

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

**Regular Board Meeting Agenda
Tuesday, January 16th, 2018 – 1:00 p.m.**

A – Action Items

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| <p>A.1 Agenda
A.2 Minutes of Regular Board Meeting held Tuesday, December 19th, 2017
A.3 January 2018 Payment of Accounts Summary
A.4 Approval of Locally Developed Course “Stained Glass 15/25/35”
A.5 Policy for Second & Final Reading: GA – Hiring of Personnel
A.6 Policy for Second & Final Reading: GAA – Employee Conflict of Interest
A.7 Policy for Second & Final Reading: HGADA – Off-Campus Education
A.8 Policy for Second & Final Reading: HIC – Extra-Curricular Activities
A.9 Policy for Second & Final Reading: JBA – Public Interest Disclosure
A.10 Policy Final Reading: IED – Independent Student
A.11 Capital Plan</p> | <p>ENCLOSURE 1
ENCLOSURE 2
ENCLOSURE 3
ENCLOSURE 4
ENCLOSURE 5
ENCLOSURE 6
ENCLOSURE 7
ENCLOSURE 8
ENCLOSURE 9</p> |
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D – Discussion Items

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| <p>D.1 Board Photo
D.2 Financial Report (<i>handout</i>) – Jason Miller
D.3 Barnwell Re-Dedication Ceremony Attendance</p> | |
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I - Information Items

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

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| <p>C.1 Bill 24 and Bill 28 Receive Royal Assent
C.2 Notice if Public Hearing Bylaw 2017-035
C.3 Holiday Greetings from the Minister and Deputy Minister of Education
C.4 2017/18 Stakeholder Satisfaction with Education in Alberta Telephone Survey
C.5 221217 - ASBA President’s Email
C.6 An Act to Support Gay-Straight Alliances (Bill 24) Summary
C.7 School Amendment Act, 2017 (Bill 28) Summary
C.8 Edmonton Journal: Hitting the Books: How Alberta Education is rewriting curriculum for the next generation of students.</p> | <p>ENCLOSURE 10</p> |
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Dates to Remember

• January 16 – Board Meeting
• January 16 – ATA Bargaining Meeting
• January 18 – Policy Committee Meeting
• February 1 – Google Pre-Summit Event
• February 2-3 – Google Summit
• February 8 – APEX nomination deadline
• February 13 – Administrator’s Meeting
• February 15 – Trustee/SALT School Tours (Enchant School, Enchant Colony, Lomond School, Lomond Colony, Armada Colony)
• February 27– Board Meeting – note date change
• February 28 – Council of School Councils Meeting
• March 13 – Administrator’s Meeting
• March 14 – APEX Youth Awards
• March 12 – 17 – Substitute Teacher Appreciation Week
• March 20 – Board Meeting
• March 30 – April 8 – Easter Holidays
• April 10 – Administrator’s Meeting
• April 12-13 – Waterton Admin. Symposium
• April 17 – Board Meeting
• April 20 - 22 – Alberta School Councils Association AGM
• April 25 – Council of School Councils Meeting
• April 30 – May 4 – Education Week
• May 8 – Administrator’s Meeting
• May 9 – Zone 6 Meeting (Taber)
• May 9 – 2018 Edwin Parr Awards
• May 15 – Board Meeting
• May 29 – Board Meeting (Budget)
• June 3 – 5 – ASBA Spring AGM
• June 12 – Administrator’s Meeting
• June 14 – Trustee/SALT School Tours (Delco, Fairlane, Hillridge, Oaklane, Prairie Home)
• June 19 – Board Meeting
• June 21 – National Indigenous Peoples Day

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 Tuesday, December 19th, 2017 beginning at 10:30 a.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
Amber Darroch, Associate Superintendent of Learning Services
Anita Richardson, Associate Superintendent of Programs and Human Services
Cole Parkinson, Taber Times
Sheila Laqua, Recording Secretary

ACTION ITEMS

A.1	Moved by that the Board approve the agenda with the following additions: A.12 – Maintenance Shop Mechanical Tender A.13 – Maintenance Shop Electrical Tender	AGENDA APPROVED
	Carried Unanimously	193/17
A.2	Moved by Derek Baron that the Board approve the Minutes of the Regular Board Meeting, held Tuesday, November 30th, 2017 as provided by Enclosure 1 of the agenda.	BOARD MEETING MINUTES APPROVED 194/17
	Carried Unanimously	
A.3	Moved by Jennifer Crowson that the Board approve the December 2017 Payment of Accounts report in the amount of \$2,356,393.14 as provided in Enclosure 2 of the agenda.	PAYMENT OF ACCOUNT APPROVED
	Carried Unanimously	195/17
A.4	Moved by Blair Lowry that the Board approve the first reading of policy HGAC – Religious Instruction as provided in Enclosure 3 of the agenda.	POLICY HGAC FIRST READING APPROVED
	Carried Unanimously	196/17
A.5	Moved by Christa Runka that the Board approve the first reading of policy HGBH – Outreach School Programs as provided in Enclosure 4 of the agenda.	POLICY HGBH FIRST READING APPROVED
	Carried Unanimously	197/17
A.6	Moved by Derek Baron that the Board approve the first reading of policy EBAC – Facility Electronic Audio/Video Recording as provided in Enclosure 5 of the agenda.	POLICY EBAC FIRST READING APPROVED
	Carried Unanimously	198/17
A.7	Moved by Rick Anderson that the Board approve the first reading of policy FE – Building Security as provided in Enclosure 6 of the agenda.	POLICY FE FIRST READING APPROVED
	Carried Unanimously	199/17
A.8	Moved by Bruce Francis that the Board approve the first reading of policy FIB – Destroyed, Damaged, Lost, Converted or Theft of School Board Property as provided in Enclosure 7 of the agenda.	POLICY FIB FIRST READING APPROVED
	Carried Unanimously	200/17
A.9	Moved by Blair Lowry that the Board approve the first reading of policy HC – School Year as provided in Enclosure 8 of the agenda.	POLICY HC FIRST READING APPROVED
	Carried Unanimously	201/17
A.10	Moved by Jennifer Crowson that the Board approve the first reading of policy HKA – Student Placement and Promotion as provided in Enclosure 9 of the agenda.	POLICY HKA FIRST READING APPROVED
	Carried Unanimously	202/17

A.11	Moved by Derek Baron that the Board approve the second reading of policy <u>IFH – Formal Parent/Student Appeal</u> as provided in Enclosure 10 of the agenda.	POLICY IFH SECOND READING APPROVED 203/17
	Carried Unanimously	
	Moved by Jennifer Crowson that the Board approve the final reading of policy IFH – Formal Parent/Student Appeal as provided in Enclosure 10 of the agenda.	POLICY IFH FINAL READING APPROVED 204/17
	Carried Unanimously	
A.12	Moved by Bruce Francis that the Board approve the low tender provided by Charlton & Hill for the Mechanical upgrade to be done at the Maintenance Shop.	MAINTENANCE SHOP MECHANICAL TENDER APPROVED 205/17
	Carried Unanimously	
A.13	Moved by Bruce Francis that the Board approve the low tender provided by Rivers Electric for the Electrical upgrade to be done at the Maintenance Shop.	MAINTENANCE SHOP ELECTRICAL TENDER APPROVED 206/17
	Carried Unanimously	

DISCUSSION ITEMS

D.1 ASBA Spring General Meeting (Red Deer) – June 4-5, 2018

Marie Logan, Board Chair and Christa Runka, Trustee along with Superintendent, Wilco Tymensen will be attending the ASBA Spring General Meeting in Red Deer, June 4-5, 2018

INFORMATION ITEMS

I.1 Superintendent’s Report

Wilco Tymensen, Superintendent, shared the December 2017 update with the Board:

On December 7 and 8, 2017, Alberta Education facilitated a more comprehensive value management session to more fully explore Horizon School Division’s options for Milk River. Representatives from school council (parents), Erle River student body, school staff and administration (both Milk River Elementary School and Erle Rivers High School), Town of Milk River, and County of Warner, met with Horizon School Division trustees, Horizon senior administration, Alberta Education, Alberta Infrastructure, architects, and cost consultants to look at a total of five options.

- (1) Partial demolition, and modernization of remaining ERHS with no modernization of MRE (the option from the 2016 value management session)
- (2) Full demolition of ERHS, modernization of MRE and the addition of new construction (a new gym and high school classrooms) at MRE that would turn MRE into a K-12 school
- (3) Full demolition/disposal of MRE, partial demolition and modernization of remaining ERHS, and the addition of new construction (elementary classrooms) at ERHS that would turn ERHS into a K-12 school
- (4) Full demolition of ERHS and creation of a new Gr. 6-12 school
- (5) Full demolition of ERHS, full demolition/disposal of MRE, and creation of a new K-12 school

The information, including stakeholder perspectives, that was generated as well as engineering and costing reports that will be created following the value management session will provide Horizon’s Board of Trustees and Alberta Education with improved organizational decision making and ultimately assist them with determining which of the options to approve.

I.2 Trustee/Committee Reports

I.2.1 Zone 6 ASBA Report

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

- The next general meeting will be held at Holy Spirit offices on January 10, 2018. This presentation will be aimed at helping school boards prepare for cannabis legislation. This presentation will include a review of effective policies, practices and programs to prevent tobacco and cannabis use among youth.
- The PD Committee would like suggestions from Board member of possible presentations.

I.2.2 Administrator’s Meeting Report

Derek Baron reviewed the highlight of the December 12, 2017 Administrator’s Meeting.

Highlights included:

- The morning Professional Learning session included a documentary on adverse childhood experiences, entitled “Paper Tigers”
- The General Administrator’s Meeting focused primarily on the budget.

I.2.3 Facilities Report

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

- Warner Capital Project's 1st phase is complete, with the 2nd phase to be complete by the end of January 2018. Site work will commence in the spring.
- DAF/WRM Capital Project has reached the tender drawing threshold with a projected start of construction date late in February 2018.
- Maintenance Shop code upgrade
 - o Tenders for mechanical and electrical to be awarded prior to Christmas
- Preparation and planning for the current 2017-18 IMR projects are underway
- Board Funded Projects to be complete this spring/summer include:
 - o Maintenance Shop Code upgrades
 - o W.R. Myers Heat Pump Infrastructure

I.3 Associate Superintendent of Finance and Operations Report

Phil Johansen provided an update to the Board as follows:

- Horizon School Division's Financial Report was shared with School Administrators.

