ab.ca/documents/general/2017-2020AERRsummary.pdf>

Audited Financial Statement
<http://horizon.ab.ca/documents/general/2016-2017AuditedFinancialStatement.pdf>

2017-2018 Budget
<http://horizon.ab.ca/documents/general/2017-2018BudgetUpdate.pdf>

Horizon School Division No. 67
6302 – 56 Street
Taber, AB T1G 1Z9
Phone: (403) 223-3547

For additional information, please contact
Sheila Laqua
Executive Secretary for the Board of Trustees and Office of the Superintendent



2017 HORIZON SCHOOLS CHRISTMAS CONCERT SCHEDULES

SCHOOL	CONCERT DATE	CONCERT TIME	TRUSTEE/ADMIN. ATTENDING
Ace Place	<i>NO CHRISTMAS ACTIVITIES</i>		
Barnwell	<i>Thursday, December 21st</i>	<i>6:30 pm</i>	
Central	<i>Thursday, December 14th - LGM Christmas Program</i> <i>Tuesday, December 19th</i>	<i>7:00 pm</i> <i>7:00 pm</i>	
Chamberlain	<i>Tuesday, December 12th</i> <i>German Concert – Coffee & snacks</i> <i>Concert</i> <i>Tuesday, December 19th</i> <i>School-wide Christmas Concert - Silent Auction & Bake Sale</i> <i>Concert</i>	<i>6:00 pm</i> <i>7:00 pm</i> ----- <i>6:30 pm</i> <i>7:00 pm</i>	
D.A. Ferguson	<i>Fall Band Concert</i> <i>Monday, November 27th @ 7:00 pm in the WRM Gym</i>		
Dr. Hamman	<i>Thursday, December 21st</i> <i>Thursday, December 21st</i>	<i>1:00 pm</i> <i>6:45 pm</i>	
Enchant	<i>Tuesday, December 12th (German Program)</i> <i>Wednesday, December 20th</i>	<i>7:00 pm</i> <i>7:00 pm</i>	
Erle Rivers High School	<i>Academic Awards Night –</i> <i>Tuesday, December 19th @ 7:00 pm</i> <i>*Trustee to present Horizon Awards</i>		
Hays	<i>Thursday, December 14th</i>	<i>6:30 pm</i>	
Horizon MAP	<i>NO CHRISTMAS ACTIVITIES</i>		
L.T. Westlake Fine Arts Elementary School	<i>Wednesday, December 20th</i>	<i>6:30 pm</i>	
Lomond Community School	<i>Tuesday, December 19th</i>	<i>7:00 pm</i>	
Milk River Elementary School	<i>Wednesday, December 20th</i> <i>(Milk River Civic Centre)</i>	<i>7:00 pm</i>	
Taber Christian School	<i>Wednesday, December 13th (Matinee)</i> <i>Thursday, December 14th</i>	<i>10:30 am</i> <i>7:00 pm</i>	
Taber Mennonite School	<i>NO CHRISTMAS ACTIVITIES</i>		
Vauxhall Elementary School	<i>Thursday, December 21st</i>	<i>1:00 pm</i> <i>7:00 pm</i>	
Vauxhall High School	<i>NO CHRISTMAS ACTIVITIES</i>		
W.R. Myers (Band Concert)	<i>Tuesday, December 12th</i>	<i>7:00 pm</i>	
Warner School	<i>Tuesday, December 19th</i>	<i>6:30 pm</i>	

COLONY SCHOOLS

SCHOOL	CONCERT DATE	CONCERT TIME	TRUSTEE/ADMIN. ATTENDING
Armada	Wednesday, December 20 th	1:00 pm	
Bluegrass	TBD		
Cameron Farms	Wednesday, December 20 th	12:30 pm	
Copperfield	Thursday, December 21 st	7:00 pm	
Delco	Wednesday, December 20 th	1:00 pm	
Elmspring	Wednesday, December 20 th	1:00 pm	
Enchant	Wednesday, December 20 th	1:00 pm	
Evergreen	Thursday, December 21 st	1:00 pm	
Fairlane	TBD		
Gold Spring	Thursday, December 21 st	2:00 pm	
Hillridge	Thursday, December 14 th	1:00 pm	
Kingsland	Thursday, December 21 st	7:00 pm	
Lomond	Tuesday, December 19 th	1:00 pm	
Midland	No Concert		
Miltow	TBD		
Oaklane	Thursday, December 21 st	1:30 pm	
Prairie Home	TBD		
River Road	No Concert – going caroling instead		
Sunnysite	Thursday, December 21 st	1:00 pm	

Superintendents Progress Report

November, 2017

Educational Leadership and Student Welfare

- Start-up meetings and dialogue between schools and division office are ongoing. Conversations/topics typically focus on processes that ensure student safety and well-being, financial management, instructional leadership. This month they also included provincial legislative requirements, facility use, transportation, off-campus excursions, and Alberta Education requirements.
- Principal meetings have commenced to discuss administration professional growth planning and school Three Year Education Plans, and annual education results
- School visits this month included: Hays School, Enchant School, D.A. Ferguson, ACE Place, Taber Christian School, Dr. Hamman School, Vauxhall High School, Horizon Mennonite Alternative Program (HMAP), Central School, W.R. Myers, Milk River Elementary School, Erle Rivers High School, Warner School
- Planning for summer 2018 College of Alberta School Superintendent zone 6 (CASSIX) Waterton conference is ongoing
- Division office staff is once again adopting two families, if Trustees would like to contribute to our efforts to see Diane
- Educational Leadership meetings this month included:
 - Alberta Education (AB ED) High School Redesign meeting
 - AB ED consultation meeting re: First Nations, Metis, and Inuit best practices, Assurance Model, and TEBA
 - CASSIX meeting
 - College of Alberta School Superintendents CASS provincial fall conference and annual general meeting (AGM)
 - Alberta School Board Association (ASBA) fall conference and AGM

Personnel Management

- Three new principals (Hays, W.R. Myers, and Chamberlain) are being evaluated this year. Teaching observations are continuing.