I.4 Associate Superintendent of Learner Services

Amber Darroch, Associate Superintendent of Learner Services, shared the following December 2017 update with the Board:

Learner Services lead team members:

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

Instructional Coaches: Sharon Skretting, Assessment
Crystal McGregor, Secondary Literacy & ELL
Coral James, Learner Success

KEY ACTION AREA #1:

Strong core instruction that develops student competencies

- The **Learning Support Teachers meeting** on Dec. 6th focused on best practices and instructional strategies for ELL students. Crystal McGregor presented the information to the group, including content from an English as a Second Language workshop Terri-Lynn and Crystal attended in Calgary with Dr. Katy Arnett on her new book *Access For Success: Making Inclusion Work for Language Learners*.
- A secondary **English Language Arts workshop on Literature Circles (Book Clubs)** was facilitated by Crystal and Dalziel Whipple from WR Myers based on best practice and strategies the two facilitators learned through attending Columbia University's four-day Reading and Writing Project. The group explored how to shift teaching with a single novel for the whole class to facilitating a process that allows students to choose a book of their own interest and appropriate reading level. We recognize that many students never actually read the novel studied in class. Teachers were so excited about the advantages of this approach and engaging their students authentically, they requested to meet a second day before the Christmas break. Teachers from the nine schools represented also identified additional teacher colleagues they wanted to reach out to invite to the follow up session.
- Terri-Lynn hosted a session with SAPDC focused on the Alberta Education document *Guiding Framework For the Design and Development of Kindergarten to Grade 12 Provincial Curriculum*. As the **curriculum development process** continues to move forward, creating understanding of how the curriculum will be structured is a key step in preparing division staff for this transition.
- Robbie spent the morning school professional learning day on Dec 1st with the entire staff at LTW. The morning was focused on using the "**gradual release of responsibility**" teaching model to engage learners, along with roles and responsibilities of teachers and educational assistants in this model. Quality conversations took place between teachers and educational assistants about what that looks like in classrooms and for specific students.
- Vauxhall High School teachers worked with Amber on December 1st on a professional learning focus on **how to engage students and differentiate instruction** using tools including technology.

KEY ACTION AREA #2:

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

- Instructional coaches and Directors of Learning continue to work with school staff to support **collaborative response model** (working together to meet all students' needs) and to implement effective **literacy interventions** when needed.

KEY ACTION AREA #3:

Stakeholder engagement impacts student success

- The **school nutrition program** supported through Alberta Education is fully up and running as a hot lunch program at Central School and supplemental snack program at Chamberlain. Terri-Lynn has led implementation of both programs, including providing guidance as to the provincial requirements. Terri-Lynn met Dan Ferguson from Alberta Education Field Services and the Principals from both Central and Chamberlain to discuss the nutrition programs that are happening in their schools and the success and challenges at each site.
- The November 29th **Interjurisdictional Wellness Day** with Holy Spirit Schools had 51 attendees, including representatives from an additional four school divisions. Dr. Jody Carrington and Robin Gibb were the two keynote speakers. The day was exhilarating and survey results indicate huge success.
- Taber Adult Learning has received funding to add a "**Newcomer Navigator**" position for newcomers to Canada. Amber attended a meeting for all TDCALA partners on December 8th to learn about the services being provided to families, including those Low German Mennonites new to Canada as well as other from the Philippines and other countries.

LEADERSHIP PRACTICES

- The **Learning Support Teacher** group hosted their first **book club** event on Dec. 12. The book was "The Curious Incident of the Dog in the Night-Time" a fiction novel by Mark Haddon. The book was written from the point of view of a boy with Autism. Many insights and discussions were had about what we learned about Autism and some of the strategies that work the best for some students to help them succeed. Our next book is called "One Without the Other: Stories of Unity Through Diversity and Inclusion" by Shelley Moore.

SUMMARY OF COUNSELLING SERVICES IN HORIZON SCHOOL DIVISION YEAR-TO-DATE

Month	# of students on current caseload	Total number of student contacts this month	# of students served in presentations	# of total students served this month via client sessions, drop-in, small groups	# of staff served in presentations/consultations	# of suicide risk assessments completed	# of VTRAs/ worrisome behaviour completed
September	144	418	1352	469	253	5	2
October	181	793	80	386	133	9	7
November	178	795	141	183	187	1	0
TOTAL	n/a	2006	1573	1038	573	15	9

Instructional Coaches' Monthly Activity Summary: December 2017
 (SHARED WITH ADMINISTRATORS AT MONTHLY ADMIN MEETING)

Assessment Coach

Date	Teacher Meeting/coaching	School Presentations	Principal Meetings	Other Meetings (IE Tech)
November	29	2	3	Ongoing Tech troubleshooting

In addition to teacher coaching, a great deal of Sharon's contributions in November related technical support for completing report cards. A number of essential settings for initial setup in PowerSchool and Students Achieve were identified which will help reduce difficulties in subsequent reporting periods and for next year.

ELL/Literacy Coach

Date	School Visits	Teacher Meetings	Principal Meetings	Group Presentations
November	13	8	3	0

Crystal's has continued to support English Language Learner instruction as well as dedicated work with secondary ELA teachers to implement literature circles (book clubs) in their classrooms. Attending 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* with another teacher has fueled new work with secondary teachers.



Learner Success Coach

Date	Drop-In Visit	Teacher Meeting	Principal Meetings	Group Presentation	Meeting(PLC or RTI)
November	10	10	4	0	3

Coral is available to attend any Collaborative Response Meetings to contribute to strategies in the universal level. If it is helpful, she can also chair a meeting to model with a staff who are in the beginning stages of implementing this approach. Coral has supported teacher practice by continuing classroom observations and feedback as well as setting up model lessons and teacher "field trips" where one teacher can observe strategies in action in another teacher's classroom.

Horizon School Division will be hosting the Southern Alberta 2018 Google Summit.



I.5 Associate Superintendent of Programs and Human Services Report

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

- The Indigenous Committee hosted the first Blanket Exercise with students at Taber Mennonite School. Both staff and students participated in the activity. This was a great learning experience for all who took part and we

were highly impressed with the depth of student responses and understanding of the experience and information presented to them in the exercise.

- Working to move forward with JSET (Jurisdictional Student Engagement Team) with a potential date for February 2018. For 2019 we will partner with Palliser to co-host a Zone 6 Interjurisdictional Event.

I.6 Interjurisdictional Wellness Day

The Inter-Jurisdictional Health Champions held their workshop on November 29th, 2017 at the Horizon School Division Office. Information on the event and the professional goals for 2017/2018 were shared in enclosure 12 of the agenda.

Correspondence

No Discussion items came forward from the Correspondence as provided by Enclosure 13 of the agenda.

COMMITTEE ITEMS

Moved by Jennifer Crowson that the Board meet in Committee. Carried Unanimously	COMMITTEE 207/17
Moved by Blair Lowry that the meeting reconvene. Carried Unanimously	RECONVENE 208/17
Moved by Christa Runka that the meeting adjourn Carried Unanimously	MEETING ADJOURNED 209/17

Marie Logan, Chair

Sheila Laqua, Executive Secretary

PAYMENT OF ACCOUNTS REPORT
Board Meeting January 16, 2018

General	December 19/18		549136.55
General	December 21/18		1019415.30
General	January 8/18		197502.64
"A" Payroll	December 2017	Teachers	1,724,436.94
	December 2017	Support	555,547.94
"B" Payroll	December 2017	Casual	5,933.02
	December 2017	Subs	41,863.77
Total Accounts			2,327,781.67
Board Chair			
PJ:dd			
January 9, 2018			

LOCALLY DEVELOPED COURSE OUTLINE

Stained Glass (Advanced Technique

Stained Glass (Advanced Technique

Stained Glass (Advanced Technique

Stained Glass (Advanced Technique

Submitted By:

Horizon School Division No. 67

Submitted On:

Dec. 15, 2017

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-3	62.50	12/15/2017	08/31/2020	Acquired	Authorization	G10 G11 G12
25-3	62.50	12/15/2017	08/31/2020	Acquired	Authorization	G10 G11 G12
25-5	125.00	12/15/2017	08/31/2020	Acquired	Authorization	G10 G11 G12
35-5	125.00	12/15/2017	08/31/2020	Acquired	Authorization	G10 G11 G12

Acknowledgment

Course Description

Stained Glass (Advanced Techniques), has been developed to teach key aspects of functional design in glass. These courses will give students the opportunity to express themselves by exploring the use of glass as a design media. In this age of machine production, the students will learn to appreciate the skill, knowledge and patience required to create a quality hand-made project.

There is no pre-requisite for 15-3.

Course Prerequisite

Philosophy

Throughout time, stained glass has served an important role in the recording of historical events. For centuries, the mysteries of this art form have been reserved for a very select few. Only with innovations in the last century has stained glass become a more common medium for many artists.

Stained Glass provides an environment for the collaboration of ideas and solutions to problems of design and creativity. This is a course in traditional craftsmanship, allowing the student to become knowledgeable about an age-old art form through practice, persistence and focus. The students will use critical thinking skills to solve problems inherent with the creative expression in glass.

Rationale

Observations show that some students will choose Stained glass over other art forms. Stained Glass provides an opportunity for students who may otherwise be hesitant to enroll in an art course to explore their own creativity. For students deeply interested in the arts, it also provides opportunity for depth of study. There are no existing provincial courses that create the context for studying a single medium such as stained glass. The opportunity to study this medium to this depth and over multiple years allows students a depth and breadth that is not available in provincial programs of studies.

Learner Outcomes

General Program Outline

The general outcomes span all course levels. Course 15 25 35 as a fine arts curriculum is spiral in nature. The detailed and specific demands required of students increase at each grade level. Prior knowledge is required to be connected as new skills are introduced and applied.

Students working through successive levels of fine arts courses will find the material becomes more challenging, requiring higher thought processes and leading to complete understanding. Where a specific learner outcome spans all levels, students are expected to show an increase in a refinement of skills to demonstrate the outcome.

General and specific outcomes can be achieved and assessed concurrently rather than sequentially.

- Stained glass construction techniques
- Stained glass studio management
- Stained glass history
- Idea / concept

- Critiques

Overarching Goals for Stained Glass (Advanced Techniques) 15

1. Students will acquire necessary skills and processes.
2. Students will acquire an appreciation for professional studio maintenance.
3. Students will acquire necessary construction techniques and processes.
4. The history component of stained glass will not be taught in isolation. Rather, students will deepen their appreciation for the medium by studying its development.
5. Students will develop the ability to discuss the medium.
6. Students will relate their technical knowledge to design principles.

Competency Connections

In parentheses at the end of each outcome are the related competency connections to the Ministerial Order on Student Learning.

<https://education.alberta.ca/policies-and-standards/student-learning/everyone/documents/>

The abbreviations are as follows:

- L: Literacy
- N: Numeracy
- CT: Critical Thinking, Problem-Solving and Decision Making

- LL: Lifelong Learning, Personal Management and Well-Being
- CI: Creativity and Innovation
- CL: Collaboration and Leadership
- C: Communication
- DL: Digital and Technological Fluency
- S: Social, Global, Cultural & Environmental Responsibility

General Outcomes

1 Construction Techniques 15a

Students will demonstrate knowledge of methods, materials, terminology and techniques unique to glass. (N, CT, CI, S, LL)

2 Studio Management 15a (Ethical Citizen)

Students will develop the ability to maintain a safe studio environment. (CL, S, L

3 Studio Management 15a (Ethical Citizen)

Students will develop the ability to maintain a safe studio environment. (CL, S, L

4 Studio Management 15b

Students will develop safety procedures necessary to maintain a safe studio environment. (S, LL, CL)

5 Studio Management 15b

Students will develop safety procedures necessary to maintain a safe studio environment. (S, LL, CL)

6 History of Stained Glass 15a

Students will examine the tradition of stained glass design throughout history. (E S, LL, CT, C)

7 History of Stained Glass 15a

Students will examine the tradition of stained glass design throughout history. (E S, LL, CT, C)

8 Critiques 15a

Students will learn to analyze stained glass works including their own. (CT, CI, C LL, L)

9 Critiques 15a

Students will learn to analyze stained glass works including their own. (CT, CI, C LL, L)

10 Idea/Concept 15a

Students will understand the connections between form, function and limitations (CI, N, LL, CT, C)

11 Idea/Concept 15a

Students will understand the connections between form, function and limitations (CI, N, LL, CT, C)

12 Construction Techniques 25a

Students will explore glass and concrete. (CI, CT, LL, N, S)

13 Construction Techniques 25a

Students will explore glass and concrete. (CI, CT, LL, N, S)

14 Construction Techniques 25b

Students will explore bonding glass. (CI, CT, LL, N, S)

15 Construction Techniques 25b

Students will explore bonding glass. (CI, CT, LL, N, S)

16 Construction Techniques 25c

Students will explore surface treatments of glass. (CT, CI, N, LL)

17 Construction Techniques 25c

Students will explore surface treatments of glass. (CT, CI, N, LL)

18 Construction Techniques 25d

Students will combine techniques previously studied. (DT, N, LL, CT, CI)

19 Construction Techniques 25d

Students will combine techniques previously studied. (DT, N, LL, CT, CI)

20 Studio Management 25a

Students will become more proficient in the operations and the maintenance of stained glass studio. (CL, N, LL, S, CT)

21 Studio Management 25a

Students will become more proficient in the operations and the maintenance of stained glass studio. (CL, N, LL, S, CT)

22 History of Stained Glass 25a (Engaged Thinkers)

Students will follow the historical roots of the stained glass industry. (C, S, DT, C, LL)

23 History of Stained Glass 25a (Engaged Thinkers)

Students will follow the historical roots of the stained glass industry. (C, S, DT, C, LL)

24 Critiques 25a

Students will analyze their own work and that of peers. (CT, C, CL)

25 Critiques 25a

Students will analyze their own work and that of peers. (CT, C, CL)

26 Idea/Concept 25a (Engaged Thinkers)

Students will observe how ideas are developed from culture, nature, ideology or technology. (CT, CI, LL, DT, N, CL)

27 Idea/Concept 25a (Engaged Thinkers)

Students will observe how ideas are developed from culture, nature, ideology or technology. (CT, CI, LL, DT, N, CL)

28 Construction Techniques 35a (Engaged Thinkers)

Students will learn to manipulate glass to create a desired effect. (CT, CI, N, LL)

29 Construction Techniques 35a (Engaged Thinkers)

Students will learn to manipulate glass to create a desired effect. (CT, CI, N, LL)

30 Studio Management 35a

Students will demonstrate ability in the operations and maintenance of the stained glass studio. (LL, CL, S, N)

31 Studio Management 35a

Students will demonstrate ability in the operations and maintenance of the stained glass studio. (LL, CL, S, N)

32 History of Stained Glass 35a

Students will understand major historical influences on the stained glass industry. (DT, LL, C, L)

33 History of Stained Glass 35a

Students will understand major historical influences on the stained glass industry. (DT, LL, C, L)

34 Critiques 35a

Students will learn to analyze stained glass works including their own. (CT, C, D, LL, CL, C)

35 Critiques 35a

Students will learn to analyze stained glass works including their own. (CT, C, D LL, CL, C)

36 Ideas/Concepts 35a

Students will understand how ideas are developed from culture, nature, ideology and technology. (CT, CL, N, CI, C, LL, DT)

37 Ideas/Concepts 35a

Students will understand how ideas are developed from culture, nature, ideology and technology. (CT, CL, N, CI, C, LL, DT)

Specific Learner Outcomes

1 Construction Techniques 15a	15-3 25-3 25-5 35-5
1.1 Students will cut and assemble glass projects using the copper foil (Tiffany) technique (i.e. foiled suncatchers). (CI, LL, CT)	X
1.2 Students will cut and assemble a 3-dimensional glass project (i.e. lampshades, candleholders, jewelry boxes, kaleidoscopes). (CI, CT, LL, N)	X
1.3 Students will cut and assemble a glass project using lead came (leaded suncatchers). (CI, S, CT, LL)	X
1.4 Students will demonstrate an increase in quality of work and efficient use of materials. (CI, LL, CT, S)	X

2 Studio Management 15a (Ethical Citizen)	15-3 25-3 25-5 35-5
2.1 Students will learn the organization and procedures of the studio (i.e. glass storage, project storage, tool use and storage). (CL, LL, S)	X
2.2 Students will understand and participate in the maintenance of tools and equipment (i.e. clean grinders, clean soldering irons, consistent use of personal safety equipment). (CL, LL)	X
2.3 Students will demonstrate respect for materials, supplies and products of the studio (i.e. minimize material waste, maintain a clean workspace, demonstrate respect for own and others' work). (CL, LL, S)	X

3 Studio Management 15a (Ethical Citizen)	15-3 25-3 25-5 35-5
3.1 Students will learn the organization and procedures of the studio (i.e. glass storage, project storage, tool use and storage). (CL, LL, S)	

3.2 Students will understand and participate in the maintenance of tools and equipment (i.e. clean grinders, clean soldering irons, consistent use of personal safety equipment). (CL, LL)	
3.3 Students will demonstrate respect for materials, supplies and products of the studio (i.e. minimize material waste, maintain a clean workspace, demonstrate respect for own and others' work). (CL, LL, S)	

4 Studio Management 15b	15-3 25-3 25-5 35-5
4.1 Students will learn the importance of maintaining a safe studio environment (i.e. WHMIS, safe use of tools and equipment, proper glass handling techniques, safety protocols for cutting, grinding and soldering). (CL, LL, S)	

5 Studio Management 15b	15-3 25-3 25-5 35-5
5.1 Students will learn the importance of maintaining a safe studio environment (i.e. WHMIS, safe use of tools and equipment, proper glass handling techniques, safety protocols for cutting, grinding and soldering). (CL, LL, S)	X

6 History of Stained Glass 15a	15-3 25-3 25-5 35-5
6.1 Students will study the influence of the following on stained glass design: culture, nature, ideology, technology (i.e. John LaFarge, Louis Comfort Tiffany, influence of new technology). (C, S, LL, DT, L)	
6.2 Students will study the evolution of the glass making process (i.e. materials, hand rolled, consistency, continuous melting furnaces). (LL, L)	
6.3 Students will be able to identify different types of glass (i.e. cathedral, opalescent, different textures). (CT, LL)	

7 History of Stained Glass 15a	15-3 25-3 25-5 35-5
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7.1 Students will study the influence of the following on stained glass design: culture, nature, ideology, technology (i.e. John LaFarge, Louis Comfort Tiffany, influence of new technology). (C, S, LL, DT, L)	X
7.2 Students will study the evolution of the glass making process (i.e. materials, hand rolled, consistency, continuous melting furnaces). (LL, L)	X
7.3 Students will be able to identify different types of glass (i.e. cathedral, opalescent, different textures). (CT, LL)	X

8 Critiques 15a	15-3 25-3 25-5 35-5
8.1 Students will analyze and integrate the vocabulary of art and stained glass (i.e. Feldman's four step model of critical analysis: description, analysis, interpretation, judgment; teacher models method; teacher/student conference; teacher-initiated informal group critique; teacher-initiated discussion of student work; oral or written critiques on personal work). (CI, CT, C, LL, L)	X

9 Critiques 15a	15-3 25-3 25-5 35-5
9.1 Students will analyze and integrate the vocabulary of art and stained glass (i.e. Feldman's four step model of critical analysis: description, analysis, interpretation, judgment; teacher models method; teacher/student conference; teacher-initiated informal group critique; teacher-initiated discussion of student work; oral or written critiques on personal work). (CI, CT, C, LL, L)	

10 Idea/Concept 15a	15-3 25-3 25-5 35-5
10.1 Students will consider function to create an appropriate form (i.e. lampshades, jewelry boxes, simple/complex suncatchers). (CI, N, LL, CT)	
10.2 Students will understand and appreciate material limitations on stained glass design (i.e. unrealistic inside curves). (CL, CT, LL)	