Policy and Strategic Planning and Reporting

- Horizon's policy committee met to review eight (8) policies.
- Work on policy revisions related to Bill 24 has begun. Bill 24 changes a number of sections in the School Act, section 16.1 being the main one. The bill requires jurisdictions to update their welcoming, caring, respectful, and safe learning environments policies as well as student conduct and discipline policies. It requires specific sections of S.16.1 of the School Act to be included in policy and legally prohibits schools from informing parents if their child is involved in a gay-straight alliance. Legislation also mandates that Boards must review the three policies and reaffirm them on an annual basis. Relevant excerpt of Section 16.1 of the School Act have been included below for reference:

16.1(1) If one or more students attending a school operated by a board request a staff member employed by the board for support to establish a voluntary student organization, or to lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, the principal of the school shall

(a) immediately grant permission for the establishment of the student organization or the holding of the activity at the school, and

(b) subject to subsection (4), within a reasonable time from the date that the principal receives the request designate a staff member to serve as the staff liaison to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity.

(3) The students may select a respectful and inclusive name for the organization or activity, including the name “gay-straight alliance” or “queer straight alliance”, after consulting with the principal.

(3.1) For greater certainty, the principal shall not prohibit or discourage students from choosing a name that includes “gay straight alliance” or “queer-straight alliance”.

(4) The principal shall immediately inform the board and the Minister if no staff member is available to serve as a staff liaison referred to in subsection (1), and if so informed, the Minister shall appoint a responsible adult to work with the requesting students in organizing the activity or to facilitate the establishment, and the ongoing operation, of the student organization at the school.

(6) The principal is responsible for ensuring that notification, if any, respecting a voluntary student organization or an activity referred to in subsection (1), is limited to the fact of the establishment of the organization or the holding of the activity

- Bill 24 will result in required changes to Policy IHF welcoming safe caring and respectful learning environments, Policy IG School Discipline, and Policy IGD Suspension and Expulsion (to be brought forth to the Board early in 2018)
- Bill 28 (amendments to the School Act) will also have an impact on a number of practices. In several cases, we must await updated regulations before we can fully explore required changes. (see attachment for summary of key changes)
 - Bill 26 (Cannabis) will result in required changes to Policy IFCH Illicit Substances (to be brought forth to the Board early in 2018)

Fiscal Responsibility, Organizational Leadership and Management

- Preparation for ATA Collective Bargaining regarding local table matters is ongoing. First meeting (exchange of proposals) occurred on November 15, 2017.
- DAF/WRM modernization meetings are ongoing. Review and ranking of request for qualifications (RFQ) has concluded and those submissions that met Alberta Infrastructure (AI) qualifications have been invited to submit a more detailed request for proposal (RFP)
- Preliminary meetings and a site walk through of Erle Rivers High School (ERHS) was undertaken. The meeting was facilitated by AB ED/AI in preparation for the December 7 and 8th ERHS value management session.

Communications and Community Relations

- A number of other meetings and celebrations were attended over the last month. These include but are not limited to
 - Administrator Meeting
 - Division Office staff meeting
 - Senior Administrative Leadership Team meeting
 - Copperfield Graduation
 - Council of School Councils (COSC) meeting
 - APEX Youth Awards planning
 - Barnwell Grand Opening planning (Scheduled for Feb 1, 2018)
 - W.R. Myers First Nations, Metis, and Inuit celebration and evening social

School Act changes (Bill 28)

School Act changes	Comments
<p>S.19(1.1) Unless otherwise authorized under this Act, a board shall designate as a principal only a teacher who holds a leadership certificate prescribed by the regulations and issued under this Act.</p>	<p>Impact on hiring practices as must ensure successful applicant has the leadership certificate</p>
<p>S.30 (1.1) A board or person that provides an early childhood services program shall not enroll a child in an early childhood services program during a school year for the year of instruction immediately preceding grade 1 unless the child attains 5 years of age or older by December 31 of the school year, and for the purposes of that enrolment, shall not require that a child attain 5 years of age at any time before December 31 of the school year.</p>	<p>Policy IEB already contained Dec 31 entrance age (but we had a 2 month flexibility which is not longer there)</p>
<p>S.51(1) Subject to the regulations, a board shall provide for the transportation of a student to and from the site of the school in which the board has enrolled the student if</p> <p>(a) the student resides within the attendance area established by the board under section 13,</p> <p>(b) the student resides within the boundaries of the district or division, and</p> <p>(c) the criteria, if any, set out in the regulations are met.</p> <p>by repealing subsection (5) and substituting the following:</p> <p>(5) The Minister may make regulations respecting the transportation of students, including, without limitation, regulations respecting criteria for the purpose of subsection</p> <p>(1)(c), including, without limitation, criteria related to the age or grade of the student, the distance from the student’s residence to the site of the school and other geographical considerations.</p>	<p>Update Transportation Policy once regulation is updated (note: 2.4km has been removed from the School Act but remains in the Student Transportation Regulation. Communication from the Ministry is that there will be a new Student Transportation Regulation by September 2018.</p>
<p>Code of conduct</p> <p>78.1(1) A board shall develop and implement a code of conduct that applies to trustees of the board and that includes provisions respecting definitions of breaches and providing for sanctions for breaches, in accordance with principles set out by the Minister by order.</p> <p>(2) An order of the Minister under subsection (1) must be made publicly available.</p> <p>(3) A trustee of a board shall comply with the board’s code of conduct.</p>	<p>No change required. Board already has a code of conduct (Policy BBF)</p>
<p>94(1) The Minister may make regulations (a) governing the issuing of certificates of qualification to teachers, including, without limitation, regulations (i)</p>	<p>Impact on hiring practices as must ensure successful applicant has the leadership certificate. Changes will</p>