10.3 Students will understand the concepts of "light" and "colour" in the environment around them (i.e. nature studies). (CL, CT, C, LL)	
10.4 Students will demonstrate an appreciation of colour harmony (i.e. colour relationships.) (CI, CT, C, LL)	

11 Idea/Concept 15a	15-3 25-3 25-5 35-5
11.1 Students will consider function to create an appropriate form (i.e. lampshades, jewelry boxes, simple/complex suncatchers). (CI, N, LL, CT)	X
11.2 Students will understand and appreciate material limitations on stained glass design (i.e. unrealistic inside curves). (CL, CT, LL)	X
11.3 Students will understand the concepts of "light" and "colour" in the environment around them (i.e. nature studies). (CL, CT, C, LL)	X
11.4 Students will demonstrate an appreciation of colour harmony (i.e. colour relationships.) (CI, CT, C, LL)	X

12 Construction Techniques 25a	15-3 25-3 25-5 35-5
12.1 Students will understand some characteristics of concrete (i.e. reinforcement, mixing ratios, curing time, finishing, strength). CT, LL, N)	
12.2 Students will create a piece of artwork that contains concrete and glass inlay (i.e. bonded topping mix, regular concrete, reinforcement, molds). (CT, CI, LL, N, S)	

13 Construction Techniques 25a	15-3 25-3 25-5 35-5
13.1 Students will understand some characteristics of concrete (i.e. reinforcement, mixing ratios, curing time, finishing, strength). CT, LL, N)	X X
13.2 Students will create a piece of artwork that contains concrete and glass inlay (i.e. bonded topping mix, regular concrete, reinforcement, molds). (CT, CI, LL, N, S)	X X

14 Construction Techniques 25b	15-3 25-3 25-5 35-5
14.1 Students will design and construct a glass mosaic project (i.e. mosaic cutters, base glass, adhesives, sealant, grout). (CT, CI, LL, N)	X X
14.2 Students will experiment with glass mosaic technique (i.e. opalescent/cathedral glass for effect, complexity of projects, colour). (CI, CT, LL, N)	X X

15 Construction Techniques 25b	15-3 25-3 25-5 35-5
15.1 Students will design and construct a glass mosaic project (i.e. mosaic cutters, base glass, adhesives, sealant, grout). (CT, CI, LL, N)	
15.2 Students will experiment with glass mosaic technique (i.e. opalescent/cathedral glass for effect, complexity of projects, colour). (CI, CT, LL, N)	

16 Construction Techniques 25c	15-3 25-3 25-5 35-5
16.1 Students will conduct glass etching on clear glass and mirror (i.e. resist, reverse blast, positive blast, pattern transfer). (CI, CT, DT, LL, N)	

17 Construction Techniques 25c	15-3 25-3 25-5 35-5
17.1 Students will conduct glass etching on clear glass and mirror (i.e. resist, reverse blast, positive blast, pattern transfer). (CI, CT, DT, LL, N)	X X

18 Construction Techniques 25d	15-3 25-3 25-5 35-5
18.1 Students will design and assemble a major foil or major lead project (i.e. colour, opacity, cut lines, structure, design considerations, pattern transfer methods, use of surface treatments to enhance project). (CI, CT, DT, N, LL)	X X

19 Construction Techniques 25d	15-3 25-3 25-5 35-5

19.1 Students will design and assemble a major foil or major lead project (i.e. colour, opacity, cut lines, structure, design considerations, pattern transfer methods, use of surface treatments to enhance project). (CI, CT, DT, N, LL)	
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20 Studio Management 25a	15-3 25-3 25-5 35-5
20.1 Students will participate in the organization and procedures of the studio (i.e. project storage, mixing of grout, mixing of concrete, preparation of molds, proper use of sandblaster, proper use of air compressor). (CL, CT, LL, N, S)	
20.2 Students will participate in the maintenance of tools and equipment (i.e. cleaning and storage of equipment). (CL, LL, S)	
20.3 Students will participate in the maintenance of a safe studio environment (i.e. safe use of tools and equipment, proper use and storage of chemicals). (CL, S, LL)	
20.4 Students will organize and clean the workspace materials and supplies of the studio (i.e. maintain a clean workspace, minimize material waste, demonstrate respect for own and others' work). (CL, LL, S)	

21 Studio Management 25a	15-3 25-3 25-5 35-5
21.1 Students will participate in the organization and procedures of the studio (i.e. project storage, mixing of grout, mixing of concrete, preparation of molds, proper use of sandblaster, proper use of air compressor). (CL, CT, LL, N, S)	X X
21.2 Students will participate in the maintenance of tools and equipment (i.e. cleaning and storage of equipment). (CL, LL, S)	X X
21.3 Students will participate in the maintenance of a safe studio environment (i.e. safe use of tools and equipment, proper use and storage of chemicals). (CL, S, LL)	X X
21.4 Students will organize and clean the workspace materials and supplies of the studio (i.e. maintain a clean workspace, minimize material waste, demonstrate respect for own and others' work). (CL, LL, S)	X X

22 History of Stained Glass 25a (Engaged Thinkers)	15-3 25-3 25-5 35-5
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22.1 Students will research the significance of some major historical events of stained glass (i.e. recording of historical events, aspects of religious stained glass). (C, S, DT, LL, L)	X X
22.2 Students will research the history of glass mosaics (i.e. tessera, tessalations, limitation of painting, Greece, Egypt, Rome, Byzantine Empire). (CN, LL, L)	X X
22.3 Students will research the history of glass etching (i.e. acid etching, sandblasting, Vincenzo D'Angelo). (C, LL, L)	X X

23 History of Stained Glass 25a (Engaged Thinkers)	15-3 25-3 25-5 35-5
23.1 Students will research the significance of some major historical events of stained glass (i.e. recording of historical events, aspects of religious stained glass). (C, S, DT, LL, L)	
23.2 Students will research the history of glass mosaics (i.e. tessera, tessalations, limitation of painting, Greece, Egypt, Rome, Byzantine Empire). (CN, LL, L)	
23.3 Students will research the history of glass etching (i.e. acid etching, sandblasting, Vincenzo D'Angelo). (C, LL, L)	

24 Critiques 25a	15-3 25-3 25-5 35-5
24.1 Students will critique art work integrating the vocabulary of art and stained glass (i.e. fit and finish, personal reflection, Feldman's method, quality of workmanship, written or oral critique on personal work, teacher-initiated formal group critique). (CT, CL, C)	

25 Critiques 25a	15-3 25-3 25-5 35-5
25.1 Students will critique art work integrating the vocabulary of art and stained glass (i.e. fit and finish, personal reflection, Feldman's method, quality of workmanship, written or oral critique on personal work, teacher-initiated formal group critique). (CT, CL, C)	X X

26 Idea/Concept 25a (Engaged Thinkers)	15-3 25-3 25-5 35-5
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26.1 Students will explore expression of ideas through different structures (i.e. stepping stones, glass mosaics, grout lines). (CT, CI, CL, LL)	X X
26.2 Students will experiment with affecting change to the surface of the glass (i.e. etching, student-designed projects). (CT, CI, LL, CT, N)	X X

27 Idea/Concept 25a (Engaged Thinkers)	15-3 25-3 25-5 35-5
27.1 Students will explore expression of ideas through different structures (i.e. stepping stones, glass mosaics, grout lines). (CT, CI, CL, LL)	
27.2 Students will experiment with affecting change to the surface of the glass (i.e. etching, student-designed projects). (CT, CI, LL, CT, N)	

28 Construction Techniques 35a (Engaged Thinkers)	15-3 25-3 25-5 35-5
28.1 Students will study traditional glass painting techniques (i.e. binder, vehicle, matting, shading, substrate, blenders, tracing lines). (CI, CT, LL, N)	X
28.2 Students will explore the techniques of slumping glass (i.e. assembly, kiln wash, use of molds). (CI, CT, DT, LL, N)	X
28.3 Students will use techniques of fusing glass (i.e. kiln operation, coefficient of expansion, time/temperature curves). (CT, CI, DT, LL, N)	X
28.4 Students will learn the steps involved in vitri-fusaille (i.e. introduction of color to traditional painting). (LL, CL, CI, CT, N)	X
28.5 Students will design and assemble a major project (lead or foil) including previously learned techniques (i.e. fusing, etching, painting). (CI, CT, CL, DT, LL, N, C)	X

29 Construction Techniques 35a (Engaged Thinkers)	15-3 25-3 25-5 35-5
29.1 Students will study traditional glass painting techniques (i.e. binder, vehicle, matting, shading, substrate, blenders, tracing lines). (CI, CT, LL, N)	

29.2 Students will explore the techniques of slumping glass (i.e. assembly, kiln wash, use of molds). (CI, CT, DT, LL, N)	
29.3 Students will use techniques of fusing glass (i.e. kiln operation, coefficient of expansion, time/temperature curves). (CT, CI, DT, LL, N)	
29.4 Students will learn the steps involved in vitri-fusaille (i.e. introduction of color to traditional painting). (LL, CL, CI, CT, N)	
29.5 Students will design and assemble a major project (lead or foil) including previously learned techniques (i.e. fusing, etching, painting). (CI, CT, CL, DT, LL, N, C)	

30 Studio Management 35a	15-3 25-3 25-5 35-5
30.1 Students will help manage the studio (i.e. project storage, preparation of molds, mixing of vitreous paint, loading the kiln). (CL, LL, S, N)	
30.2 Students will help maintain tools and equipment (i.e. cleaning and storage of equipment). (LL, CL, S)	
30.3 Students will assure a safe studio environment (i.e. safe use of equipment/tools, maintain a clean workspace, proper use and storage of chemicals). (CL, LL, S)	

31 Studio Management 35a	15-3 25-3 25-5 35-5
31.1 Students will help manage the studio (i.e. project storage, preparation of molds, mixing of vitreous paint, loading the kiln). (CL, LL, S, N)	X
31.2 Students will help maintain tools and equipment (i.e. cleaning and storage of equipment). (LL, CL, S)	X
31.3 Students will assure a safe studio environment (i.e. safe use of equipment/tools, maintain a clean workspace, proper use and storage of chemicals). (CL, LL, S)	X

32 History of Stained Glass 35a	15-3 25-3 25-5 35-5
32.1 Students will research the evolution of traditional painting on glass (i.e. vitri-fusaille, master, apprentice, introduction of color). (CL, LL, DT, L)	X

32.2 Students will research the contributions of master glass painters (i.e. Peter McGrain, Albinus Elskus, Richard Mallard). (DT, LL, C, L)	X
32.3 Students will research the influence technology has had on the stained glass industry (i.e. fusing glass, electric gas kiln, COE technology). (DT, L, C)	X

33 History of Stained Glass 35a	15-3 25-3 25-5 35-5
33.1 Students will research the evolution of traditional painting on glass (i.e. vitri-fusaille, master, apprentice, introduction of color). (CL, LL, DT, L)	
33.2 Students will research the contributions of master glass painters (i.e. Peter McGrain, Albinus Elskus, Richard Mallard). (DT, LL, C, L)	
33.3 Students will research the influence technology has had on the stained glass industry (i.e. fusing glass, electric gas kiln, COE technology). (DT, L, C)	

34 Critiques 35a	15-3 25-3 25-5 35-5
34.1 Students will analyze in various ways (i.e. formal critiques, written reflection, informal group discussion, written critique of personal work, group discussion of work from outside the classroom). (CT, C, DT, LL, CL)	
34.2 Students will assemble an electronic portfolio of their own work. (DT, C)	

35 Critiques 35a	15-3 25-3 25-5 35-5
35.1 Students will analyze in various ways (i.e. formal critiques, written reflection, informal group discussion, written critique of personal work, group discussion of work from outside the classroom). (CT, C, DT, LL, CL)	X
35.2 Students will assemble an electronic portfolio of their own work. (DT, C)	X

36 Ideas/Concepts 35a	15-3 25-3 25-5 35-5
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36.1 Students will solve problems of expression by using surface treatments (i.e. traditional glass painting). (CT, CI, LL, CL, C, DT, N)	X
36.2 Students will solve problems of expression by affecting physical changes to the class (i.e. fusing). (CT, CI, DT, LL, N)	X
36.3 Students will explore the expression of ideas by manipulating warm glass (i.e. slumping). (LL, CT, CI, DT, N)	X

37 Ideas/Concepts 35a	15-3 25-3 25-5 35-5
37.1 Students will solve problems of expression by using surface treatments (i.e. traditional glass painting). (CT, CI, LL, CL, C, DT, N)	
37.2 Students will solve problems of expression by affecting physical changes to the class (i.e. fusing). (CT, CI, DT, LL, N)	
37.3 Students will explore the expression of ideas by manipulating warm glass (i.e. slumping). (LL, CT, CI, DT, N)	

Facilities or Equipment

Facility

A stained glass studio or special accommodations within a regular classroom environment with the equipment listed below is required.

Facilities:

Equipment

The stained glass studio should be equipped with:

- glass cutters, glass grinders, soldering irons with stands;
- adequate space for storage of projects, glass and lead came;
- sandblasting cabinet with air compressor and dust collection system;
- electric glass kiln;
- light table;
- adequate space for students to work.

Learning Resources

The List of Learning Resources and Assessment Tools as suggested in the course v used as available and appropriate. In addition, teachers may supplement with additic resources and assessment tools to meet the course intent and learner outcomes.

Print Resources for Stained Glass (Advanced Techniques) 15

[Introduction to Stained Glass](#)

Randy & Judy Wardell

1985.

Video Resources for Stained Glass (Advanced Techniques) 15

[The Continuous Ribbon](#)

Spectrum Glass Company

[Art Glass Construction](#), Vicki Payne

Cutters Productions

[Art of Cutting](#), Vicki Payne

Cutters Productions

Others

Sensitive and Controversial Content

There are no sensitive or controversial issues anticipated through the course content.

Migration Strategies

Safety Components

Equipment training and procedures are explicitly taught and modeled by the teacher. Supervision of students is necessary to ensure safe use of equipment. Project and content selections will be made by the teacher with consideration for the students, school and the community context.

Migration Strategies

Significant Overlap with Provincial Curriculum

The content and learner outcomes in this course are unique in allowing students to go into a depth of artistic expression via a single medium in a way that is not available in another Program of Studies.

Assessment

Course Evaluation and Monitoring

Appendix I

1 Stained Glass Sample Rubric.docx

Appendix II

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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.

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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

ainterview 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 ~~e~~Check ~~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</u> , AB. 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.

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.

~~1. It is the responsibility of the a student to~~ inform the principal and initiate the process in order to be declared an independent student.

~~2.~~ _____

~~The school administration shall attempt to verify the student’s status.~~

~~2.1. In order to determine independent student status, the principal may consider the following criteria.~~

~~2.1.1. Have the student’s parents or the student provided a statement in writing or a statutory declaration that the student is independent.~~

~~2.1.2. Does the student demonstrate to the satisfaction of the principal that they make decisions with respect to day-to-day living?~~

~~2.1.3. Does the student earn their own living or substantially contribute to their own maintenance or receive government financial support?~~

~~2.1.4. Does the student handle major decisions such as medical treatment?~~

~~2.1.5. Does the student make and maintain arrangements for living accommodation?~~

~~2.1.6. Is the student married or co-habiting?~~

- 2.1.7. Is the student 18 years of age or older and therefore independent
- 2.1.8. Are any other factors that the principal considers relevant?

~~2.~~

- 3. Schools may share with parents of students who declare themselves to be independent that they may continue to access student records by submitting an independent student status letter of consent. (see Appendix A).
- 4. The independent status of a student may be revoked by the school principal if the student returns to live with his/her parents/guardians.

Appendix A – Sample Letter and Letter of Consent

To the Parents/Guardians of _____

With regard to _____'s upcoming 18th birthday, the following information pertaining to "Independent Student" status is provided for your consideration and discussion with _____.

SCHOOL ACT - Independent Students in High School

"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 or the *Child, Youth & Family Enhancement Act*.

As per Section 1.1(3) of the School Act, an independent student is entitled to exercise all the rights and powers and receive all the benefits and is subject to all the obligations under this Act that the student's 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.

When a student is independent the only person who can obtain any information on the student (including student records, report cards, attendance etc.) is the student themselves. Their parents/guardians can no longer receive any information pertaining to the student without the student's consent.

SCHOOL ACT - Section 23 - Student Records

23(1) A board shall establish and maintain pursuant to the regulations a student record for each student enrolled in its schools.

23(2) ... the following persons may review the student record maintained in respect of a student:

- (a) the student;
- (b) the student's parents, except where the student is an independent student;

Should your child elect to your continued participation throughout their High School Education, a letter of Consent is enclosed that will require their signature on or after their 18th birthday and returned to the school office. Please be advised we are required by law to have this letter of Consent on file with regard to "Independent Student Status".

Thank you for your attention to this matter.

Sincerely,

INDEPENDENT STUDENT STATUS
LETTER OF CONSENT

Student Name: _____

Date of Birth: _____

As an Independent Student at _____ School, I _____

_____ (student name)

hereby consent that _____ & _____

_____ (parent/guardian name) _____ (parent/guardian name)

are able to request and receive from the Administration and Staff of _____ School and the Horizon School Division, the following information pertaining to my student record/cumulative file including, but not limited to:

- attendance Records
- student achievement and course and program progress
- report Cards
- diagnostic test results
- formal intellectual, behavioural or emotional assessments or evaluations administered to the student by the board or by an independent party at the request of parents
- health information
- suspensions
- individualized program plan
- representation on my behalf at/with:
 - Parent/teacher interviews
 - Graduation information meetings
 - School fee invoices
 - Absences

Student Signature _____ Date _____

3.

~~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:

~~2. A student who wishes to be declared independent shall inform the school administration. The school administration shall attempt to verify the student's status.~~

From: EDC Minister <Education.Minister@gov.ab.ca>
Date: Fri, Dec 15, 2017 at 9:53 AM
Subject: Bill 24 and Bill 28 Receive Royal Assent

I am pleased to be able to share that Bill 24: *An Act to Support Gay-Straight Alliances* and Bill 28: *School Amendment Act, 2017* received Royal Assent on December 15, 2017.

I am proud of what these two pieces of legislation do to protect the rights of students and to ensure that our education system will continue to prepare students for success now and in the future. I would also like to thank you all for your continued commitment to students, parents, teachers, staff and the school community as a whole. Your feedback during consultations and the conversations I have had with you over the past several months were critical to informing the direction of both of these pieces of legislation.

For Bill 28: *School Amendment Act*, most provisions come into force upon Royal Assent. The exceptions are amendments respecting:

- the establishment of separate school districts, which come into effect on **September 1, 2018**;
- implementation of the new professional practice standards, which come into effect **September 1, 2019**;
- establishing a common age of entry, which come into effect for the 2020/21 school year;
- rules and regulations on student transportation, which will come into effect for the 2018/19 school year; and
- the requirement for a Code of Conduct to be in place for all school board trustees, which will come into force on **September 1, 2018**.

Work on the development of regulations to support the provisions of the *School Amendment Act* is underway, and I look forward to continuing conversations about that work in the coming months.

I would like to take this opportunity to share additional information about the legislative changes to Bill 24 and when these amendments will come into force. The following is a summary of the legislative changes that have been made. The attached document provides a more detailed overview of the amendments contained in Bill 24.

Amendments Coming into Force Immediately

The amendments relating to protecting the privacy of students and clarifying practices for the establishment of student organizations come into force upon Royal Assent to help ensure students receive additional support for student organizations right away.

Key changes that come into force immediately include the following:

- Clarification in Section 50.1 of the *School Act* that parental notification around courses of study does not apply to student participation in clubs, including GSAs and QSAs. Requirements for notice to parents remain in place where courses of study, educational programs or instructional materials, or instruction or exercises, include subject matter that deals primarily and explicitly with religion or human sexuality.
- Clarification that if a school wishes to send a notification related to a student organization, the principal is responsible for ensuring that it is limited to the fact that the organization is being established or holding an activity.
- Clarification in Section 20 of the *School Act* of the role of school authorities and principals in supporting students who want to create a GSA or QSA. This includes confirmation of the responsibility of a principal to provide a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
- Clarification of the timelines principals are expected to follow to help students create GSAs and QSAs.
- Confirmation that students have the right to name a student organization a GSA/QSA.