<p>providing for the issuance of different classes, types or categories of certificates;</p> <p>(a.1) prescribing leadership certificate requirements for eligibility for designation as a principal;</p> <p>(a.2) governing the issuing of leadership certificates, including, without limitation, regulations</p> <p>(i) providing for the issuance of different classes, types or categories of certificates;</p> <p>(ii) providing for the form and manner of application for a leadership certificate and the information to be provided with or in support of an application;</p> <p>(iii) respecting education, training and experience, character and other eligibility requirements of applicants for leadership certificates;</p> <p>(iv) authorizing the issuance of leadership certificates subject to terms and conditions;</p> <p>(v) providing for procedural matters related to the issuance of leadership certificates, including the appointment of advisory bodies;</p>	<p>be more fully explored once the regulation is updated with regard to:</p> <ul style="list-style-type: none"> education, training and experience, character and other eligibility requirements
<p>S.95 (1.1) A teacher who is designated as an acting principal must hold a leadership certificate prescribed by the regulations and issued under this Act.</p>	<p>Impact on collective agreement as we will not be able to appoint an acting principal unless they have the leadership certificate</p>
<p>Termination of designation as principal</p> <p>106.1 The designation of a teacher as a principal automatically terminates at the time that</p> <p>(a) the prescribed leadership certificate held by the principal is suspended or cancelled by the Minister, or</p> <p>(b) the prescribed leadership certificate held by the principal expires.</p>	<p>May impact principal PD practices if certificate has predetermined expiration date and ongoing required PD.</p> <p>May impact permanence of Principal designations if principal lets certificate lapse</p>
<p>S.113 (1.1) Unless otherwise authorized under this Act, a board shall appoint as a superintendent of schools only a teacher who holds a superintendent leadership certificate prescribed by the regulations and issued under this Act.</p> <p>(1.2) A teacher who is appointed as an acting superintendent must hold a superintendent leadership certificate prescribed by the regulations and issued under this Act.</p>	<p>Will impact future hiring practice and may impact PD aspirations for those wishing to seek employment as a Superintendent</p>
<p>S. 114(1): (1.1) A contract of employment referred to in subsection (1) automatically terminates at the time that</p> <p>(a) the prescribed superintendent leadership certificate held by the superintendent is suspended or cancelled by the Minister, or</p> <p>(b) the prescribed superintendent leadership certificate held by the superintendent expires.</p>	<p>May impact superintendent PD practices if certificate has predetermined expiration date and ongoing required PD.</p>

Associate Superintendent, Learner Services
Report to the Board of Trustees – November 30, 2017

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

- The Learner Service Team - Amber, Terri-Lynn and Robbie - attended the Curriculum Coordinators meeting where information was shared on the development of curriculum, literacy, numeracy and Career and technology foundations. This information was then brought back and shared at the November Administrators' Meeting.
- In the month since the last board meeting, assessment has been a popular topic in schools with fall report cards having been sent out. Assessment Coach Sharon Skretting had 16 meetings in schools, most spanning full days working with a number of teachers on a given staff. Sharon was also integral in troubleshooting technical obstacles with completing report cards and spent most of her office time taking a help desk approach to supporting teachers, secretaries and administrators. Administrators had a professional learning focus on assessment for both the October and November meetings. Sharon assisted Amber in facilitating these sessions. Teacher representatives to the Assessment Committee also joined Sharon, Amber and Terri-Lynn for a full day workshop on November 22nd.
- Crystal McGregor, Literacy Coach attended Columbia University's Book Clubs in Middle and High School Institute 2017: The Art of Engaging Teens with Close Reading and Literary Conversations across Fiction and Nonfiction. The information learned at this institute will be shared with division leads in the literacy cohort in the division.
- Eight teachers across the division worked with Crystal in developing literature circles for middle and high school classrooms. Literature circles is an instructional structure which allows for small groups of students to read various novels organized on a theme, while progressing through the texts and exploring literary concepts together. A follow-up in-service is scheduled for December 7th.
- Crystal has been providing one-to-one coaching in the area of planning and ELA assessment and

has been co-planning units of study with teachers across the division at the middle and high school level.

- Beginning Teachers in grades K-6 met with Terri-Lynn on the Division-Wide Day to discuss particular needs in their classrooms and to receive their book for the book study that they will embark on. The book is *Visible Literacy for Learning: Implementing the Practices That Work Best to Accelerate Student Learning* by Douglas Frey, Nancy Fisher and John Hattie.
- Off Campus Coordinators met with Terri-Lynn Duncan to discuss the division forms, Registered Apprenticeship Program, Site inspections. It was decided that a small working group would be developed to create site inspection lists with help from experts in the different areas, such as retail, restaurants, agriculture, etc. It was also decided to start a document that all coordinators have access to, so that once a site has been inspected then other coordinators would not have to also do the same.
- Coral James, Laura Elliott, and Robbie Charlebois met with the WR Myers Grade 9 teachers for an afternoon professional learning session about differentiated instructional strategies and assessment practices.
- Coral James had 15 teacher observations and meetings. She also had 7 drop in visits, 2 Principal meetings, and 6 collaborative meetings. The majority of Coral's work is supporting classroom teachers with differentiated instructional practices and interventions at the classroom level.