- Confirmation that the Minister of Education can initiate an investigation or inquiry if a school authority does not comply with these sections of the *School Act*.

These changes apply to all public, separate, Francophone, charter and private school operators. Private school operators will continue to be subject to requirements of Section 16.1 of the *School Act* regarding support for student organizations, should students request the establishment of a GSA or QSA.

Amendments Coming into Force on April 1, 2018

Requirements for all publicly funded school authorities to create welcoming, caring and respectful policies as well as provisions that strengthen the Minister's ability to ensure every school authority complies with the law will come into force on **April 1, 2018**. This will ensure that school authorities are given sufficient time to review and revise their policies to align with these legislative changes.

Key changes that come into force on **April 1, 2018** include the following:

- All school authorities, including accredited private schools, unless exempted, are required to have policies that meet legislated requirements.
- Ensuring that policies established under Section 45.1 affirm the rights of students and staff as provided for in the *Alberta Human Rights Act* and *Canadian Charter of Rights and Freedoms*.
- Specifying the elements that must be included in all policies.
- Providing the Minister of Education the authority to require school authorities to adopt policy elements, policies or codes of conduct.
- Clarification that the Minister of Education can initiate an investigation or inquiry if a school authority does not comply with this section of the *School Act*.

School authorities have until **June 30, 2018** to make their policies available in a prominent location on a publicly accessible website maintained by or on behalf of the school authority.

These changes apply to all public, separate, Francophone, charter and accredited private school operators, unless exempted.

As previously stated, I will not be asking school authorities to submit their new or revised policies to Alberta Education at this time. Alberta Education staff will be available to work with school authorities as necessary and assist them with ensuring their policies and practices meet the minimum requirements of the legislation. These amendments also emphasize the importance for school authorities to understand their obligations under existing privacy legislation. I encourage public school authorities to work with their *Freedom of Information and Protection of Privacy (FOIP)* co-ordinators, while private schools can liaise with the Association of Independent Schools and Colleges in Alberta (AISCA). Additional information to support the implementation of the amendments will be made available on the [Alberta Education website](#).

If you have any questions or require further information, please contact Paul Lamoureux, Executive Director, Field Services, Alberta Education, at [780-427-6272](tel:780-427-6272) or SafeCaring@gov.ab.ca.

Our government's main priority is to ensure students have safe and caring schools. I look forward to building on the great work of school authorities to ensure that students are protected.

Sincerely,

David Eggen

Minister

From: Alena Matlock <devassist@vulcancounty.ab.ca>
Date: Wed, Dec 20, 2017 at 1:50 PM
Subject: Notice of Public Hearing Bylaw 2017-035

NOTICE OF PUBLIC HEARING

MUNICIPAL DISTRICT OF TABER AND VULCAN COUNTY

IN THE PROVINCE OF ALBERTA

PURSUANT to sections 230, 606, 631 and 692 of the Municipal Government Act, Revised Statutes of Alberta 2000, Chapter M-26, as amended, the Council of Vulcan County and Council of the Municipal District of Taber in the Province of Alberta hereby gives notice of their intention to consider Bylaw No. 1917 and Bylaw No. 2017-035, each being a bylaw to adopt the Municipal District of Taber and Vulcan County Intermunicipal Development Plan. The Intermunicipal Development Plan (IDP) is intended to foster on-going cooperation and coordination between the two municipalities and establish a framework for land use, subdivision and development application referral requirements within the agreed to planning area. It also provides a means to address conflict resolution between the two municipalities, and provides a forum for discussing planning matters of joint planning interest within the planning area.

THEREFORE, TAKE NOTICE THAT the Council of Vulcan County and the Council of the Municipal District of Taber will be holding individual public hearings to consider adopting the proposed Intermunicipal Development Plan and the public hearings to contemplate the proposed bylaws will be held as follows:

VULCAN COUNTY PROPOSED BYLAW NO. 2017-035
10:00 a.m., January 24 , 2018
Vulcan County Council Chambers

MUNICIPAL DISTRICT OF TABER PROPOSED BYLAW NO. 1917

1:00 p.m., February 13, 2018

**Municipal District of Taber Council
Chambers**

AND FURTHER TAKE NOTICE THAT anyone wishing to make a presentation to the Council of Vulcan County regarding the proposed plan and adopting bylaw should, in writing, notify the Chief Administrative Officer of Vulcan County no later than **4:30 p.m.** on the 22nd day of January. Both written and/or verbal presentations may be given at the public hearings.

AND FURTHER TAKE NOTICE THAT anyone wishing to make a presentation to the Council of the Municipal District of Taber regarding the proposed plan and adopting bylaw should, in writing, notify the Chief Administrative Officer of the Municipal District of Taber no later than **12:00 p.m.** on the 8th day of February. Both written and/or verbal presentations may be given at the public hearings.

A copy of the proposed Intermunicipal Development Plan and bylaw may be inspected at the Vulcan County office or the Municipal District of Taber office during normal business hours. The draft Plan may also be downloaded for viewing at the ORRSC website at www.orrsc.com on the main page under Current Projects.

DATED at the Town of Vulcan in the Province of Alberta this 21st day of December, 2017.

DATED at the Town of Taber in the Province of Alberta this 25th day of January, 2018.

Nels Petersen
Vulcan County
Box 180
Vulcan, Alberta
T0L-2B0

Derrick Krizsan
Municipal District of Taber
[4900B – 50 Street](#)
[Taber, Alberta](#)
[T1G 1T2](#)

Overview of Bill 24 Amendments to the *School Act*

Below is a summary of the changes to the *School Act* through Bill 24: *An Act to Support Gay-Straight Alliances*. **Please note: This summary is for information purposes and does not constitute legal advice.**

Support for Gay-Straight Alliances/Queer-Straight Alliances (GSA/QSA) (s. 16.1)

Section 16.1 is amended to clarify the roles and responsibilities of school authorities and principals around student organizations, including GSAs and QSAs.

Specifically, section 16.1 clarifies that:

- principals shall immediately grant permission for the establishment of a student organization or the holding of an activity at the school;
- principals shall within a reasonable time from the date the principal receives the request designate a staff member to serve as the staff liaison;
- students have the right to name a student organization a GSA/QSA;
- students have the right to include GSA/QSA in the name of an activity;
- the principal is responsible for ensuring that notification, if any, respecting a voluntary student organization or an activity is limited to the fact of the establishment of the organization or the holding of the activity; and
- the Minister of Education can initiate an investigation or inquiry if a school authority does not comply with this section of the *School Act* (s. 16.11).

Statutory Responsibility for Principals (s. 20)

Section 20 is amended to clarify that principals will have a legal responsibility to provide a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

Private Schools (s. 28)

Section 28 is amended to make the following sections of the *School Act* apply to private school operators:

- Section 20: a principal has a responsibility to provide a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
- Section 16.11: the Minister of Education can initiate an investigation or inquiry if a private school operator does not comply with section 16.1 of the *School Act*;
- Sections 45.1, 45.2 and 45.3: Accredited private school operators, unless exempted, will be obliged to provide a welcoming caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging. In addition, they will be required to maintain policies that address their obligation to provide students and staff with such an environment (including a distinct portion that addresses their responsibilities under s. 16.1) as well as creating and maintaining a student code of conduct.

Overview of Bill 24 Amendments to the *School Act*

Board Responsibility to Provide a Welcoming, Caring, Respectful and Safe Learning Environment (s. 45.1)

All school authorities (public, separate, Francophone, charter and accredited private schools, unless exempted) must develop policies that address their responsibility to provide students and staff with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

Policies and codes of conduct under section 45.1 of the *School Act* must now:

- affirm the rights, as provided for in the *Alberta Human Rights Act* and *Canadian Charter of Rights and Freedoms*, of each staff member employed by the school authority and each student enrolled in a school operated by the school authority; and
- contain one or more statements that staff members employed by the school authority and students enrolled in a school operated by the school authority will not be discriminated against as provided for in the *Alberta Human Rights Act* and *Canadian Charter of Rights and Freedoms*.

A policy established under section 45.1 of the *School Act* must contain a distinct portion that addresses responsibilities under section 16.1. This portion:

- must not contain provisions that conflict with or are inconsistent with this section or section 16.1, and in particular must not contain provisions that would undermine the promotion of a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
- must not require a principal to obtain the approval of the superintendent or school authority or to follow other administrative processes before carrying out functions under s. 16.1;
- must include the text of 16.1(1) indicating that permission for the establishment of a student organization or the holding of an activity be granted immediately;
- must include the text of 16.1(1) indicating that the school principal must 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;
- must include the text of 16.1(4) indicating that the principal shall immediately inform the school authority 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;
- must include the text of 16.1(3) and (3.1) indicating that the students may select a respectful and inclusive name for the organization or activity and that the principal shall not prohibit or discourage students from choosing a name that includes “gay-straight alliance” or “queer straight alliance” for an organization or activity;

Overview of Bill 24 Amendments to the *School Act*

- must include the text of 16.1(6) to provide that the principal is responsible for ensuring that notification, if any, respecting a voluntary student organization or an activity must be limited to the fact of the establishment of the organization or the holding of the activity;
- must provide that notification, if any, must be otherwise consistent with the usual practices relating to other student organizations and activities; and
- must set out the name of the legislation – either the *Freedom of Information and Protection of Privacy Act* or the *Personal Information Protection Act* – that governs the disclosure of personal information by the school authority.

Board Responsibility to Create and Maintain a Student Code of Conduct (s. 45.1)

A student code of conduct must contain the following elements:

- a statement of purpose that provides a rationale for the code of conduct, with a focus on welcoming, caring, respectful and safe learning environments;
- one or more statements about what is acceptable behaviour and what is unacceptable behaviour, whether or not it occurs within the school building, during the school day or by electronic means; and
- one or more statements about the consequences of unacceptable behaviour, which must take account of the student's age, maturity and individual circumstances, and which must ensure that support is provided for students who are impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour.