KEY ACTION AREA #2:

Response to Instruction and Intervention Framework to improve literacy and numeracy proficiency

- Fountas and Pinnell Reading Benchmark training was provided to all teachers at Vauxhall High School by Crystal on their site-based PD day. Assessment information gathered from students will be used to inform teachers on developing reading intervention groups. VHS is undertaking a six-week long cycle of Levelled Literacy Intervention with their junior high students. Support for teachers and the literacy lead will be ongoing throughout this process.
- Vulnerable Readers Conference K-6 in Calgary was attended by a number of teachers from our district as well as both Directors of Learning.
- Response to Instruction and Intervention Collaborative meetings were held by TCS, MRE, ENC, and WAR and attended by Coral James, Laura Elliott, and Robbie Charlebois to support teachers and the framework. The team plans to attend DAF, VHS in December.
- Robbie presented to LTW on their school PD day supporting their Collaborative Response Model (CRM) moving forward. Their work together will continue on the Dec. 1 PD day. She is working

with Hays to support their CRM moving forward on Nov. 29th.

- Learning Support Teachers meeting held on October 16th focused entirely on Response to Instruction and Intervention and the LST role. Time was allocated to simulate the Collaborative meeting format and opportunities for learning from fellow LST colleagues.
- Angela Miller and Robbie Charlebois attended VTRA Level II training.

KEY ACTION AREA #3:

Stakeholder engagement impacts student success

- Crystal attended Taber Adult Learning's 45th Anniversary Celebration.
- Terri-Lynn attended the Alberta Education Nutrition Meeting with districts across Alberta to share ideas. Terri-Lynn is involved in creating a system for sharing important documents and menu planning for all districts across Alberta.
- On November 29, 2017 Holy Spirit and Horizon will be holding an Inter-jurisdictional Staff Wellness Day. The day includes a variety of professional and Alberta Health speakers focusing on the 7 dimensions of wellness: Physical, Emotional, Intellectual, Social, Spiritual, Environmental and Occupational.
- Through the month of November Terri-Lynn met with individual home stay families to ensure that the International Students were doing well and to discuss their report cards. Families were very happy with the students and most were asking whether there would be more for the second semester. At this time we do not have more students coming in February.
- On Saturday, November 18 an International Student Game Day was held at division office by Terri-Lynn. All families and students attended to play board games and practice some English. Families also learned some Portuguese from the Brazilian students.
- Robbie Charlebois attended the FASD (fetal alcohol spectrum disorder) leadership meeting, Southwest Regional Collaborative Response (SWRCSD) meeting, and the SWRCSD Complex Case meeting as part of a number of networks working to support student needs.
- Angela Miller and Robbie Charlebois attended the National Mental Health Forum in Calgary.

LEADERSHIP PRACTICES

- Amber, Robbie and Terri-Lynn joined Wilco and Anita at the CASS Provincial Fall Conference November 1 - 3 in Calgary.
- The team also attended the Zone 6 CASS meetings on November 23 and 24.

- Meetings with school principals on their school improvement priorities and professional growth plan goals have filled a good part of the past month. Anita and Amber join Wilco for as many of the meetings as possible and we finish the last ones on November 29th.
-

Associate Superintendent, Programs and Human Services Report to the Board of Trustees – November 30, 2017

Human Resources

- Still working through Atrieve implementation. Proceeding with addition of a dashboard module
- Probationary Teacher evaluation process underway
- Incorporating changes to the Employment Standards Code as well as implications from central bargaining into HR practices
- Attended MLT Aikins Employment & Labour Law Update
- Working to address sub teacher shortage - met with ATA local president and CASSIX HR counterparts and spoke with Retired Teachers and U of L in regards to brainstorming and moving ideas forward.
- Voluntary retirement opportunity distributed
- Participated in first bargaining meeting
- Supported Principal with interviews

Leadership Practices

- Attending Principal Professional Growth Plan and School Plan meetings with Wilco and Amber
- Leadership Cohort has 10 participants this year – mix of principals, vice/assistant principals and teachers – hosted first session Nov. 13
- First Horizon JSET meeting to occur mid-February. Attended JSET event hosted by Palliser at UofL – discussing potential partnership for next year with Palliser.
- Working with ATA to host one or more professional learning sessions/socials for our substitute teachers
- Attended CASS Fall Conference with SALT. Learning focused on Deep learning in the area of pedagogy, System Leadership and Change facilitated by Michael Fullan and Santiago Roncon-Gallardo
- Attended Career Transitions AGM and Fall Board Meeting. Currently Vice Chair of the Board
- Met with high school principals participating in High School Re-design to discuss vision, goals, strategies and support from DO for this school year.
- Attended CASSIX Fall Meetings

Stakeholder Engagement

- 5 principals participated in training to look deeper into the data for the schools who used OurSchool Survey last year
- Implementing SOSQ student survey with 7 schools this year; training occurred November 20th

First Nations, Metis, Inuit

- Indigenous Committee meetings scheduled into the new year – several members attended “soaring with Knowledge’ conference hosted by the ATA
- Indigenous Champions –

- meeting Jan. 11 to receive training in the Legacy of Residential Schools and facilitation of the Blanket Exercise
- Feb. 6 – will receive training in teaching resources – Learning Pebbles and participate in conversations to guide the development of our 3 year First Nations, Inuit and Metis plan
- Scheduled Blanket Exercises in 4 schools – 1 with entire school population
- Meeting with Town of Taber to discuss partnership opportunities, particularly related to potential grants
- FNMI Feast held at WR Myers Nov. 28

Teaching Indigenous history, cultures in schools

October 24, 2017 [Media inquiries](#)

Alberta Education is providing teachers with lesson plans to help bring First Nations, Métis and Inuit history and contributions to life in classrooms across the province.



Minister Eggen announces new resources to support reconciliation and the inclusion of First Nations, Métis and Inuit history, perspectives and contributions into current Grade 1-9 curriculum at Dr. Martha Cohen School in Calgary.

All students will learn about the history and legacy of residential schools and the history of First Nations, Métis and Inuit in Canada as part of the Government of Alberta's commitment to the Truth and Reconciliation Commission.

"It is critical our students understand the history of residential schools, along with the histories and vibrant cultures of Indigenous communities and the role we all have to play in reconciliation. It's equally important teachers have the tools they need to feel empowered to teach this important material in the classroom as we work to prepare our students for success."

David Eggen, Minister of Education

Lesson plans have been developed for Grades 1 to 9 in English Language Arts, Fine Arts, Science and Social Studies, using identified outcomes in Alberta's current Programs of Study. They are available as a resource for teachers for use at the discretion of the school jurisdiction, school or teacher.

"This initiative is part of our work to implement the principles of the United Nations Declaration on the Rights of Indigenous Peoples which will help bring a renewed relationship between Alberta and Indigenous peoples. These new lesson plans will help ensure that Indigenous and non-Indigenous students learn about our shared history as we move forward together along the path of reconciliation."

Richard Feehan, Minister of Indigenous Relations

"We are making important progress in our journey towards reconciliation and a shared understanding. Now is a time like no other in Alberta history. We have the opportunity and responsibility to teach the truth and to provide an accurate account of our Canadian society. These new resources will shed light on our painfully dark history, and like our TRC commission reminds us, there cannot be reconciliation without truth. Announcements like today's are significant pathways to strengthening relationships with Indigenous communities."

Tony Alexis, Chief, Alexis Nakota Sioux Nation

"Resources like this are what so many eager and committed teachers are looking for as they take their place as change-makers and leaders in reconciliation. Teachers are key to the foundational shift that is beginning right across the country. Many Albertans are learning the truth about residential schools and Indigenous peoples in Canada for the first time. These lesson plans will support teachers as they build connections with and for their students and develop authentic, meaningful learning experiences."

Charlene Bearhead, co-chair of the Downie Wenjack Foundation

"This is a great first step to honour commitments made to include First Nations, Métis and Inuit perspectives across subjects for Alberta's students. These lesson plans will bring reconciliation to life in the classroom and will highlight the significance of residential schools and treaties."

Val McDougall, Tsuut'ina education director

"I have seen the meaningful role that teachers can play in bringing greater understanding of reconciliation to students. I'm thrilled to have new resources and activities to draw from that are current, meaningful and respectful of First Nations, Métis and Inuit perspectives."

Meagan Lundgren, teacher, Dr. Martha Cohen School, Calgary Board of Education

In June 2016, the Government of Alberta announced plans to develop new curriculum across six core subject areas, which will include First Nations, Métis and Inuit content at every grade level.

Through the Joint Commitment to Action, signed in June 2016, Alberta Education is also collaborating with the Alberta Teachers' Association, the Alberta Regional Professional Development Consortia, the College of Alberta School Superintendents, the Alberta Association of Deans of Education, the Alberta School Boards Association and the National Centre for Truth and Reconciliation to ensure school staff have access to the professional learning opportunities they need to deliver this content.

One of the resources identified within the lesson plans is *Secret Path*, a multi-media project that includes a solo album by the late Gord Downie, along with a graphic novel and an animated film, based on the story of Chanie Wenjack, a young boy who died while trying to return home after escaping from a residential school. Downie, the frontman of the Tragically Hip, passed away Oct. 17 after battling brain cancer. He dedicated much of his career to uncovering and telling stories of Canadian history. Earlier this year, he was inducted as a member of the Order of Canada for his work raising awareness of Indigenous issues. Downie's work continues to bring attention to the history and legacy of residential schools and will serve as a resource for teachers, students and all Canadians as we continue on the journey to reconciliation.

Related information

- [Lesson Plans](#)
- [Education for Reconciliation](#)
- [Alberta's Expression of Reconciliation \(March 27, 2014\)](#)

[Programs of Study](#)

Horizon School Division No. 67
Summary Trustee Statement of Disclosure
October 25, 2015

Trustee Name	Identified Pecuniary Interest of:		
	Trustee	Trustee's Spouse	Trustee's Minor Child
Marie Logan	None	None	None
Jennifer Crowson	None	None	None
Bruce Francis	None	None	None
Rick Anderson	Alberta Numbered Company	None	None
Blair Lowry	None	None	None
Derek Baron	None	None	None
Christa Runka	None	Runka Bros	None

----- Forwarded message -----

From: <alberta.news@gov.ab.ca>

Date: Tue, Oct 24, 2017 at 9:45 AM

Subject: News Release: Teaching Indigenous history, cultures in schools

To: wilco.tymensen@horizon.ab.ca

Teaching Indigenous history, cultures in schools

October 24, 2017 [Media inquiries](#)

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ALBERTA
EDUCATION

Office of the Minister

AR100241

OCT 20 2017

Ms. Marie Logan
Board Chair
Horizon School Division
PO Box 249
Lomond AB T0L 1G0

Dear Ms. Logan:

Thank you for your September 14, 2017 letter informing me of your jurisdiction's revised capital plan priorities.