Public Availability of Welcoming, Caring, Respectful and Safe Learning Environment Policies and Student Codes of Conduct (s. 45.1)

School authorities will be required to publish their policies and student codes of conduct on their website. Making policies publicly available will ensure that school authorities provide transparency and accountability to the students and communities they serve.

Section 45.1(6) requires that policies and codes of conduct must be:

- made available throughout the year in a prominent location on a publicly accessible website maintained by or on behalf of the school authority;
- displayed in a place clearly visible to students in each school the website link to the policy and code of conduct on the publicly accessible website;
- provided on request to an individual;
- by June 30 of each year, reviewed, the review be confirmed by a resolution and posted or reposted on the publicly accessible website.

Overview of Bill 24 Amendments to the *School Act*

In addition, school authorities must comply with any further requirements respecting a policy or code of conduct established by the Minister by order. An order of the Minister under this subsection must be made publicly available.

Compliance (s. 45.1)

If a school authority does not establish a policy and code of conduct under s. 45.1, or if in the opinion of the Minister, the policy and/or code of conduct do not meet the requirements of that section, then the Minister can:

- establish a policy or code of conduct for, or add to or replace a part of a policy or code of conduct of, a school authority; and
- impose any additional terms or conditions the Minister considers appropriate.

An order of the Minister under this subsection must be made available in a timely manner by the school authority in a prominent location on a publicly accessible website maintained by or on behalf of the school authority.

Two new subsections are created under 45.1 that:

- allow the Lieutenant Governor in Council to exempt an accredited private school or a class of accredited private schools from the operation of all or part of section 45.1 (s. 45.2); and
- clarify that the Minister of Education can initiate an investigation or inquiry if a school authority does not comply with this section of the *School Act* (s. 45.3).

Notice to Parents (s. 50.1)

Section 50.1 of the *School Act* is amended to specify that:

- for greater certainty, parental notification around courses of study, educational programs or instructional materials, or instructional exercises does not apply to student participation in voluntary student organizations, including GSAs and QSAs.

This clarifies policy that is already in place through the [Guide to Education](#). Requirements for notice to parents remain in place where courses of study, educational programs or instructional materials, or instruction or exercises, include subject-matter that deals primarily and explicitly with religion or human sexuality.

Coming into Force

Most of these amendments come into force immediately, with the exception of all of the amendments relating to section 45.1.

- As of April 1, 2018, obligations to adhere with s. 45.1 by school authorities will come into force. School authorities will have until June 30, 2018 to post their policies in a prominent location on a publicly accessible website maintained by or on behalf of the school authority.

Overview of Bill 24 Amendments to the *School Act*

- As of April 1, 2018, the Minister of Education will have the authority to deem a policy – in whole or in part – upon a school authority.

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

Date: Thu, Dec 21, 2017 at 10:15 AM

Subject: **Holiday Greetings from the Minister and Deputy Minister of Education**

The holiday season is upon us. Looking back on the past year, we have achieved so much together and truly made a difference in the lives of students.

This year, we worked together to:

- Ensure students can form gay-straight alliances without fear of being outed. This ensures our schools are safe and welcoming for all students regardless of their sexual orientation, gender identity or gender expression;
- Amend the *School Act* to help increase student success and ensure equitable access to education;
- Expand our nutrition program to feed a daily nutritious meal to more than 21,000 students; and
- Reduce school fees by \$54 million for nearly 600,000 students across the province.

You are key in ensuring our education system's success, and we can't wait to see what we accomplish, together, in 2018.

Best wishes for a safe and joyful holiday season.

David Eggen
Minister of Education

Curtis Clarke, PhD
Deputy Minister of Education

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

From: EDC Deputy Minister <EducationDeputyMinister@gov.ab.ca>

Date: Thu, Jan 4, 2018 at 11:15 AM

Subject: 2017/18 Stakeholder Satisfaction with Education in Alberta Telephone Surveys

As in previous years, the Ministry of Education will be conducting its annual stakeholder satisfaction telephone surveys to collect public and other stakeholder perceptions of Alberta's education system.

The surveys gather responses from a random sample of parents, the general public, high school students, teachers, principals, superintendents and school board trustees in the province. The total number of completed surveys will be over 6,000, ensuring that survey results for each of the 10 respondent groups are statistically representative. The survey responses are completely confidential, and only aggregate data will be reported.

In addition to telephone surveys, this year Alberta Education is piloting online surveys of teachers and the public using the same survey instruments. This is being done to examine alternatives to the existing telephone survey methodology.

The purpose of the surveys is to determine stakeholders' satisfaction with:

- the overall quality of the education system;
- the education system meeting the needs of students and supporting our society and the economy;
- schools providing a safe, caring and inclusive environment for students;
- preparation of students for lifelong learning, employment and active citizenship;
- the education system having effective working relationships with partners and stakeholders;
- leadership and continuous improvement of the education system;
- knowledge, skills, abilities and other related attributes of recent high school graduates;
and
- facilities and equipment in the education system.

Your participation is important, as it provides valuable information to help the ministry identify areas of strength and areas needing improvement, thus helping provide a more effective and accountable education system. Some survey results are also used in specific business plan performance measures and will be reported in the ministry's 2017/18 annual report.

Please note that it would be beneficial if superintendents shared this information with both trustees and school principals.

Advanis Inc., an Alberta-based firm, has been contracted to administer the telephone surveys beginning January 5, 2018 and ending **March 30, 2018**. A summary of the information obtained from the surveys will be posted on Education's website. Last year's survey instruments and survey results are available at www.education.alberta.ca/admin/resources/satisfaction.aspx.

If you have questions about the surveys, please contact Jim Peck, Senior Manager, Corporate Planning Branch, at [780-422-1963](tel:780-422-1963) (toll-free in Alberta by first dialing 310-0000) or jim.peck@gov.ab.ca.

Sincerely,

Curtis Clarke, PhD

Deputy Minister of Education

From: "Heather Tkachuk" <htkachuk@asba.ab.ca>
Sent: Friday, December 22, 2017 2:44:13 PM
Subject: **ASBA President's Email**

The following is sent on behalf of Mary Martin, President.

Dear Colleagues,

With very successful Fall General Meeting and New Trustees Orientation events behind us, the efforts of your Board of Directors have been focused on positioning ASBA for success. We held our director orientation on December 13th, and our Board of Directors meeting on December 14th.

Although it has been a short time since our FGM, a number of significant developments have occurred which may be of interest.

Indigenous Advisory Circle

- ASBA's Indigenous Advisory Circle, introduced at FGM, is ready to serve as a vital resource to both the Board of Directors as well as school boards, with representation from every geographic area of the province. Additional information about the Circle, and its members may be found [here](#).

Legislation/Legal News

- *An Act to Support Gay-Straight Alliances* (Bill 24)
 - o *An Act to Support Gay-Straight Alliances* (Bill 24) received Royal Assent on December 15, 2017. Bill 24 amends a number of provisions in the *School Act* with respect to welcoming, caring, respectful and safe learning environments (WCRSLE) and student organizations, such as gay-straight alliances (GSAs). Many of the changes resulting from Bill 24 are now in force effective December 15, 2017, with the remaining changes - those dealing with WCRSLE policy requirements - coming into force on April 1, 2018.
 - o A link to Bill 24 – *An Act to Support Gay-Straight Alliances* can be found [here](#).
 - o Highlights of key changes for school boards under Bill 24 may be found in the attachment to this email.
- *School Amendment Act, 2017* (Bill 28)
 - o The *School Amendment Act, 2017* (Bill 28) received Royal Assent on December 15, 2017. Bill 28 amends a number of provisions in the *School Act* related to various subject matters. Some of the changes resulting from Bill 28

are now in force, effective December 15, 2017. A significant portion of the changes come into effect September 1st of 2018, 2019, or 2020.

- o A link to Bill 28 – *School Amendment Act, 2017* can be found [here](#).
- o Highlights of key changes for school boards under Bill 28 may be found in the attachment to this email.

· The first issue of ASBA's [vis-à-vis legal newsletter](#) was introduced earlier this month, and is intended to update ASBA members about emerging legal issues which affect school boards and their employees. This inaugural issue focuses on changes to the Employment Standards Code which come into effect January 1, 2018.

Ministry Communications

· Recently, school jurisdictions were included on the distribution of two ministry communications from Deputy Minister Curtis Clark.

1. The first, dated December 11th, and directed to Superintendents and Executive Directors of various stakeholder associations, outlines austerity measures to be undertaken by the ministry, and encourages strong consideration of the same by "...stewards of this system". The email notes direction to departments and agencies including:

- o Maintaining non-bargaining staff compensation at current levels until September 30, 2019;
- o Continued hiring restraint; and
- o Strengthening restraint in discretionary spending, including conference attendance and sponsorship, hosting, travel and working sessions to ensure that pressures are managed within existing budgets.

2. The second letter, also circulated directly to superintendents on December 11, 2017, outlines mandated changes to the reconciliation of IMR (Infrastructure, Maintenance and Renewal Funds), effective immediately. These changes include the need to initialize monthly reporting of IMR initiative progress, the need to capitalize no less than 30 percent of eligible IMR funding for the 2017/2018 fiscal year, and the inability to offset IMR funding that was previously treated as an operating expense by accessing accumulated operating reserves.

- These two communications provide school boards with opportunities for advocacy and response which reinforce the governance and stewardship roles of school boards. Both letters were written to the administrators of school boards. Clearly any issue involving budgetary contemplations resides at least partially, with governors.

- Within days of the receipt of these letters, provincial educational stakeholders were invited to a pre-budget consultation meeting which was held in Edmonton on December 13th. The pre-budget consultation was attended by Ministers Eggen and Ceci as well as a number of Alberta Education officials including Deputy Minister Clark. During the pre-budget consultation, ASBA advanced position that jurisdictions that are well governed are high functioning districts with strong results, and that those that are not well governed do not succeed. The imperative for ASBA to ensure that, through effective professional development, our system governors are well prepared, in particular in the aftermath of municipal elections that saw a turnover of 48%, was communicated. It was further emphasized by both the CEO, Suzanne Polkosnik, and myself, that Minister Eggen has been on public record supporting the need for effective governance. Minister Eggen confirmed that he did recognize both the value of excellence in locally elected school boards, as well as the notion of professional development designed to provide this assurance. He pointed to Bill 28 and the provisions for a mandated Code of Conduct for trustees as evidence of this commitment.