As noted in your letter, I acknowledge that Horizon School Division's revised capital priorities are as follows:

1. Erle Rivers High School project
2. D.A. Ferguson Middle School / W.R. Myers High School Phase 2
3. Lomond School

I encourage your administration to continue to work with Capital Planning staff to ensure that the scope and supporting rationale of these projects is well understood. Your projects will be considered and evaluated within the context of capital priorities across Alberta.

Sincerely,

David Eggen
Minister

New legislation to support gay-straight alliances

November 02, 2017 [Media inquiries](#)

A proposed bill would make life better for students by ensuring they can form gay-straight alliances at school without fear of being outed.



Minister Eggen and colleagues meet with supporters of new legislation.

An Act to Protect Gay Straight Alliances would support students who wish to create or join gay-straight and queer-straight alliances (GSAs and QSAs) by ensuring that every publicly funded school in Alberta has a clear policy allowing them. Every student in Alberta deserves a school that is a welcoming, caring and safe place to learn.

"Our top priority is for all schools across Alberta to be safe and welcoming for all students, regardless of their sexual orientation, gender identity or gender expression. Our government's legislation would ensure just that. These amendments are intended to provide clarity and consistency to support students, families and school authorities."

David Eggen, Minister of Education

Proposed amendments to the *School Act* would:

- Require all publicly funded schools to create welcoming, caring and respectful policies and make them publicly available.
- Strengthen the minister's ability to ensure every school complies with the law.
- Protect the privacy of students that join a GSA or QSA.
- Protect the establishment of GSAs from political interference.
- Ensure principals help students create a GSA or QSA in a timely manner.

"To me, the existence of a GSA at school means that I am safe. It means that I am accepted and that I am not alone. I am so grateful that this government is making changes to ensure that these spaces remain safe for all students."

Ace Peace, Grade 12 student

"As the parent of a trans child, I believe that GSAs are essential in creating safe learning environments for all students. I believe they are incredibly important to the well-being of LBGTO2+ students, but perhaps equally

important in that they provide spaces for allies to demonstrate their support and desire to be a part of creating positive change."

Lindsay Peace, parent

"It is reassuring to see a minister of education take this responsible stand in supporting safe schools for all of Alberta's students. Extensive research confirms the many beneficial effects of having a GSA in schools, not just for marginalized students, but for everyone in those schools. When students feel safe, they can achieve their fullest potential both academically and personally."

Darren Lund, professor, University of Calgary, and former high school teacher

If passed, the amendments would come into force by April 1, 2018. School authorities will have until June 30, 2018 to make their safe and caring policies publicly available.

Quick facts

- These proposed amendments are intended to clarify and expand on amendments made to the *School Act* in 2015.
- At that time, three new sections were added to the *School Act* to include:
 - Responsibilities for students, parents and school authorities as they relate to welcoming, caring, respectful and safe learning environments.
 - A requirement for school authorities to support students in creating and naming student organizations, including GSAs and QSAs.
 - A requirement for school authorities to address bullying by creating and implementing a policy that includes a student code of conduct.

Related information

- [Bill 24: An Act to Support Gay-Straight Alliances](#)

[Supporting Gay-Straight Alliances](#)

----- Forwarded message -----

From: <alberta.news@gov.ab.ca>

Date: Wed, Nov 15, 2017 at 10:18 AM

Subject: News Release: Municipalities get relief on uncollectable tax

To: wilco.tymensen@horizon.ab.ca

Municipalities get relief on uncollectable tax

November 15, 2017 [Media inquiries](#)

The Alberta government is supporting municipalities by providing a tax credit for uncollectable education property taxes on oil and gas properties.



Minister Anderson announces the PERC Program at the Alberta Association of Municipal Districts and Counties conference.

Municipalities collect education property taxes on behalf of the province through their municipal property tax system. Oil and gas facilities are taxed until there is an abandoned status on the records of the Alberta Energy Regulator. Once abandoned, no assessment is prepared. This process can take several years and, in the meantime, the municipality is required to remit education property tax.

"I heard loud and clear during my visits to rural communities this summer that they are facing tax recovery challenges. So we made this a priority and worked with the Alberta Association of Municipal Districts and Counties to come up with this solution. I am proud that we are able to make a difference and support municipalities."

Shaye Anderson, Minister of Municipal Affairs

The Provincial Education Requisition Credit, or PERC, will be retroactive to 2015, when oil prices began to fall. It will operate for five years, until 2019.

Municipalities that have written off the municipal property tax for oil and gas facilities will be eligible to apply for a credit on the education component of their property tax.

"The AAMDC is very appreciative of Minister Anderson and his cabinet colleagues, listening to municipalities about this challenge. Having to pay education tax to the government that couldn't be collected has created significant financial challenges for our members. With the government's support, municipalities can now focus on other matters, as we look forward to the long term solution to this issue."

Al Kemmere, president of the Alberta Association of Municipal Districts and Counties

Program guidelines and application forms are available at municipalaffairs.alberta.ca. The first deadline for applications is January 15, 2018.

Quick facts

- The credit will be funded through the Alberta School Foundation Fund's net asset fund.
- PERC applies only to oil and gas properties that have had their municipal tax written off. It does not apply to other types of uncollectable municipal property tax, or to seniors' housing requisitions. These issues are being reviewed by the province and stakeholders.
- A cost estimate of the program will be determined once applications have been received from municipalities for the first intake, which covers the first three years of the program (2015-17). There is a cap of \$10 million per year.

----- Forwarded message -----

From: EDC Minister <Education.Minister@gov.ab.ca>

Date: Wed, Nov 15, 2017 at 3:20 PM

Subject: Bill 28 – School Act Amendments

The *School Act* has served Alberta's students well for almost three decades. To ensure that it continues to do so, today—through the tabling of Bill 28—I have proposed several amendments to this important legislation.