- Both our CEO and I confirmed with both Minister Eggen and Deputy Minister Clark that the intent of the communications was to describe what was being done within the ministry administratively. We were assured that, while there are expectations that all efforts will be made to be fiscally responsible, that it is not the intent of the ministry to impinge on the autonomy of locally elected school boards to determine how best to allocate and prioritize funding within their jurisdictions.

Getting to know your ASBA

- With a significant turnover of trustees within the province during the last election (48%), there has been a great deal of interest expressed in having information and professional development at zone meetings early this spring specific to what makes ASBA unique, and the Association's policy development process. To that end, senior ASBA staff will be visiting Zones in the new year.

Finally, I want to tell you how much I appreciate all that each of you do individually as trustees, and collectively as part of your school boards, on behalf of public, separate and francophone education in Alberta. All of the best for a peaceful holiday season!

Mary Martin
President

An Act to Support Gay-Straight Alliances (Bill 24) Summary

An Act to Support Gay-Straight Alliances (Bill 24) received Royal Assent on December 15, 2017. Bill 24 amends a number of provisions in the *School Act* with respect to welcoming, caring, respectful and safe learning environments (WCRSLE) and student organizations, such as gay-straight alliances (GSAs). Many of the changes resulting from Bill 24 are now in force effective December 15, 2017, with the remaining changes - those dealing with WCRSLE policy requirements - coming into force on April 1, 2018.

A link to Bill 24 – *An Act to Support Gay-Straight Alliances* can be found [here](#).

Highlights of key changes for school boards under Bill 24 include:

Effective December 15, 2017

- **Support for student organizations (e.g. GSAs)** – Section 16.1 has been amended to:
 - clarify principals’ responsibilities for supporting student organizations, such as gay-straight alliances and queer-straight alliances; and
 - clarify that the Minister’s authority to initiate investigations (section 40) and inquiries (section 41) applies to a contravention of, or failure to comply with, section 16.1.
- **Statutory responsibilities of principals** – Section 20 has been amended to expressly include the responsibility of a principal to provide a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging. This is similar to the obligation that boards, students and parents had previously under the *School Act*.
- **Parental notification re: subject matter dealing with religion or human sexuality** – Section 50.1 has been amended to clarify that parental notification under section 50.1 does not apply to voluntary student organizations or activities referred to in section 16.1 (e.g. GSAs).
- **Board responsibility re: WCRSLE** – Section 45.3 has been added to clarify that the Minister’s authority to initiate investigations (section 40) and inquiries (section 41) applies to a contravention of or failure to comply with section 45.1.

Effective April 1, 2018

- **Board responsibility re: WCRSLE** – Section 45.1 has been amended in the following respects:
 - new and updated requirements for WCRSLE policies and student codes of conduct;
 - Boards will have until April 1, 2018 to ensure their WCRSLE policies and codes of conduct align with these new requirements;
 - updated policies and codes of conduct must be publicly posted by June 30, 2018; and
 - the Minister may establish, add to or replace part of the policy or code of conduct and/or impose additional terms or conditions if requirements are not met.

School Amendment Act, 2017 (Bill 28) Summary

The *School Amendment Act, 2017 (Bill 28)* received Royal Assent on December 15, 2017. Bill 28 amends a number of provisions in the *School Act* related to various subject matters. Some of the changes resulting from Bill 28 are now in force, effective December 15, 2017. A significant portion of the changes come into effect September 1st of 2018, 2019, or 2020.

A link to Bill 28 – *School Amendment Act, 2017* can be found [here](#).

Highlights of key changes for school boards under Bill 28 include:

Effective December 15, 2017

- **Student records** – The current student records provision in the *School Act* (section 23) has been moved and amended (now section **38.1**). Amendments include: requiring private school operators and private ECS operators to comply with the same obligations regarding student records that currently apply to boards; and amendments of a housekeeping nature.
- **Education service agreements for First Nation students** – Section **62** has been amended to permit the Minister to set, by Ministerial Order, “requirements or standards” that apply to agreements between a board and the federal government or a band council for the education of “Indian children” (i.e. students living on reserves that are not resident students of the board) and education service agreements must meet these requirements or standards. A Ministerial Order establishing such requirements or standards has not yet been provided to boards.
- **Amendments to reflect that trustee terms are now 4 year terms** – Various sections have been amended to reflect the changes under the *Local Authorities Election Act* that extended the term for trustees from 3 years to 4 years. This includes changes to section **88** (related to when an application can be made that a trustee is disqualified), section **191** (related to the period of time a special school tax levy may be in effect), and section **251** (related to when a vacancy on the board must be filled).
- **Board of Reference** – Section **131** has been repealed and new wording has been substituted. Amendments are of housekeeping nature, providing clarification regarding how a Board of Reference is selected by the Minister.
- **Definition of “auditor”** – Section **145** has been repealed and replaced with an updated definition of “auditor”.

Effective September 1, 2018

- **Transportation (removal of 2.4 km reference)** – Section 51 has been amended to remove the reference to the 2.4 km “walk limit” requirement and the references as to how the 2.4 km distance is calculated. The section has also been amended to indicate that a board will be required to provide for the transportation of a student if:
 1. the student resides in the attendance area of the school,
 2. the student resides within the boundaries of the school district or division, and
 3. the criteria, set out in regulations, are met.

Regulations have not yet been released setting out what, if any, the criteria will be which must be met in order for a board to be responsible for providing transportation to a student.

- **Transportation (cooperation)** – Section 51 has also been amended to provide the Minister with the authority to direct 2 or more boards to cooperate with respect to transportation, including directing boards to enter into specific transportation arrangements. This suggests that the Minister may have the authority to direct the terms and conditions of such transportation arrangements.
- **Trustee code of conduct** – A new section 78.1 has been added which requires boards to develop and implement a trustee code of conduct that includes definitions of breaches and sanctions for breaches. Trustees are required to comply with the board’s code of conduct. This trustee code of conduct must be in accordance with any principles set out by the Minister, by Ministerial Order. A Ministerial Order establishing such principles has not yet been provided to boards.
- **Separate school district establishment process** – Sections 212 to 221.3 of the previous *School Act* setting out the separate school district establishment process have been repealed and replaced with a new process as set out in sections 212 to 221 and section 224.1. While there are some differences in wording, the new process for separate school district establishment is primarily the same as that which was included in the *Education Act* (not proclaimed). The new establishment process requires more cooperation and consultation between the separate school electors and the public school board in the area, including the requirement that a community information meeting be held prior to the establishment vote. The Minister has been granted the authority to make regulations on a variety of matters related to the establishment process. These regulations have not yet been released. Separate school district establishments that are in progress at the time this provision comes into force (September 1, 2018) may be exempt from the new process requirements, depending on what stage the establishment is at.

Effective September 1, 2019

- **Professional practice standards for principals** – Various sections in the Act have been amended to reflect the new requirements regarding “leadership certificates” for principals. Sections **19** and **95** have been amended to require that only a teacher who holds a leadership certificate may be designated a principal or acting principal by the board.

Section **94** has been amended to grant the Minister the authority to prescribe, by regulation, requirements related to leadership certificates, including eligibility, qualifications, application, issuance, revocation, and appeals. The Minister also has the authority to make regulations related to hearing complaints or allegations of unprofessional conduct by a principal or that a principal is unskilled or incompetent in carrying out leadership duties related to the leadership certificate. This includes the establishment of panels and appeal bodies to hear these complaints and the procedural matters related to them, as well as the authority of the Minister to issue reprimands, suspend or cancel the principal’s leadership certificate as a result of the complaint. These regulations have not yet been released.

Section **109.1** has been amended to require that a superintendent report to the Registrar the suspension, termination, resignation, or retirement of a principal where it resulted from conduct that brings into question the suitability of the principal to hold a certificate issued under the *School Act*. The board must also make a complaint about the conduct of the principal pursuant to section 24 of the *Teaching Profession Act*.

- **Professional practice standards for superintendents** – Various sections in the Act have been amended to reflect the new requirements regarding “superintendent leadership certificates” for superintendents. Section **113** has been amended to require that only a teacher who holds a superintendent leadership certificate may be appointed by a board as a superintendent of schools.

Section **115** has been amended to grant the Minister the authority to prescribe, by regulation, requirements related to superintendent leadership certificates, including eligibility, qualifications, application, issuance, revocation, and appeals. The Minister also has the authority to make regulations related to hearing complaints or allegations of unprofessional conduct by a superintendent or that a superintendent is unskilled or incompetent in carrying out leadership duties related to the superintendent leadership certificate. This includes the establishment of panels and appeal bodies to hear these complaints and the procedural matters related to them, as well as the authority of the Minister to issue reprimands, suspend or cancel the superintendent’s superintendent leadership certificate as a result of the complaint. These regulations have not yet been released.

Section **109.1** has been amended to require that a board report to the Registrar the suspension, termination, resignation, or retirement of a superintendent where it resulted from conduct that brings into question the suitability of the superintendent to hold a certificate issued under the *School Act*. The board must also make a complaint about the conduct of the superintendent pursuant to the applicable regulation under section **115**.

Effective September 1, 2020

- **Kindergarten age of entry** – Section 30 has been amended to prohibit a board or early childhood services (ECS) operator from enrolling a child in a kindergarten program unless the child is 5 years of age or older by December 31 of that school year. Boards and ECS operators are also prohibited from requiring that the child be 5 years of age at any time before December 31 of the school year. This means, for example, that boards cannot require that a child be 5 years old as of September 1 of the school year in order to be enrolled in kindergarten. This standardizes the age of entry for kindergarten for all boards.

EDMONTON JOURNAL: HITTING THE BOOKS: How Alberta Education is rewriting curriculum for the next generation of students.

<http://edmontonjournal.com/news/local-news/hitting-the-books-how-alberta-education-is-rewriting-curriculum-for-the-next-generation-of-students>