The amendments included in this legislation align with government's commitment to make life better for Albertans. Building on the strengths of our education system, we will continue to build a modern, inclusive education system that prepares students for success, ensure fair and equitable access to the education system, and continue to support closing the achievement gap for First Nation students.

Bill 28 would amend the *School Act* to:

- o Ensure fair and equitable access for students, including establishing a common age of entry and establishing standards for Educational Service Agreements;
- o Enable new eligibility criteria for transportation and promote co-operative transportation arrangements between school authorities;
- o Pave the way for school and school authority leadership to be supported in leading modern, inclusive and prudently administered schools through development of certification requirements for principals and superintendents, as well as requiring boards to have a trustee code of conduct;
- o Promote collaboration and transparency; and
- o Make minor technical updates to ensure that the legislation is up to date.

Ensuring fair and equitable access for students

I am proposing amendments to several sections of the *School Act* to ensure fair and equitable access for students, regardless of their location across the province.

First, I am proposing to establish a common age of entry for kindergarten of five years of age by December 31. Establishing a common age sets younger students up for success by ensuring they are not enrolled in Kindergarten too early, as research shows that older children perform better academically compared to their peers. This will help ensure that all parents across the province have equitable access for their children to kindergarten. With implementation proposed for September 2020, parents and school boards would have time to plan for the establishment of a common age of entry.

I am also proposing changes that would authorize, at the Minister's discretion, the establishment of standards for Education Service Agreements (ESAs) between First Nations and school boards. These agreements are between a provincial school board and a First Nation (or the federal government on behalf of a First Nation) to enable First Nations students living on-reserve to attend a provincial school. Currently, ESAs across the province differ in terms of tuition rate calculation, level of First Nations collaboration and the scope of program/services/supports offered to First Nations students.

Establishing standards for ESAs would help ensure that First Nations students are able to access provincial education on equitable terms, regardless of where they live in the province. The intention of the standards is to be non-prescriptive and provide guidance for boards and First Nations to address, in their agreements, the areas where concerns have typically been raised, such as renewal and end dates, accountability and reporting mechanisms, and dispute resolution processes. Much work has already been done to develop draft standards, including multiple stakeholder discussions and working groups held between 2009 and 2016 with First Nations, provincial boards and the federal government. In 2016, I committed to bringing the standards back to stakeholders a final time before they are put in place. Further engagement with school boards and First Nations on the standards will follow in the near future. This amendment also aligns with other government commitments, as well as implementing the objectives and principles of the United Nations Declaration on the Rights of Indigenous Peoples.

Extending the age of access to those who are younger than 21 years of age as of September 1, has been considered previously. However, I have discussed this matter with stakeholders across the province and at this time will not be making changes. By maintaining the age of access (younger than 19 as of September 1) in the *School Act*, while also maintaining the funding policy of supporting students up to 20 years of age, we are continuing to allow boards to offer programming, at their discretion, to students who can benefit from additional time. Older students will continue to have access to a variety of other settings and routes to help them complete their high school education, both within and outside the K-12 system.

Enabling new eligibility criteria for transportation and promoting cooperative transportation

Bill 28 also contains the next steps for improving student transportation across the province. We heard from stakeholders and parents that the 2.4 kilometer walk limit was out-dated and not reflective of the needs of students and their families. I am proposing amendments to remove the 2.4 kilometre maximum bus route distance and how distance is calculated from the *School Act*. School boards would still have the legal obligation to provide transportation to students that live within school board boundaries according to specific criteria set by the province. Our government is committed to working with our education partners to ensure that updated student transportation regulations address the concerns we've heard from parents. The rules and regulations on bussing will stay in place for the remainder of this school year. Updated requirements will be in place for 2018/19.

During our fall engagement sessions, my department heard many viewpoints from stakeholders about what criteria would be appropriate. Further analysis and discussion with stakeholders will be conducted later this fall and through the winter before we finalize the updated criteria, but they could include factors such as distance, age/grade, or special considerations regarding route safety. Education stakeholders, including school boards and parents, will be provided with additional updates on this work as it progresses.

It is important to note that transportation eligibility requirements are unchanged for the 2017-18 school year, and boards' obligations to transport students have not changed. Any changes to the eligibility criteria would take effect for the 2018/19 school year, and our intention is to finalize amendments in early 2018 to ensure that all stakeholders have time to plan for and implement the changes.

I am also proposing an amendment that would enable the Minister to direct school boards, where appropriate, to work together on transportation. This amendment supports what we heard from stakeholders throughout the September engagement sessions. This could include directing boards to enter into specific transportation agreements in an area where boards have overlapping boundaries. Approximately two-thirds of school boards have already voluntarily entered into co-operative transportation agreements; this amendment provides specific Ministerial authority in this area where it makes sense operationally and financially.

Paving the way for school and school authority leadership to be supported in leading modern, inclusive and prudently administered schools

Leadership within the school system is important for the success of our students. If passed, these amendments will pave the way for professional practice standards that better reflect the responsibilities and competencies of principals, superintendents, and school jurisdiction leaders. The amendments would allow the Minister to set certification requirements for principals and superintendents, and establish a practice review system. Just as the Teaching Quality Standard is the basis for certification of all teachers in Alberta, the new standards for leaders will be the basis of a system of leadership certification for principals and superintendents.

Paving the way for new professional standards for principals and superintendents would ensure they are equipped to lead modern, inclusive schools that are prudently administered and prepare every student for success. By setting clear, uniform expectations for principals and superintendents, we are helping ensure consistent practice and outcomes that are more equitable for Alberta's students. If passed, these related amendments will come into force on September 1, 2019. The professional practice standards describing the competencies teachers, principals, and superintendents are expected to demonstrate will be introduced formally at a later date.

In addition, I am proposing an amendment to require school board trustees to develop a code of conduct that applies to trustees of the school board. School board trustees play an extremely important role in leading our education system and ensuring that all students have welcoming, caring and safe places to learn. This shift would align expectations of school trustees to the expectations established for municipal councillors through the *Municipal Government Act*. If passed, this amendment would come into force on September 1, 2018.

Promoting Collaboration and Transparency

I am proposing changes to the *School Act* to increase collaboration and transparency to greater inform the public.

I am proposing an amendment that will change the current establishment process for separate school districts. This process was developed collaboratively with the Public School Board Association of Alberta and the Alberta Catholic School Trustees Association. These amendments facilitate cooperation between the electors, the separate school board and the public school board. This new process would require standardized timelines for specific steps in the process so all parties can plan accordingly, require a community information meeting, and allow for parties to work together to determine the establishment area.

In addition, I am proposing amendments to align private school financial reporting requirements with those requirements already in place for public authorities. If passed, these amendments would allow the Minister to require increased financial reporting and accountability from private schools, bringing them in line with public

schools. This would include items such as disclosure of remuneration, benefits and expenses paid by a private school operator. Some private school operators are already providing this information – however, this will clearly enshrine it in legislation. I believe this will strengthen the financial accountability of private schools and ensure consistent expectations for schools that receive public funding. If approved, my Ministry will work with impacted stakeholders to clarify and implement any additional requirements.

Technical/Administrative Amendments

Finally, I have proposed numerous administrative amendments. These amendments are aimed at updating the *School Act* to reflect current practice or align with other legislation. These amendments relate to:

- o Updating the term of office for trustees to 4 years to reflect changes made in the *Local Authorities Elections Act*
- o Updating references to the Chartered Professional Accountants Act
- o Updating the description of the Board of Reference
- o Ensuring student record requirements for Early Childhood Services operators are consistent with other organizations managing student records to better support student transitions
- o Miscellaneous typographical/reference changes.

Next Steps

If passed, most of these amendments would come into force immediately, except where otherwise noted above. The later dates for selected amendments ensure that school authorities are given sufficient time to review and revise their policies to align with these legislative changes.

Thank you and I look forward to continuing to work with you all to build on the strengths of our education system and make life better for Alberta's students and their families.

Sincerely,

David Eggen
Minister
Alberta Education

MLA for Edmonton-Calder

Proposed cannabis legislation focuses on safety

November 16, 2017 [Media inquiries](#)

Following months of public engagement, the province is moving forward with legislation that would manage legalized cannabis in Alberta with health and safety top of mind.



Minister Ganley announces Bill 26 with Ken Kobly and Jeff Mooij.

The proposed legislation, *An Act to Control and Regulate Cannabis*, involves amendments to the *Gaming and Liquor Act*, which would be renamed the *Gaming, Liquor and Cannabis Act*. These amendments would include many of the details outlined in the Alberta Cannabis Framework, released in October.

An Act to Control and Regulate Cannabis would also allow for two kinds of cannabis retail sales in Alberta: privately operated physical retail locations and government-operated online retail. The Alberta Gaming and Liquor Commission would be responsible for oversight of private retail, and details on licensing will be available early next year.

"This legislation represents the culmination of extensive engagement and research on legalized cannabis. It puts our province in a position to not only meet the federal deadline of July 2018, but does so in a way that is responsible and promotes public health and safety for all Albertans."

Kathleen Ganley, Minister of Justice and Solicitor General

Under the proposed legislation, the province would:

- Set the minimum age for purchase and use at 18.
- Establish provincial offences for anyone under 18 who possesses five grams or less of cannabis.
- Give AGLC the mandate to oversee distribution, compliance and enforcement of the cannabis retail system in Alberta.
- Establish authority to set regulatory guidelines and licence requirements for private cannabis retailers.
- Ban co-location of cannabis sales with alcohol, pharmaceuticals and tobacco sales.

- Operate online cannabis sales.
- Establish restrictions around where cannabis can be smoked and vaped in public.
- Establish authority to further regulate advertising, labelling, and promotion of cannabis if required after federal regulations are established.

"We are pleased with the government's announcement to go with the private retail model as cannabis becomes legalized by July 2018. This direction strikes a healthy balance that supports free enterprise, responsible government and the safety of Albertans."

Ken Kobly, president & CEO, Alberta Chambers of Commerce

"We are very supportive of the Alberta government for their announcement on private cannabis retail for our province. This is a responsible model that will boost our province's economy, while keeping safety at the forefront. With Alberta's strong entrepreneurial spirit, this retail model allows companies like ours to create hundreds, even thousands of jobs for Albertans. Not to mention, the competition created through private cannabis retail will allow our province to continue to combat the black market."

Jeff Mooij, owner, 420 Clinic

Additional aspects of the Alberta Cannabis Framework – such as details around drug-impaired driving, taxation and workplace safety – will be empowered through updates to other pieces of legislation before July 2018.

Quick facts

- Between June and October, the government heard from more than 60,000 Albertans who provided input that guided the Alberta Cannabis Framework.
- More than 100 organizations also shared their feedback and expertise.
- Full details of the proposed legislation and engagement results are available [online](#).

Related information

- [Bill 26: An Act to Control and Regulate Cannabis](#)
- [Alberta's approach to cannabis legalization](#)

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